

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Downham Market Academy
Number of pupils in school	1075
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Rolf Purvis-Executive Head
Pupil premium lead	Nicholas Hewitt-Deputy Head
Governor / Trustee lead	Simon Prior

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,145
Recovery premium funding allocation this academic year	£38,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£248,113

# Part A: Pupil premium strategy plan

## Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from better teaching, curriculum and pastoral support, and more opportunities for cultural capital. Our pupil premium strategy focuses on dynamic, data led, targeted interventions focussed on key PP groups and ensuring that PP students are a priority in all our systems. Ultimately our aim is to eliminate inequities in academic outcomes, attendance and behaviour points, cultural capital and wider school experience-between pupil premium students and our whole school cohort.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	PP students historically and nationally have lower progress scores than non PP at GCSE.
2	PP students have lower Y7 starting points in literacy than non PP students.
3	In the 2020/2021 academic year the PP cohort attended school less frequently than our non PP students.
4	In 2020/21 academic year PP students received a disproportionately high number of the overall behaviour sanctions logged.
5	PP students historically and nationally are less likely to move on to A-Level study and higher education.
7	In the 2020.21 academic year, the proportion of Y11 PP students completing the Ebacc was lower than the proportion of non PP completing it.
8	PP families are less likely to be able to afford classroom resources and uniform and food products-limiting PP students' capability to engage effectively with day to day schooling.
9	PP families are less likely to be able to support costs associated with extra-curricular and or off site activities-limiting PP students' access to cultural capital.
10	PP students are more likely to be further behind following C19 school closures because of a lack of resources such as internet, devices, parental time and educational level.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP progress to be no less than whole school progress and above national average for PP.	+0.25 PP P8 score. Sep 2022
PP students to continue to improve their performance in core subject areas.	PP English + Maths 5+ 65% Sep 2022
PP students to study the same rigorous and broad curriculum as others.	50% + current Y9 enrolled in EBACC by Sep 2022
PP students to reach our whole school benchmark for attendance.	Attendance of PP cohort 96% + Sep 2022
PP students not to suffer the burden of disproportionate sanctions.	No permanent exclusions. Fewer than 3% of PP to receive 1+ fixed term exclusion. Sep 2022
PP students to leave school with the same high ambitions and access to post 16 support/information as our whole school cohort.	Careers and HE opportunities for 100% KS3/4 Sep 2022
PP to receive opportunities to learn off site and develop cultural capital alongside their peers.	100% KS3 external visit, D of E, extracurricular enrolment. Sep 2022

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and outstanding knowledge rich curriculum-dedicated curriculum model to support PP/SEN LPA students. PP students to make +0.25 P8 score Sep 2022.	<ul style="list-style-type: none"> <li>The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></li> </ul>	1, 2, 7, 9
All staff to know PP and their needs and support them effectively in lessons.	<ul style="list-style-type: none"> <li>The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></li> </ul>	1, 2, 3, 4
Additional curricular time in Y7 + 8 to support literacy interventions such as Lexia. PP students to have closed reading gap by EOY9.	<ul style="list-style-type: none"> <li>The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></li> </ul>	1, 2
Resources to support PP students in class and during future school closure-I-Pads, Teams, scientific calculators.	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:</li> </ul>	8, 10

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition for off target KS4 PP students via external tuition partner.	<ul style="list-style-type: none"> <li>The Sutton Trust Report into Disadvantaged Family Barriers and the impact of LD-visible at:  <a href="https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/">https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</a></li> </ul>	1
Direct pastoral support for low attendance PP students Breakfast club.	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></li> </ul>	3, 8
P7 groups for specific PP students.	<ul style="list-style-type: none"> <li>The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at:</li> </ul>	1, 8, 10

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	
Elevate Education half termly sessions for lowest performing KS4 students.	Internal evaluation and sharing best practice with Trust partners.	1, 10

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop cultural capital of PP students through trips and extracurricular involvement-e.g. Enrichment Week. 100% take up of external visit and extracurricular for PP students across KS3.	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></li> </ul>	7, 9, 10
Prepare PP students for higher education and careers via dedicated careers programme and University links-e.g. Insight Discover Cambridge University. 100% involvement of PP students in careers programme.	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></li> </ul>	5
Improve attendance figures among PP students to + 96%-	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils:</li> </ul>	3

<p>through dedicated pastoral support.</p>	<p>articulating success and good practice visible at:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	
<p>Eliminate disparities in fixed term exclusions between PP and whole school figures-through new leadership in behaviour and pastoral team.</p> <p>No permanent exclusions.</p> <p>Fewer than 3% of PP to receive 1+ fixed term exclusion.</p>	<ul style="list-style-type: none"> <li>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>3, 4</p>
<p>Meet the needs of LAC PP students, PP students experiencing trauma and PP VI form students, through VI form bursary, dedicated in school mental health support and ring-fenced budget for LAC support + intervention.</p>	<ul style="list-style-type: none"> <li>The Sutton Trust Report into Disadvantaged Family Barriers and the impact of LD-visible at:</li> </ul> <p><a href="https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/">https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</a></p>	<p>4, 5, 8, 9, 10</p>

**Total budgeted cost: £ 248,113**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

1. PP Y10 mock data Summer 2021 indicated +0.1 P8 score, compared to -0.24 P8 in 2019 outcomes.
2. PP P8 published data indicates continual rise and closing of gap:

	2017	2018	2019
All P8	-0.47	-0.3	-0.15

	2017	2018	2019
PP P8	-1.0	-0.5	-0.25

3. PP literacy interventions continue to be highly effective:

Closing the Gap-On Entry		
	Non PP	PP
Average Reading Age Y8 Cohort Sep 22	12.31	12.35
Average Reading Age Y7 Cohort Sep 21	11.43	11.07

Closing the Gap-Class of 2022 Snapshot		
	Non PP	PP
Average Reading Age Sep 20 (Start of KS4)	13.94	13.70
Average Reading Age Sep 18 (Year 8)	12.76	11.87
Average Reading Age Sep 17 (On Entry)	12.13	11.01

**4. PP Attendance has continued to rise, as a direct result of intervention groups, weekly PP attendance is consistently above national average (November 2021).**

<b>PP Attendance DMA HT1 2021.22</b>	90.48
<b>PP Attendance Nationally HT1 2021.22</b>	88

**Intervention Group Spotlight**

	<b>Pre Intervention</b>	<b>Post Intervention</b>
<b>% meeting school benchmark</b>	0%	60%
<b>% of group who's attendance improved</b>	73%	

**5. The behaviour of PP students is improving and fewer days of learning are lost to exclusion.**

<b>% of PP excluded Autumn Term 2020</b>	5.7
<b>% of PP excluded Autumn Term 2021</b>	0

**6. PP students are well supported by our additional programmes.**

<b>Breakfast Club</b>	40 free meals served daily
<b>Extra-Curricular</b>	12 HPA Y7-9 Insight Programme. 100% KS3 off site trip annually. Careers fair all Y9.
<b>Tuition</b>	36 Y10s weekly 24 Y11s weekly

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Insight Discover Programme	Cambridge University
Brilliant Club	Brilliant Club
External GCSE Tuition Programme Core Subject Areas	Tutor Doctor

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Discretionary funding for additional classroom resources.
What was the impact of that spending on service pupil premium eligible pupils?	Ensured families had access to funding for, for example, school I-Pads/uniform-pastoral and therapeutic support.