



NATIONAL
CHURCH OF ENGLAND
ACADEMY

Pupil Premium Plans for 2015/16

A key priority for the National Academy in 2015/16, was to continue reducing the inequality of outcomes due to the socio-economic backgrounds of our students and to continue to 'close the gap' between the educational outcomes of students from different backgrounds. The use of Pupil Premium Funding was an important tool in addressing this.

Pupil Premium is money allocated to schools by the government for the specific purpose of supporting students from disadvantaged backgrounds, to ensure that they have full and equal access to educational opportunities. This funding began in 2011 and is expected to increase year on year. The National Academy was allocated £220,600 for the academic year 2015/2016. This grant was used for each student entitled to free school meals ('FSM') each student who is a Looked After Child ('LAC') Adopted or a Service Child (SC). This was additional to the main academy budget funding we use to support this area of work.

Key Priority: *To close the disadvantage gap identified as a priority in our academy improvement plan, by addressing inequalities and raising the attainment of those students in low income families, Service children, Adopted, or who are 'Looked After'.*

What did we expect to see? Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Maintain their levels of attainment and progress, especially in Maths and English;
- Continue to close attainment gaps relative to school averages;
- Have full access to the curriculum;
- Access extra-curricular provision.

In 2015/16, the Pupil Premium Grant was used to set up and provide the following:

1. 'Closing the Gap' in Maths

Activity /Opportunity	Number of students involved	Cost	By when
Maths intervention to small groups across all years (7-11)	92	£44,000	Each week until the end of the academic year

'Closing the Gap' in Maths

To improve the progress in Maths we will ensure that a small group intervention session will be run for all PP students over this academic year. The activities undertaken will vary depending on the time of year, ability profiles and year group involved. The sessions will be delivered by an outstanding Mathematics teacher with a proven track record of helping pupils in Maths.

Numeracy Support

This targeted intervention will provide support and development from the Maths faculty for groups of underachieving students from year 7 – 11. Strategies will include; small groups sessions during and after school, purchasing of relevant equipment and provision of support during half term holidays.

Impact:

The impact of this intervention in year 11 has meant that 56.6% of Pupil Premium students made 3 levels of progress, up from 51% last year and 38% the year before that. While there is still a gap compared to all students these interventions are working to make Pupil Premium students achieve closer and closer to their potential. Lower down in the school, PP students who have been receiving intervention, on average progressed at a faster rate (one sublevel per year) than those students who did not. .

2. 'Closing the Gap' in English

Activity /Opportunity	Number of students involved	Cost	By when
English intervention to small groups across all years (7-11)	115	£19,950	Each week until the end of the academic year

'Closing the Gap' in English

To improve levels of progress further in English we will be ensuring that members of the English faculty carry out 1-to-1 or small group intervention. The intervention will be aimed at all PP students and activities will depend on the time of year, the age of the students and the ability of those involved.

Impact:

	Exam results	FFT 50 Target
Students making 3LoP (based on attainment 8 figures)	60%	87%
Students making 4LoP (based on attainment 8 figures)	36%	13% (FFT 20: 26%)
Students making 5LoP (based solely on English Language results)	7%	0% (FFT 20: 0%)

Summary: the 3LoP were impaired by the results of the HUB students who all fell short of their target grades, some significantly so. In other teaching sets, *all* sets achieved a higher 4LoP % than their FFT 50 target. This clearly indicated that the faculty is making very significant gains with a large proportion of the students. Indeed, what is most encouraging is that the results for PP and non-PP students are very similar:
4LoP: PP = 32%; non-PP = 37%
5LoP: PP = 7%; non-PP = 7%

3. Curriculum Support and Interventions

Activity /Opportunity	Number of students involved	Cost	By when
Students to be given a standard equipment pack	All PP students	£424	Sept 2015
LT progress meetings	44	5 x LT x 5 evenings per year £2,500	Oct 2015
Targeted Assemblies Yr11	44	15 x 20mins. LT time £1,000	All Year
Reading Age Test	All PP students	£3,200	All Year
Numeracy Support	10	£2,500	All Year
Raising the Grade	21	£80	2 days
Inspirational Writer	28	£500	Sept 2015
Lexia	100	£2,350	All Year
6 th Form Induction	7	£400	June 2016
Support for Food Technology	8	£62	All Year
Easter Revision School	16	£1,000	April 2016
Revision Guides	All Year 11 PP students	£273	Jan 2016
Hagg Farm Residential Experience	10	£2,160	July 2016
Educational Visits including Conkers	All PP students	£2,395	All Year
Uniform	14	£153	All Year

Standard equipment pack

This equipment is given to each student receiving Pupil Premium and is designed to ensure that no student has a lack of basic equipment as a barrier to learning.

Impact:

All Pupil Premium students have been provided with an equipment pack. This has reduced the number of students arriving in school without equipment. This has included Scientific calculators at KS4.

Leadership Team progress meetings with parents

Members of LT meet with students and parents for additional progress interviews after school. The aim of this is to identify any areas of strength and weakness. Intervention can then be put in place wherever relevant. This will happen several times during the year, and started in October 2013.

Impact:

This has had a positive impact on students and parents. Parents felt supported by the academy in ensuring their son/daughter has made progress. The FSM gap has closed significantly over the past year.

Targeted Assemblies

Targeted Assemblies are given to Year 11 students by LT. Some are for the whole of year 11, while some are for specific groups, e.g. those engaging with alternative personalised curricula.

Impact:

All targeted students have received motivational and guidance assemblies for exams and revision. A successful set of examination outcomes was achieved.

Reading Age Test

The GL assessment reading age test is an online test aimed at evaluating the reading age of students. It also offers diagnostic analysis to help evaluate where the students' strengths and areas for development are.

Impact:

The GL assessment was initially used during the 2014-15 transition days with year 6 students. The results allowed us to accurately set them into literacy groups and identify very early on any students with significantly below average reading ages. The results were accordingly used to identify appropriate students for the accelerated reader intervention. However, during the planned second wave of assessments in the second term, we experienced significant difficulties with the software leading to delays and cancellations in testing. Accordingly, we have now moved away from the GL assessment to use the Renaissance STAR testing software, currently used to test students during the AR intervention.

Raising the Grade

A number of workshops and inspirational talks to raise the confidence and aspirations of PP students and to help develop the skills needed for breaking the C grade.

Impact:

15 year 10 students attended a conference at Nottingham University and the experience was fantastic. The students were reluctant initially, but after the workshops they all grew in confidence and by the end of the day were performing their poems in the lecture hall at the University. For many students it was the first time they had been into the Uni. and the opportunity to look around and see the facilities on offer was eye opening. After the session with Dreadlock Alien, the students were able to see how language was fun and exciting and they left feeling confident about poetry and the studying of it in year 11.

Inspirational Writer

An inspirational talk, with multiple workshops from a local East Midlands Author, Bali Rai, challenges views and widens students' experiences of life and growing up in a multi-cultural world; its advantages and its limitations for different groups within the many communities.

Work will be with Y7 PP students to inspire reading, experiences growing up in a multi-racial community and how this has influenced his writing. Two further writing workshops will encourage students to engage with characters and plots as they experience planning and writing a narrative through visiting Story Mountain.

At lunchtime PP tudents may purchase books (with vouchers provided) and have the opportunity to meet informally with him and talk to him about his books. This will also give the students (PP) from 2014 who met Bali the chance to meet him again and discuss the books they purchased.

Impact:

210 Year 7's attended an inspirational assembly including the Pupil Premium students. All PP students had the opportunity to buy a book and speak with Bali at lunch as he signed the books for the students.4 workshops ran and

the PP students in year were invited to attend the writing workshops. The students attended a year group assembly and had the opportunity to listen to Bali explaining his background growing up in Leicester and how this has affected his work. The Q and A was a lively with many questions being asked about how stories are created and where his work takes him. Students attended workshops with year 11 aunts and uncles and this helped the year 7's cement tutor relationships and all the work completed was paired so meant confidence was boosted.

Lexia

Lexia is an online software package aimed at increasing students' literacy proficiency by focusing on vocabulary and spelling. Students complete an online test that will then devise a personalised learning journey to meet their specific needs. The package also allows for comprehensive monitoring and data analysis for the coordinator to ensure progress is being made for individual Students and for key cohorts. The intervention will be aimed at a trial cohort of year 8 FSM students, and then rolled out to other KS3 PP students.

Impact:

7D: 1 weekly session per week KSO

10 Literacy: 1 weekly session per week with KBA

After school intervention with SVE: 2 sessions per week from January to May

Progress report ALL years

	Oct 2015	July 2016
Basic level	25%	0%
Elementary level	75%	75%
Intermediate level	0% (Yr. 7: 0%)	25% (Yr. 7: 50%)

Summary: though the impact of numbers of students is limited (timetabling time in computer rooms or the library is very prohibitive), those that have accessed it have made good progress over the year.

6th Form Induction

The Post 16 Induction Day is for all successful applicants to the National Sixth. Half the day is spent taking part in team building activities and half the day learning more about Post 16 life. The day is at Willersley Castle in Derbyshire and students travel to the location by coach. In order for all applicants to access the day the transport is funded.

Impact:

The money supported the cost of transport to and from Willersley Castle and supported the cost of Acclimatize (an outside provider who delivers the team building activities). This enabled students to find out about Post 16 and to start to interact with other students who had applied for Post 16. This aided their transition into Year 12.

Support for Food Technology

Financial support for ingredients is available for students wishing to take Food Technology as part of their curriculum choice.

Impact:

The support students received had a major impact on their coursework. The monies provided to buy food helped them all gain valuable cooking experience which otherwise would not have happened. They all gained their target grades for the coursework

Easter Revision School

Range of revision based activities to support exam preparation for KS4 students (mainly English, Maths and Science).

Impact:

Easter revision school by English and Maths and Science has resulted in greater progress and performance in these areas from Easter until the final GCSE examinations. All pupils who attended the Easter school made improvements in Science and most made improvements in Maths and English.

Revision Guides

All Year 11 Pupil Premium students will be issued with Revision guides for their individual subjects.

Impact:

The examination outcome for PP students in year 11 showed that the PP Gap has been reduced by half in comparison to the previous year.

Hagg Farm Residential Experience

This is a residential experience that incorporates a wide range of outdoor activities in Derbyshire. This develops key skills, confidence, leadership etc. These students might not be able to experience this without the Pupil Premium support.

Impact:

Students were able to interact with staff and other adults in a non-school based setting, this allowed them to build positive relationships that can help them going forward. They all developed their confidence of new situations, self-belief, and resilience in the face of something challenging and difficult.

Educational Visits Including Conkers

In order to increase the number of students from disadvantaged backgrounds who can access the many educational visits offered by the academy that are not essential to the curriculum, but enhance the learning experiences of students. We have allocated money to enable a 50% discount on all visits for all students who are in receipt of the Pupil Premium. Students can use this discount on all trips that are available to them.

Impact:

The decision to support disadvantaged families with the cost of their children attending extracurricular educational visits has proven popular with students. Pupil premium students are now able to access a greater range of trips than previously.

Uniform

Support is given to pupils in financial need.

4. SEND Provision and Support

Activity/opportunity	Number of students involved	Cost	By when
KS4 Hub	6	£45,000	All Year
7D (to include attached TA)	24	£41,200	Sept 2015
8G	24		
T/A Support for Pupil Premium Students	27	£20,000	Sept 2015
Accelerated Reader	97	£7,000	Sept 2015

KS4 Learning Hub

The KS4 learning hub is based in the Epiphany Centre. It is staffed by the inclusion faculty and supports vulnerable KS4 students who are not coping well with the demands of the main school environment. Priority is given to students from a disadvantaged background and the hub will educate these students to ensure they achieve GCSE qualifications including English, Maths and Science.

Impact:

The development of the one year KS4 hub for key students in 2015/16 ensured that these students gained qualifications they would have struggled to achieve in previous years. The attendance to school of these students was higher in year 11 than in previous years and they all achieved qualifications in English language and literature, maths, double science and history. All students completed work experience relevant to future career aspirations and secured a place on an appropriate post 16 course.

7 D 8G Including T/A

Students in these classes are identified as experiencing significant difficulties at the end of Year 6; this maybe within the curriculum or involve social interaction and inclusion. Some of these students require the need to attend a withdrawn literacy group which replaces modern foreign languages up to the end of Key Stage 3. Some students also have specific 121 sessions in order to access the curriculum.

Impact:

Despite having a lower starting point from KS2 the students in 7D and 8G (aspire) have been able to make pleasing progress due to a bespoke curriculum and extra teaching resources.

For 7D

- In English 80% of the students were above target in the final review point of year 7.
- Over 50% of the students made 2 LOP or more in Maths with 80% at level 4 or above
- In science 62% of students were hitting or exceeding their aspirational targets
- In Humanities all students made expected or above progress from their year 7 baselines.

For 8G

- 55% of students were on or above their aspirational target in English
- 30% of students were on or above their aspirational target in maths
- 84% of students were on or above their aspirational target in Science
- 75% hit or exceeded target in IT, 80% in Art, 75% in geography and 80% in History

The individualised curriculum is clearly having impact across a wide range of subjects and whilst maths seems low this was based on a common assessment taken by all year 8 students, signifying the progress that has been made and efforts to bring students in 8 aspire in line with the rest of the year group.

TA Support for Pupil Premium Students

Teaching Assistants are allocated to support named students who receive funding to support them with a special educational need. These needs could stem from learning and/or behavioural difficulty but this category does include a wide range of students, including those eligible for FSM.

Impact:

The effective deployment of the TA team has led to improved outcomes for students who are PP. In year 11 the PP gap has almost halved when compared to previous years and the progress of PP students in other years has also improved.

Accelerated Reader

Accelerated Reader (AR) is a progress monitoring software assessment widely used by primary and secondary schools. AR personalises reading activities and reinforces the understanding of content. Once a book is read students take an online quiz. AR motivates students to read more, suitably challenging, books, and raises literacy standards of students of all ages and abilities. AR also allows instant reporting of each student's progress.

Impact:

52 Year 7 students, 30 Year 8 students and 15 Year 9 students were enrolled on the program (approximately 30% of these are FSM/and or 8 SEN students). A total of 7,173,916 words were read, involving 2,692 books. Many students individually read over 100,000 words and 1 over 250,000 dramatically widening their vocabulary. Reading progress has been demonstrated in the vast majority of the students enrolled.

5. Whole School Initiatives

Activity /Opportunity	Number of students involved	Cost	By when
Pupil Premium/Extended Services Co-ordinator	All students	£10,250	2 days per week all year round

The Pupil Premium/Extended Services Co-ordinator brings together whole school initiatives to support the delivery of education and support through the Pupil Premium funding, to optimise the impact of the support to students in this area of work. She has attended training in November 2012 to ensure she has the skills and experience to maximise her knowledge to enable effective delivery of the Pupil Premium funding in the National Academy to gain maximum impact for all. Her duties include careful and precise monitoring and evaluation of the way in which the Academy plans and spends the funding for the purpose it is given, and ensuring that all students from a wide range of backgrounds are supported and have access to a wide range of activities and programmes, both in the curriculum and out of school. The portfolio of evidence she maintains records that impact and is used to advise and guide us in the decisions we make for future Pupil Premium funding and the creation of our action plans.

6. 'Out of Hours' clubs and structured activities targeting pupils who are entitled to 'Free School Meals', are LAC/Adopted/SC or vulnerable

Activity / Opportunity	Number of students involved	Cost	By when
Small Animal Club	42	£1,100	All Year
Literacy Breakfast Club	12	£1,800	All Year
D.A.L.P. Festival	56	£128	Sept 15– Jan 16
A.N.A.G.	14	£350	All Year
Summer Scheme	28	£8,000	August 2016

Archie's Breakfast Club	All PP students Daily	£7,000	All year
Glee Club	35	£500	All year

Small Animal Club

The small animal club is designed to educate students in animal care and handling. Activities include cleaning out, grooming, feeding, monitoring lifespan, animal behaviour, anatomy and record keeping.

Impact:

Students that have attended The Small Animal Club have developed both their interpersonal and practical skills. Students have clearly become more confident when talking to staff about the animals, they will ask questions and volunteer to do tasks. Students engage each other in conversation, encourage each other to participate and numerous students will happily take on the responsibility of leadership roles during The Small Animal Club activities. All students have displayed excellent collaboration and will support each other when carrying out an activity they are unfamiliar with.

Students have gained a good understanding of how to be safe not only around animals but within a Science laboratory. This has had an impact on lessons, in particular practical Science sessions, in that it enables the lesson to pick up more pace, without the need to constantly go over safety instructions, so that a level of challenge can be achieved earlier in the lesson.

Students can also apply their skills and what they learn in The Small Animal Club in home situations, in particular looking after themselves, the importance of being clean and good hygiene. Students will often ask for advice on how to look after their own pets better, indicating that they have become more aware of the needs of others.

Literacy Breakfast Club

Breakfast is an important part of this activity and is used as an encouragement for targeted students to attend this club. The students will work on 'Education City,' a computer programme designed to improve literacy.

Impact:

Literacy breakfast club has a beneficial effect on students' learning. Students receive breakfast ensuring they are alert and able to concentrate during lessons. Following breakfast students use literacy based computer program that teaches them literacy skills to take into every lesson and builds their confidence.

D.A.L.P. Festival

Diverse Academies Learning Partnership ('DALP') is a collaboration of academies working together to raise educational standards. These academies are National, Retford Oaks, East Leake, Tuxford, Tuxford Primary and Holgate. Students from each academy will collectively be mounting a Creative Arts Festival at the Majestic Theatre in Retford, which will include Poetry, Music and Dance performances.

The students will be learning and rehearsing for the festival during lunchtimes and after school, with sessions being led by trusted creative arts leaders. Every child involved will be rewarded for their hard work with a coach trip to the Theatre Royal in Nottingham. This will take place after Christmas and will be funded by the Pupil Premium. Selection will be focussed on boosting attainment and confidence levels on an individual student need basis - ultimately aiming to 'close the gap'.

Impact:

The identified students engaged fully with the project. Self-esteem and confidence were raised, impacting on behaviour and attendance, increasing academic performance and social skills. Evidence is in the form of a video, a newspaper article and staff, students and parents' comments.

A.N.A.G. (Academy Nutrition Action Group)

This group consists of students (some of whom are on FSM) and staff. The remit of the group is to work on the following:-

- School Lunch Provision by the contractor- what is working well, what can we do to improve our service?
- Menus
- Theme Days/New Ideas
- Marketing
- Healthy eating
- Revision of Food Policy
- Support for year 7s
- Involvement in updating and redecorating Archie's
- Healthy Schools Gold Award.
- Partnership with Annesley Lodge Care Home
- Fairtrade Award

Impact:

Archie' refurbishments have been completed and the students have been involved in menu and event planning. The Academy has achieved both the Healthy Schools Gold and the Fair Achiever Award. Liaison with Annesley lodge has been a major area of development with bonds being built between the different generations. Students learn how to serve, entertain and converse over meal times and have taken part in a variety of other activities with the elderly residents.

Summer Scheme

The Summer School programme is designed for FSM students, Service Children and those on the LAC register, vulnerable, disadvantaged and single entry pupils. The programme is aimed to help those students make a successful transition from primary to secondary school.

The summer school consists of an exciting week of events/activities including CSI Explained, Circus Skills games, art work, drama, cupcake and pizza making.

At the end of the week we will hold a celebration event to which parents are invited.

Impact:

This was an invaluable week for our students. Confidence has been built, friendships made, resulting in an enthusiasm for the start in September. Evidence in the form of a scrapbook, video and staff, parents and student comments give testimony to this.

Archie's Breakfast Club

This Breakfast Club is available to all PP students and opens at 7-45 every morning. Students may enjoy bacon cobs, hash browns, hot drinks etc and are able to sit and relax chatting to their friends at the start of the school day.

Impact:

Students receive breakfast ensuring they are alert and more able to concentrate during lessons.

Glee Club

This musical group offers a place where students can gain enjoyment and fulfilment from singing whilst making new friendships. Glee Club gives the students the opportunity to perform on stage and choreograph movement into certain choral works.

Impact:

GLEE Club offers musical sanctuary for all ages and abilities. This is a very energetic group which loves to sing and dance while being helpful and welcoming to new members.

Singing as a group helps to reduce anxiety and generally makes us feel happy. Adding the dance moves requires coordination and patience. Learning new songs requires a lot of concentration and coming to rehearsals each week needs a lot of dedication and commitment.

They are a lovely, happy group of singers, who enjoy the music and reap the benefits.

7. Exams

Activity / Opportunity	Number of students involved	Cost	By when
Exam Extra Support	18	£2,000	Ongoing

One-to-one Sessions are used to support PP students in the build-up to examinations in Maths and English. Coursework support sessions will run for pupils in English.

Easter school coursework booster sessions support students to help prepare them to prepare for Maths, English, Science and Humanities exams. Extra time is applied for and readers/writers etc. are used to support students within examinations as appropriate.

Impact:

Easter School coursework booster sessions saw PP students improve on Science coursework and prepare well for many external exams. 1 to 1 Maths and English sessions prepared students well for GCSE exams. Students were well supported to achieve their best during external exams by a well briefed team of invigilators led by the exam administrator.

8. Attendance

Activity / Opportunity	Number of students involved	Cost	By when
EWO Input for Attendance Concerns	20	£3,000	All Year
Attendance Plan	All PP	£5,000	All Year

The EWO will work with parents, students and outside agencies to

- Improve whole school attendance (including Post 16 where necessary)
- Improve attendance of significant groups
- Ensure that persistent absentees feel included in the school community
- Improve attainment and aspirations of significant groups/individuals through improved attendance
- Organise practical support for those with attendance issues
- Reduce persistent lateness to school and lessons, thus reducing disruption in lessons and improving continuity in learning
- Ensure regular whole school registration

- Monitor whole school attendance with HAL's and Attendance Manager
- Carry out an attendance and attainment review for persistent absentees and other key groups/individuals
- Liaise with Inclusion Team to track progress of key individuals

Attendance Plan

A plan has been developed to reduce the number of Pupil Premium students who are classed as persistent absentees and to increase the attendance of the whole Pupil Premium cohort so that both figures are in line with the average for the rest of the school.

Impact:

The attendance plan was developed at the outset of the year to specifically target at Pupil Premium students. This allowed the attendance officer and others a greater awareness and focus on those students at risk of lower attendance. This data was carefully tracked and allowed earlier interventions to take place; organised practical support for those with attendance issues through parent meetings, attendance sessions, student meetings, referral to listening service, attendance report, referral to EWO and family services were all used at various points. As well as these waves of intervention, practical measures were also used such as the purchasing of alarm clocks to those Pupil Premium students who struggled with punctuality. As a result the attendance of PP students increased from 90.65% to 91.90%. There is still some work to do next year however an upward trend has begun.

9. Careers Advice and Guidance

Activity / Opportunity	Number of students involved	Cost	By when
Careers Talks	45	PFA Time -50mins each talk £500	All year
What Next Careers Fair All FSM pupils will be paid for.	20	4 x staff 9.30- 12.30 £200	October 2015
Work Experience	32	£200	As appropriate
Careers Interviews	61	PFA time -30mins each talk £1,000	As needed
Externally provided careers interviews	20	£400	As needed

Careers Talks

Careers talks are arranged to enable students to explore careers available to them when they leave education. Employers and training providers are invited to school to talk to students from Y10-Y13.

What Next? Careers Fair

Students from Yr11 are invited to attend a careers fair at Colwick Park where they can talk to employers and representatives from local colleges and sixth forms. The costs of the trip are funded by the academy.

Work Experience

Selected students in Yr10 and all Yr12 students are entitled to a work experience placement. The students use an online database to arrange the placements.

Careers Interviews

Students from Yr9-11 have an entitlement to a group or individual careers interview in school.

Externally provided careers interviews

Students are entitled to request an external careers interview from an independent career professional if they remain without plans and are in danger of becoming 'NEET' ('Not In Employment Education or Training').

Impact:

The varied careers activities offered at the academy prepare our students for the next stages in their lives. Career exploration and career talks give an insight into the wide variety of available opportunities. Work experience helps develop confidence and provides valuable work related skills that employers are looking for in young people.

Career interviews guide the students through their option choices and help them make realistic and achievable targets.

We have no Y11 students without a destination this year and careers education has helped to make sure all our students are supported with their choices for the future. This all helps reduce any possibility of our students being NEET.

10. Counselling Support

Activity / Opportunity	Number of students involved	Cost	BY When
Academy Counsellor	25	£6,000	All Year
Academy Chaplain (post bereavement and vulnerable student support)	38	£2,000	All year

Academy Counsellor

Sue Whittaker is an independent BACP Accredited counsellor who comes into school to offer emotional support for our most troubled students. The work is confidential (apart from Child Protection issues), but she does provide written anonymous feedback. She is also able to flag up high risk pupils in need of CAMHS support or GP referral.

Impact:

The Academy Counsellor has helped with many issues such as bereavement and loss, the break up and reforming of families, relationship difficulties, anxiety and bullying. These issues could have led to the deterioration in behaviour, attitude and mental health of the students.

This service has been shown to help students function more effectively in school, and help towards happier relationships in school and at home.

The counsellor has provided short and long term work and has run anxiety group workshops over a period of 6 weeks.

Our students constantly feedback positively about the service and many would recommend a friend, the majority see positive improvements in their behaviour, friendships and emotional health.

When appropriate, our academy counsellor has also been available to work with parents in supporting students and the service has also be used as an assessment tool in order to make referrals to specialist outside services.

Academy Chaplain

As part of her overall responsibility, Rev Louise Nicolls will facilitate post bereavement and vulnerable student support. She will work with students from across the Academy.

A key objective is to minimise the impact of significant and challenging life events in the learning process by providing a professional listening service that affirms and values the individual, often in the face of a lack of such affirmation and support from home. Outcomes are assessed by monitoring the speed with which students routines return to normal. The Academy Chaplain receives referrals from members of the LT and then assigns a professionally trained listener to meet with them in school on an agreed basis. This may be a single, repeated or scheduled series of conversations.

Impact:

During this academic year, 38 students have been referred to the Academy Chaplain as part of the Listening Service offered to all students. Nearly all of these students have received regular support over a number of weeks from the Chaplain or a member of the Listening Service team in order to help them through the issues which have arisen at any given time. Whilst there is an understanding that students will be seen three or four times, a minority of students have only needed the initial meeting followed by one more session to ensure the problem has subsided. A couple of students have needed support beyond the four appointments and these have been staggered enabling students to maintain control of the issue avoiding dependence. An unknown number of students have dropped in to chat briefly to the Chaplain. The listening service has enabled students to express and think about emotional and behavioural issues and has helped students remain in school and find a place of acceptance in the school community.

Overview Statement

In the academic year 2014-15 the academy planned and implemented a detailed programme of support and intervention to ensure that Pupil Premium students obtained better outcomes.

For 2015-16 the academy continued to invest extensively in Pupil Premium students, and their performance has continued to improve. It has been commented by external reviewers that the plans at The National Academy that are put in place to support Pupil Premium students have impact, and these statements are supported by the outcomes achieved by students. Initial data for the academic year ending in 2016 has shown that PP students achieve better at our academy compared to national data and the gaps in progress and attainment between these students and non-pupil premium students are rapidly closing.

Investing in overcoming disadvantage continues to be a core focus of the National Academy and we are working hard to remove any performance outcome gaps.

Mr M Jobling, Academy Director