

Pupil premium strategy statement (secondary)

1. Summary information					
School	Downham Market Academy				
Academic Year	2017/18	Total PP budget	£255000	Date of most recent PP Review	Sept 2017
Total number of pupils	1187	Number of pupils eligible for PP	307	Date for next internal review of this strategy	Jan 2018

2. Current attainment			
2017 Outcomes		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EM		42.31	63.41
Progress 8 score average		-0.93	-0.36
Attainment 8 score average		35.37	44.89
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>			
A.	Results of PP survey is expected to show PP students feel less motivated and less positive about the future when arriving at Downham Market Academy and so take longer to settle into appropriate secondary behaviour.		
B.	Reading and Maths levels entering Year 7 are lower for pupils eligible for PP than for other pupils, which could prevent them from making accelerated progress in Year 7.		
C.	Results from PP survey, are expected to show PP students feel they have low levels of resilience and therefore are reluctant to engage through fear of failure.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			

D.	It is expected that the results of the annual PP survey, PP students feel they are unable to work at home effectively and therefore lose continuity of learning between home and school.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress evident for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make accelerated progress. This will be evidenced through school data tracking system.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP across KS3 make accelerated progress. This will be evidenced through school data tracking system. Where they are not, departments are putting in place interventions, monitored by heads of subject (HOS) and senior team.
C.	Ensure GCSE outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged nationally.	Use of national progress measures such as P8 used to compare PP and non PP students.
D.	Ensure attendance rates for pupils eligible for PP are at least as good as all children nationally.	Comparison against national data on attendance for all children.
E.	Destination data indicates students are well prepared for the stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education or employment and remain on their chosen

		course/employment path.
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5. Planned expenditure					
Academic year					
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students will make accelerated Progress	<p>A range of training during first 5 days of term.</p> <p>Regular preschool training sessions aimed at teaching and learning.</p> <p>Faculty development time to maintain a focus on supporting disadvantaged students.</p>	<ul style="list-style-type: none"> • Training aimed at raising the quality of teaching and learning. • A focus on staff getting to know their PP students and focussing on their needs. • Well qualified staff with a subject specific focus are able to maintain 	<ul style="list-style-type: none"> • KH/ PST to attend sessions in each course to quality assure provision. • Faculty line management meetings to include review of work done in 	KH / PST	Termly review meetings with LS.

		momentum within their departments.	this area.		
	Realising Potential Leads ensure faculty areas sustain their focus on PP performance by analysing data to identify need and quantifying impact; developing subject interventions and leading faculty meetings.	Well qualified staff with a subject specific focus are able to maintain momentum within their departments. This is a logical development of a whole school focus.	Half termly review meetings	LS	At the half termly review meetings
Total budgeted cost					£55,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students will make accelerated	Over staffing to provide additional English, Maths and Science lessons. Staff to provide additional support for	Evidence from EEF suggests 121 tutoring can have	Lesson monitoring, school data	JSA MED	Termly

Progress	PP classes. Private tuition provided for some PP learners where appropriate.	a significant impact. Evidence from previous years in Trust backs this up.	system at progress updates. Improved engagement from students.		
	Learning Mentors support students by having an overview of their performance; encouraging high levels of attendance; liaising with teachers; supporting student organisation; encouraging liaison with home and helping with consolidating what is learnt in lessons.	Allows for each PP student to be known and supported: pastorally and academically. Acts as a surrogate parent to provide wide ranging support and liaison between home, student and teachers.	Weekly review meetings	JSA	Half termly review
	Homework club is an after-school intervention for students who are under-performing. The leads, in liaison with subject and RP leads will prioritise the attendance of PP	Targeted PP students benefit from doing their homework in school under adult supervision. The	Regular monitoring of the club and homework detention data	PSM	Termly

	students.	resources and environment is more conducive to achieving high quality homework.			
	Heads of House and Assistant Heads of House provide mentoring for PP students, during our tutor programme.	Heads of House will make sure that all PP students are happy at school and receive everything they need to be successful. Students will be provided with uniform and other key resources.	Each head of house and tutor has a list of PP students they need to support. The tutor sees the students every morning and can ensure they have a good start to each day.	MED, KSN, NTR, JWS, JHS	Termly
Disadvantaged students will have high aspirations	PP parents are contacted to ensure that there is a high level of attendance on cultural visits.	National evidence shows that disadvantaged students miss out on some of the experiences that children from more wealthy	Line management meetings	PSM	Termly

		families benefit from.			
	<p>Career interviews are conducted with all KS4 PP students;</p> <p>KS4 PP students are supported with college visits, taster days and mock interviews;</p> <p>Vulnerable PP students are given specific support.</p>	<p>Students are more likely to make an informed decision about their post-16 choices and career paths.</p>	<p>HOH meets the guidance adviser every Tuesday when interviews are to be conducted. PP students' needs are discussed and any concerns aired. The guidance adviser provides feedback on each interview and how to move forward. HOH follows up and checks each PP's post-16 college application.</p>	JSA, HOH	Termly
	<p>Significant pastoral support is given to issues such as attendance, behaviour and coping with revision,</p>	<p>Pastoral support is offered to ensure that</p>	<p>All PP students will have mentor meetings with</p>	PW	Half termly

	<p>alongside supporting with day to day needs such as provision of resources and uniform.</p>	<p>students are happy, performing well and become well rounded individuals. Resources such as revision guides, as well as other key resources are provided to ensure PP students have the same opportunities as those students around them.</p>	<p>their tutor throughout the year, as well as ongoing support from their head of house. The tutor sees the student every morning and can ensure they have a good start to every day. The revision guide that students receive will be provided from the library and will cover all subjects</p>		
Total budgeted cost					£200,000