

Pupil premium strategy statement (secondary)

1. Summary information					
School	Downham Market Academy				
Academic Year	2018/19	Total PP budget	£232000	Date of most recent PP Review	Sept 2018
Total number of pupils	1088	Number of pupils eligible for PP	235	Date for next internal review of this strategy	May 2019

2. Current attainment			
2018 Outcomes		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EM		31	72
Progress 8 score average		-0.5	0.13
Attainment 8 score average		3.43	5.01
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.	The profile of disadvantaged students is not sufficiently high among teaching staff, as such efforts to target these students and share strategies for supporting and challenging them, are limited.		
B.	Higher and middle prior attainment groups among disadvantaged students make slower progress than lower prior attainment groups, indicating that our most able disadvantaged students are not being sufficiently challenged to improve the quality of their academic work.		
C.	Disadvantaged students suffer from a lack of cultural capital, with limited experience of learning beyond the classroom, in extracurricular clubs or in offsite activities. This affects their confidence in new or challenging environments, reduces the degree to which they consider themselves active members of the school community and limits their ability to learn and retain subject specific		

	information.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	When interviewed disadvantaged students frequently reported low levels of self-esteem, engagement and aspiration, indicating that they are currently less able and willing to ask for additional support or work independently towards academic or other personal goals.	
E.	The attendance of disadvantaged students is well below the school's benchmark, these students are often unwilling to attend school regularly and many of their home environments do not place sufficiently high expectations on these students with regards to their attendance.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	The profile of disadvantaged students to be high among staff and interventions to support these students to be made regularly and shared-forming an ongoing discussion regarding their effectiveness.	<p>All staff to know who their disadvantaged students are.</p> <p>All staff to have made and logged interventions on the TRS system for these students.</p> <p>Departmental meeting time to focus periodically on reviewing these interventions.</p>
B.	Disadvantaged students make accelerated progress. There is no difference in attainment between these students and the non-disadvantaged cohort.	<p>P8 scores for disadvantaged students are equivalent to our whole school P8 score.</p> <p>EM4+ rate for disadvantaged students is equivalent to our whole school EM4+ rate.</p>
C.	Rates of progress among disadvantaged students who are high prior attainers are	P8 scores for HPA are equivalent or

	improved such that they make the same or greater progress than middle and lower prior attainers.	greater than P8 scores for MPA and LPA
D.	Rates of attendance for disadvantaged students are above the school's benchmark and there is no difference between the rates of attendance among these students and that of our non-disadvantaged cohort.	The attendance of disadvantaged students is above 96% on average.
E.	<p>Rates of participation in our whole school extra-curricular and off site activities programme are comparable between our disadvantaged cohort and our non-disadvantaged.</p> <p>Destination data indicates students are set up to engage with further education or a specific career path on leaving.</p>	<p>Cohorts participating in extra-curricular and off site activities are at least 10% disadvantaged students.</p> <p>All disadvantaged students participate in at least one off site activity per year.</p> <p>All disadvantaged students in Year 11 receive a careers meeting and an SLT meeting to discuss higher education or career options.</p> <p>100% of all students choose to continue with full time education or employment and remain on their chosen course/employment path.</p>

5. Planned expenditure					
Academic year		2018/19			
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. Raising Profile and Quality of Teaching					
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?
The profile of disadvantaged students to be high among staff and interventions to support these students to be made regularly and shared-forming an ongoing discussion regarding their effectiveness.	AHT PP to be hired to manage all programmes related to raising outcomes, profile and attendance of disadvantaged students.	<ul style="list-style-type: none"> Highly experienced staff member with leadership responsibilities and sufficient time allocation will drive a variety of programmes forward, to support disadvantaged students across the school. 	Line management meetings.	Trust Level SLT	Annually
	Total budgeted cost				£25563
	2 HR per HT CPD	<ul style="list-style-type: none"> High profile of students ensures 	<ul style="list-style-type: none"> NHT to visit faculty 	NHT,	Termly review

	<p>sessions offered to raise profile of disadvantaged students and explain how to intervene to support them.</p> <p>SLT to interview all disadvantaged students to determine their barriers to learning and log these on TRS.</p> <p>Appraisal system updated to reflect expectation to evidence support for disadvantaged students.</p> <p>2hr aggregated faculty time per HT to log and review interventions.</p>	<p>staff and able to and aware of, expectations surrounding interventions for these students.</p> <ul style="list-style-type: none"> • Close awareness of students enables us to understand their barriers to learning and update staff on these. • Students feel closely watched and supported, raising their engagement and expectations. 	<p>meetings during designated sessions.</p> <ul style="list-style-type: none"> • NHT and HOD to monitor TRS. • Appraisal system to ensure staff are engaging with these expectations. • Weekly line management meeting to ensure NHT and LM are maintaining a high awareness of these students. 	LM	meetings with LS.
Total budgeted cost					£59195

	LM to be allocated to work as a learning mentor 3 days per week to support KS3 disadvantaged students.	<ul style="list-style-type: none"> Additional staffing is required to maintain a high level of awareness of these student's needs. 	<ul style="list-style-type: none"> Line management by NH. 	LS, RP, NHT	Weekly line management meetings.
Total budgeted cost					£14206
ii. Targeted support for Academic Outcomes					
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 make accelerated progress. There is no difference in attainment between these students and the non-disadvantaged cohort.	Over staffing to provide additional English, Maths and Science lessons and smaller class sizes for low attaining groups with high numbers of disadvantaged students.	<ul style="list-style-type: none"> Additional Classes and lesson time offer students weak in English and Maths a curriculum tailored to support their needs. Smaller classes allow staff to work 1-2-1 in with students throughout lessons. 	Trust Level SLT	Trust SLT	Annually
Total budgeted cost					£133338

	LPs and SLT members to tutor all Y11 disadvantaged students below 4 or two grades off target in English, Maths and Science, during form times sessions. 10 sessions per week. covering 40 Y11 pupils.	<ul style="list-style-type: none"> • High impact of tuition sessions on improvements in grades. • LPs and SLT experienced and known to students therefore better equipped to support challenging students than external tutors. 	<ul style="list-style-type: none"> • NH to organise and monitor sessions in person. 	NH, LPs, SLT	Termly
Total budgeted cost					£14127
	LP to work with designated KS3 disadvantaged students in English and Maths during morning and after school sessions. 6 sessions per week.	<ul style="list-style-type: none"> • High impact of tuition sessions on improvements in grades. • LM known to students therefore better equipped to support challenging students than external tutors. 	<ul style="list-style-type: none"> • NH to organise and monitor sessions in person. 	NH, LM	Half termly review
Total budgeted cost					£8476
	NH to offer Great Books Club to HPA disadvantaged students. NH and DH to offer	<ul style="list-style-type: none"> • High level reading and discussion in university seminar style to encourage passion for and confidence in Academia. 	<ul style="list-style-type: none"> • NH to organise and monitor sessions in person. 	NH, DH	Termly

	Brilliant Club for aspirational disadvantaged students.	<ul style="list-style-type: none"> • Visits to Cambridge Colleges and dedicated support from PHD students to raise confidence and aspirations of disadvantaged students. 				
Total budgeted cost					£1642	
iii. Targeted support for Attendance						
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?	
Rates of attendance for disadvantaged students are above the school's benchmark and there is no difference between the rates of attendance among these students and that of our non-	KS4 disadvantaged cohort attendance monitored on a daily basis by AHOH- including personalised phone call or meeting to support non-attenders on a daily basis.	<ul style="list-style-type: none"> • Personal relationship between staff and key families will enable effective interventions, pattern spotting and dedicated support. 	<ul style="list-style-type: none"> • NH to organise and monitor AHOH and attendance programme. 	NH, AHOH	Fortnightly	
	Total budgeted cost					£1283
	Persistent non-attenders to be managed directly with personal contact made daily by NH and ME, DMA police officer(s) to visit homes.	<ul style="list-style-type: none"> • Personal relationship between staff and key families will enable effective interventions, pattern spotting and dedicated support. 	<ul style="list-style-type: none"> • NH and ME to monitor these students individually. Officers to make home 	NH, ME, DMA officers	Fortnightly	

disadvantaged cohort.			visits.		
Total budgeted cost					£960
iv. Raising Cultural Capital & Student Welfare					
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?
Rates of participation in our whole school extra-curricular and off site activities programme are comparable between our disadvantaged cohort and our non-disadvantaged cohort.	Annual whole cohort activities timetabled, e.g. Norfolk Show, and disadvantaged students funded to ensure all disadvantaged students are attending at least one off site activity with their peers per year.	<ul style="list-style-type: none"> Ensures students meet minimum participation target and are not excluded from the wider school community within the context of enrichment activities. 	<ul style="list-style-type: none"> Trust level SLT to timetable and allocate necessary funding. 	NH, SLT	Annually
	Trip recruitment and funding process to include specific sign off stage by NH to ensure adequate funding to meet the needs of disadvantaged students and minimum attendance rate of 10%	<ul style="list-style-type: none"> Ensures trip leaders are effective in enabling a high level of disadvantaged students participate. 	<ul style="list-style-type: none"> NH to manage via Evolve system and alongside DP and ME. 	NH, DP, ME	Annually

	disadvantaged students on trips.				
	NH and LM to meet with disadvantaged students to engage them with extracurricular sign up process. Parents to be targeted directly with mailed extra-curricular booklet.	<ul style="list-style-type: none"> Home contact and personalised requests for attendance raise the profile of activities and ensure higher rates of participation. 	<ul style="list-style-type: none"> NH to manage parental contacts and meetings via line management. 	NH, LM	Termly
	Evolve Plus acquired to provide data set for disadvantaged participation in extra-curricular an off-site activities.	<ul style="list-style-type: none"> Data set on disadvantaged participation rates enable effective action points to be set to address issues. 	<ul style="list-style-type: none"> Trust SLT to ensure Evolve Plus is bought in. NH and TC to monitor data. 	NH, ME, DH, TC	Termly
Total budgeted cost					£1000
	Hardship fund to enable access to activities designed to raise aspirations and breadth of experience such as our 'Brilliant Club' established.	<ul style="list-style-type: none"> Disadvantaged students unable to take part in several of our best programmes for raising aspirations because of financial barriers. 	<ul style="list-style-type: none"> Applications for funding closely monitored by NH and SLT to determine utility, targeting at disadvantaged 	NH, SLT	Annually

Destination data indicates students are set up to engage with further education or a specific career path on leaving.			students and cost benefit analysis.		
	Total budgeted cost				£2000
	Career interviews are conducted with all KS4 PP students; KS4 PP students are supported with college visits, taster days and mock interviews by SLT.	<ul style="list-style-type: none"> Tailored support ensures disadvantaged students are confident, aware and sure of their Post 16 opportunities and likely to take them up and continue with them effectively. 	<ul style="list-style-type: none"> HOH to monitor guidance councillor and outcomes. 	NH, HOH	Annually
	Total budgeted cost				£1320
	Total Annual Budgeted cost				£263110