

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the progress of our Disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. In essence, we use the money to create activities and interventions within and around the school day which are designed to accelerate the progress of our Disadvantaged pupils.

## School overview

Detail	Data
School name	Downham Market Academy
Number of pupils in school	1,214
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mark Eastwood, Headteacher
Pupil premium lead	Esther Hyde, Assistant Headteacher
Governor / Trustee lead	Simon Prior, Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,040
Recovery premium funding allocation this academic year	£ 74,244
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	£334,284

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and meet their potential across the curriculum. 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. We aim to eliminate inequalities in academic outcomes, attendance, behaviour points and enrichment between pupil premium students and our whole school cohort.

Educational research shows that high-quality teaching and learning is the most effective strategy in closing the gap between Disadvantaged and non-Disadvantaged pupils. This is at the centre of our approach, and has the additional benefit of also supporting our non-Disadvantaged pupils.

We do not have a 'one size fits all' policy for pupils who are Disadvantaged. Our approach will be responsive to common challenges our pupils face and individual needs. To ensure our strategy is effective, we will:

- ensure Disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what they can achieve.

*'Disadvantaged pupils' refers to those pupils who attract government Pupil Premium funding.*

## Challenges

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

Challenge number	Detail of challenge
1	The most recent GCSE attainment data shows, on average, Disadvantaged students perform slightly below their non-Disadvantaged peers.

2	A lower proportion of Disadvantaged students are entered for the EBacc than the proportion of non-Disadvantaged students. <i>(EBacc is English Literature, English Language, Maths, Combined Science, a language and either Geography or History).</i>
3	Our data shows that Disadvantaged students' attendance is an average of 3.8% below our non-Disadvantaged students.
4	Our behaviour data shows that Disadvantaged students accounted for 49% of removals from lessons and isolations in the year 2021 – 2022. This is a higher proportion than we would expect, considering Disadvantaged students accounted for 27% of our school cohort that academic year.
5	Our observations suggest that lower attaining Disadvantaged students face more challenges in terms of resilience, self-regulation and in understanding how they learn. This is indicated across the curriculum, particularly across EBacc subjects.
6	Families of Disadvantaged students can find it challenging to make financial contributions to their child's education, such as providing school equipment, purchasing uniform and paying for school trips.

## 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
Increased numbers of Disadvantaged students entered for EBacc at the end of KS4.	The number of Disadvantaged students entered for EBacc is proportional to the number of Disadvantaged students in the year group.
Improved progress among Disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	The average grade for Disadvantaged students is equal to the average grade for non-Disadvantaged students.
The cultural capital of Disadvantaged students is developed through interaction with external providers, school trips, opportunities for music lessons and investment in technology.	Every Pupil Premium pupil attends at least one external visit each year and one off-timetable enrichment opportunity.
Removals and isolation for Disadvantaged students proportional to the number of Disadvantaged students in the school.	Data from behaviour shows a reduction in removals and isolations of Disadvantaged students, with the total number in proportion to the number of Disadvantaged students in the school.
Improved metacognitive and self-regulatory skills among Disadvantaged pupils across all subjects.	Teacher reports and class observations suggest Disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

## Activity in this academic year

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

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

Budgeted cost: £240,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching, utilising and further developing our knowledge-rich curriculum across all subjects.	<a href="#">The Education Endowment Foundation's Guide to Pupil Premium</a>	1, 2, 3
Developing Pupil Premium Champions across departments to focus on the progress and accessibility of each subject for Pupil Premium Pupils. The Champions will be released from timetable where required to support with training and development, and take part in external CPD opportunities.	<a href="#">The Department for Education's</a> advise that Pupil Premium funding should be used to support high-quality teaching.	1, 2, 3
All staff to know Pupil Premium pupils and their needs, with support from the Senior Leadership Team to develop effective strategies.	The Key's <a href="#">Pupil Premium: How to Spend it Wisely</a> , recommends a dedicated member of the Senior Leadership Team be appointed to supervise Pupil Premium students.	3, 4, 5
Equipment provided for Pupil Premium pupils, such as scientific calculators, stationery.	<a href="#">The Department for Education</a> note that schools may need to use Pupil Premium funding to provide key equipment for Disadvantaged students.	1, 5, 6
Support with the school iPad scheme for pupils whose families cannot afford to contribute to the scheme.	<a href="#">The Education Endowment Foundation's Guide to Pupil Premium</a> identifies access to technology as a common challenge faced by Disadvantaged Students.	1, 5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring provision in core subjects (English, Maths and Science) for target groups of pupils at KS4. These are delivered by specialist tutors.	<a href="#">Case studies in the Education Endowment Foundation's Guide to Pupil Premium</a> demonstrate the effectiveness of small-group interventions.	1, 2, 3, 4, 5, 6
Period 7 sessions for KS4 students targeted to include Pupil Premium pupils who will benefit from additional support. The school provides a late bus for pupils to support transportation home.	<a href="#">Case studies in the Education Endowment Foundation's Guide to Pupil Premium</a> demonstrate the effectiveness of small-group interventions.	1, 2, 3, 5, 6
Intervention sessions for Year 11 students, with a focus on Disadvantaged students, during the school day. This will occur in small groups or on a 1:1 basis, with teachers' time dedicated to delivery.	<p><a href="#">Case studies in the Education Endowment Foundation's Guide to Pupil Premium</a> demonstrate the effectiveness of small-group interventions.</p> <p><a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit</a> shows that structured, small-group intervention can lead to up to 4 months' progress, particularly linked to literacy and numeracy levels in secondary schools.</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £19,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specified member of the attendance team to focus on following up absences of Pupil Premium pupils each day and builds relationships with families of persistently absent pupils.	<p>The Department for Education's guidance on <a href="#">Improving School Attendance</a>.</p> <p>The Key – Pupil Premium: How to Spend it Wisely, section 'Improve behaviour, attendance, and social and emotional needs'</p> <p><a href="#">Pupil premium: how to spend it wisely   The Key Leaders (thekeysupport.com)</a></p>	3
Purchase of branded uniform for pupils receiving Free School Meals. Norfolk County Council does not run a support scheme for families.	<p><a href="#">Research from The Children's Society</a> has highlighted the impact that costly school uniform can have on children and their education.</p>	3, 5, 6
A Second-Hand Uniform shop established which offers low-cost pre-loved items from across our uniform range, with an Assistant Headteacher responsible for this.	<p><a href="#">Research from The Children's Society</a> has highlighted the impact that costly school uniform can have on children and their education.</p>	3, 5, 6
Contributions towards school trips and other visits for pupils who receive Free School Meals.	<p><a href="#">Case studies from the educational charity A New Direction</a> highlight the importance of develop pupils' cultural capital through enrichment opportunities.</p>	1, 2, 3, 5, 6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5, 6
An Assistant Headteacher dedicated to supporting students with proactive behaviour interventions.	<p><a href="#">The Education Endowment Foundation's Guide to Pupil Premium</a> shows that behaviour can negatively impact students' academic progress.</p> <p><a href="#">Teach First's Pupil Premium Report</a> contains a case study that highlights the</p>	4

	success a school in Southampton had in targeted behaviour support for Disadvantaged students.	
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**Total budgeted cost: £334,284**

## 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.

Strategies implemented in the academic year 2020-2021 had a demonstrable impact on progress at GCSE. Our Progress 8 data shows that the gap between Disadvantaged (PP) and non-Disadvantaged students was small. We attribute this to the emphasis on high-quality teaching and learning, one-to-one tuition and pastoral support for those with lower attendance. Indeed, our attendance for our Disadvantaged students was above the National Average, according to data from the FFT.

Students were provided with uniform when required, and more families were able to access this support at the end of the academic year ready for 2022-2023. All Disadvantaged students were provided with the opportunity to go on at least one school trip.

School leaders and staff prioritise Disadvantaged students in their classrooms, and are adept at evaluating strategies that support these students to make accelerated progress.