

Pupil Premium and Catch Up Premium

The government offers funding to tackle inequalities between children on free school meals and their peers called the pupil premium. There is also further funding for any Year 7 student who has not achieved 'expected' in reading and/or maths at Key Stage 2 known as the Year 7 catch up premium.

Pupil premium funding is allocated to a school based on the number of students who are or have been in receipt of free school meals or children who are looked after by a local authority or children whose parents are in the armed forces. To find out more click [here](#).

School Overview

School Name	Ashington Academy
Pupils in school	898
Proportion of disadvantaged pupils	29%
Pupil Premium allocation this academic year	£276,760
Academic year or years covered by this statement	2019-2020
Review date	October 2020

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.73
% of students entered for EBacc	16%
Attainment 8	37.53
Percentage of Grade 5+ in English and Maths	24%

We are working diligently to raise the progress and attainment of all students and to close any gaps that exist due to social contexts. We are confident that by targeting our efforts and funding into the areas outlined below, we will ensure that any gaps are reduced and that all students will be equally successful when they leave. This is an area that we will continue to monitor closely, evaluate and intervene where necessary.

Pupil Premium strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress 8	Disadvantaged students' P8 matches that of national non-disadvantaged students.	September 2020
Attainment 8	Achieve equivalent attainment to national non-disadvantaged students.	September 2020
Percentage of Grade 5+ in English and Maths	Considering prior attainment – increasing the proportion of disadvantaged students achieving Grade 5+ in English and Maths.	September 2020

EBacc entry	Increase the number of disadvantaged students achieving EBacc.	September 2020
Attendance	Improve attendance of disadvantaged students to national average.	September 2020

The Current Year 2019-2020

All students at Ashington Academy study a broad, ambitious and challenging curriculum. Additionally, all students have access to extra-curricular opportunities and visits to enhance their experience of the curriculum.

The Academy is aware that some disadvantaged students face complex barriers during their education, which make effective learning difficult. Some students may have very specific needs and others may face few barriers at all. Some of the main difficulties faced by disadvantaged students are identified below, although it must be noted that this is not an exhaustive list and that the difficulties encountered are not unique to those who are disadvantaged.

The main barriers faced by eligible students in 2019-2020 are:

1. Some students struggle to attend regularly and of these students, some are persistently absent.
2. Some students struggle to manage their behaviour.
3. Some students need extensive pastoral support for a variety of reasons.
4. Some students struggle with the increased complexity of organization within a secondary environment and increased demands for independent work.
5. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
6. Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7. Some students need individual tuition and/or teaching in small groups to enable them to achieve.
8. Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
9. Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10. Some students lack access to the internet and the use of computers to support their studies.
11. Some students lack space to study with adult support.
12. Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.

13. School uniform can cause significant challenges for some families, as can transport.
14. Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
15. All students need the highest quality of teaching in every classroom.

Teaching Priorities for current academic year 2019-2020

Priority	Activity	Intended Impact
<p>High quality teaching and learning across the curriculum</p> <ul style="list-style-type: none"> • All pupils need the highest quality of teaching in every classroom. • Some students have low levels of literacy and numeracy which impedes their learning and their confidence. 	<p>The academy invests significant time in developing staff through a varied CPD provision which is grounded in the latest research evidence fed directly by Shotton Hall Research School.</p> <p>All teachers focus on language, literacy and oracy development. Teachers are increasingly making the teaching of tier 3 vocabulary explicit in their lessons. Enriching and extending the wealth of language used by students is a key focus for staff, understanding that this will provide a route to access learning and a wider range of future career options.</p>	<p>High quality teaching and learning is essential for every student but especially for those who are disadvantaged in order for them to make maximised progress.</p> <p>Closing the vocabulary gap is imperative for all students but especially those who are disadvantaged in order for them to make maximised progress and to access opportunities beyond the curriculum.</p>
<p>Teaching with the memory in mind</p> <ul style="list-style-type: none"> • All pupils need the highest quality of teaching in every classroom. • Some students struggle with the increased complexity of organization within a secondary environment and increased demands for independent work. 	<p>SMART Retrieval activities are used in every lesson to consolidate prior learning.</p> <p>Teachers introduce students to a range of revision techniques, which are rooted in cognitive science, to ensure that students are supported to revise effectively.</p>	<p>High quality teaching and learning is essential for every student but especially for those who are disadvantaged in order for them to make maximised progress.</p> <p>Improving working memory is crucial for all students but especially those who are disadvantaged in order for them to make maximised progress.</p>

<p>Developing reading and vocabulary across the academy</p> <ul style="list-style-type: none"> Some students have low levels of literacy and numeracy which impedes their learning and their confidence. 	<p>All staff have received training on the teaching of vocabulary and oracy.</p> <p>All tutor groups read a novel together.</p> <p>Tier 2 vocabulary, which supports students' understanding of questioning and the world around them, is taught explicitly during registration.</p> <p>Selected KS3 students complete paired reading and vocabulary activities with selected 6th form students. Parents are updated of their child's progress at regular intervals throughout the year.</p>	<p>Improving reading comprehension and closing the vocabulary gap is imperative for all students but especially those who are disadvantaged in order for them to make maximised progress and to access opportunities beyond the curriculum.</p>
<p>Projected Spending: £23,000</p>		

Targeted Academic Support for current academic year 2019-2020

Priority	Activity	Intended Impact
<p>Ensuring that bespoke support is in place to support disadvantaged students to make maximised progress</p> <ul style="list-style-type: none"> Some students need individual tuition and/or teaching in small groups to enable them to achieve. 	<p>Small group support to focus on addressing the specific needs of students.</p> <p>In class intervention activities are designed to close gaps for all students achieving below expected progress.</p> <p>KS4 Tutor groups are organised to target specific areas for development across all subjects.</p> <p>All students complete Hegarty Maths activities that are tailored to individual needs.</p> <p>All Year 11 students are provided with a full set of study guides to supplement</p>	<p>Students are supported to make maximised progress.</p> <p>All students have access to high quality revision materials.</p>

	their revision of English and English Literature.	
Projected Spending: £41,500		

Wider Priorities for current academic year 2019-2020

Priority	Activity	Intended Impact
<p>Improving behaviour and self-regulation</p> <ul style="list-style-type: none"> Some students struggle to manage their behaviour. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. 	<p>Extensive support is provided by multi-disciplinary teams led by the Assistant Head Teacher (pastoral).</p> <p>There is a team of Year Managers who monitor behaviour and support students during their time at Ashington Academy.</p> <p>There is a school counsellor at Ashington Academy who provides bespoke social, emotional, behavioural 1:1 support for identified students.</p> <p>The Pastoral Liaison Team adopts a multi-agency approach when dealing with students who are experiencing problems both in and outside of the Academy. This monthly forum is used to establish and monitor Pastoral Support Programmes (PSPs) and Individual Behaviour Plans (IBPs).</p>	<p>Students are supported to self-regulate their behaviour.</p> <p>Appropriate and timely support is put in place to support students' wellbeing.</p>
<p>Improving attendance</p> <ul style="list-style-type: none"> Some students struggle to attend regularly and some students are persistently absent. 	<p>The dedicated academy attendance officer works closely as part of the Care and Guidance team and is supported by the Trust EWO one day per week, to ensure that pupils attend regularly.</p> <p>Enrichment and after school activities are promoted</p>	<p>Students are attending school and are able to access a wide and varied curriculum.</p>

	throughout the school.	
<p>Ensuring that all students have access to high quality careers education, information, advice and guidance</p> <ul style="list-style-type: none"> Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential. 	<p>Careers advisors are available on GCSE and A Level Results Days.</p> <p>All students in Year 10 complete a CV Writing masterclass with a local business in preparation for their work experience placement.</p> <p>There is a Careers Fair at Ashington Academy that all KS4 and KS5 students attend which hosts colleges, employers, local universities. Parents and carers are invited to join their children in attending the fair.</p> <p>All students in Year 10 complete a work experience placement to gain first-hand experience of working in a sector of interest to them.</p> <p>All applicants to NE6 Sixth Form attend a meeting to discuss their application and entry requirements.</p>	<p>Students engage in informed conversations about their futures with independent specialists.</p>
<p>Ensuring that all students are able to complete homework and have access to a space to study</p> <ul style="list-style-type: none"> Some students lack access to the internet and the use of computers to support their studies. Some students lack space to study with adult support. Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and 	<p>The Hub is available every day before school, at lunchtime and after school for students to complete homework, access the internet and also access class text books.</p>	<p>Students are able to meet the high expectations set for the completion of quality homework.</p>

<p>after school with managing homework.</p> <ul style="list-style-type: none"> Some students struggle with the increased complexity of organization within a secondary environment and increased demands for independent work. 		
<p>School Uniform</p> <ul style="list-style-type: none"> Some students are unable to afford required school uniform or transport arrangements. 	<p>School uniform support with cost. Every new starter to join the Academy is given a new tie.</p>	<p>Elimination of any visual difference between Pupil Premium and non Pupil Premium students.</p>
<p>Enrichment Programmes</p> <ul style="list-style-type: none"> Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers. 	<p>Financial support is provided to enable students to participate in school trips and theatre visits.</p> <p>Students have access to enrichment through sport with financial support to provide access and equipment.</p> <p>Sports coaches work with all students to ensure that they are able to engage with a wide range of sporting activities.</p>	<p>Students have opportunities to participate in a range of activities that widen their experience and raise aspirations.</p>
<p>Projected Spending: £213,105</p>		

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring that all students have access to high quality teaching and learning across all curriculum areas.	A robust process of monitoring teaching and learning is in place. A CPD programme that is built upon the best available evidence and current pedagogical thought.
Targeted support	Ensuring that the identification of students who need support is robust.	Smart use of data to ensure early identification of the students who are likely to fall behind.
Wider Strategies	Ensuring that all staff have received training to teach reading and vocabulary.	Working closely with other agencies to help improve attendance. Close monitoring

		of reading and vocabulary registration activities.
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Reviews of Impact

The impact of our actions above are reviewed termly and in every meeting with the Local Academy Council. Some of the impact is qualitative (e.g. the impact of enrichment opportunities) but some is quantitative (e.g. achievement data, numbers of behavioural incidents, attendance figures). This data is gathered during regular meetings with senior staff and through analysing the data at key data input points.

Individual students are monitored daily where necessary, to ensure actions to support them are taken swiftly.

Clearly, the over-arching impact of this work is to raise the standards achieved by disadvantaged students and to prepare them for the next stage of their education/employment or training.

Ultimately, the impact of our actions over time are seen as students reach the end of Key Stage 4 and Key Stage 5. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards their external examinations.

Year 7 Catch Up Premium

We receive some educational funding each year for Year 7 students who have not achieved 'expected' in reading and/or maths at Key Stage 2.

Ashington Academy received additional funding of £64,900 for Year 7 students who did not achieve 'expected' for the academic year 2019/2020. The additional grant has been primarily used to target support in small groups.

Use of additional funding

Use of small group teaching focuses on building and re-enforcing a strong skill base in reading, writing, spelling, comprehension and numeracy that provides students with the toolkit of skills that they require to access the mainstream curriculum more effectively.

Whole School Literacy and Numeracy

There is a whole school focus on students' literacy and numeracy skills across the curriculum. All departments ensure that literacy and numeracy are developed and enhanced within their curriculum. All departments are increasingly explicitly teaching tier 3 vocabulary in their curriculum.

Whole school use of differentiation

A differentiated approach to learning ensures that individual needs are met and that all students have access to an appropriate curriculum and are challenged to move forward.