

Pupil premium strategy statement (secondary)

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.

*A glossary of terms is included on the final page.

1. Summary information					
School	Downham Market Academy				
Academic Year	2020/21	Total PP budget	£ 234,247 <small>Figures in statement include LAC and VI form funds.</small>	Date of most recent PP Review	Sep 2020
Total number of pupils	1052	Number of pupils eligible for PP	265	Date for next internal review of this strategy	June 2021

Current attainment Progress 8				
	Sep 2017 (Pre Trust)	Sep 2018	Sep 2019	Sep 2020
Pupils Eligible for PP (DMA)	-1.09	-0.6	-0.24	+0.3
Pupils not Eligible for PP (DMA)	-0.45	-0.2	-0.1	+0.7
Pupils Eligible for PP (National Average)			-0.44	
Pupils not Eligible for PP (National Average)			-0.14	

2. 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.	Higher prior attainment groups among disadvantaged students make slower progress than disadvantaged students on average.	
B.	Disadvantaged students begin school with less access to cultural capital, having taken fewer off site visits and participated in fewer extra-curricular activities than non PP students.	
C.	Disadvantaged students did not make the same improvements in progress in Mathematics as in English 2018-19. There is a legacy of underachievement among disadvantaged students which predates the current Trust.	
D.	PP students are likely to have increased gaps in knowledge and skills as a result of the school closure period.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Disadvantaged students begin school with less information and capacity to access, future career and study paths.	
E.	A higher proportion of disadvantaged students begin school with poor attendance patterns and routines.	
F.	The Sutton Trust survey during the school closure period shows less than half of parents without higher education qualifications feel uncomfortable in directing school work at home and therefore some PP will have had less support at home and will have made less progress during the closure period.	
3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Y7 Dis students reading ages to be equivalent to non dis. peers by end of Y7. Staff are held accountable for supporting and challenging their dis. students in every lesson. CCC's outstanding curriculum is implemented across all departments and delivers improved outcomes for dis. students.	Appraisal process specifically focuses on dis. students. Departmental data, seating plans, and questioning on LW's reflect awareness of dis. students.

<p>B.</p>	<p>Rates of progress among disadvantaged students who are high prior attainers are improved such that they make the same or greater progress than middle and lower prior attainers.</p> <p>Disadvantaged students make accelerated progress. There is no difference in attainment between these students and the non-disadvantaged cohort.</p>	<p>P8 scores for HPA are equivalent or greater than P8 scores for MPA and LPA.</p> <p>P8 scores for disadvantaged students are +0.5 Sep 2021.</p> <p>P8 scores for disadvantaged students are equivalent to our whole school P8 score or higher by Sep 2021.</p>
<p>C.</p>	<p>All disadvantaged students participate every year in a minimum of three off site visits and participation rates for disadvantaged students in our extra-curricular programme are as high as those for non dis. students.</p> <p>Disadvantaged students are well informed about future career and study paths with opportunities for information and mentoring available before the end of KS3 and KS4.</p>	<p>100% of disadvantaged students in KS3 participate in enrichment week.</p> <p>50% of disadvantaged students regularly participate in an extracurricular club across the academic year.</p> <p>100% of disadvantaged Y9 students receive external guidance and careers support when making option choices.</p> <p>100% of disadvantaged Y11 receive external guidance and careers support when making Post 16 applications.</p>
<p>D.</p>	<p>P8 scores for disadvantages students in Maths match or exceed improvements made in English.</p>	<p>Maths and Science P8 scores should be at least +0.5 by Sep 2021.</p>

E.	Rates of attendance for disadvantaged students are above the school's ambitious benchmark and disadvantaged students do not attend less school than non dis. students.	The attendance of disadvantaged students is above 96% on average.
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4. Planned expenditure					
Academic year	2020/21				
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 the Profile of and Improving the Quality of Teaching and Curriculum for, disadvantaged students					
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 ?
Dis. students and PP data drive departmental and SLT discussion/decision .	AHT PP to lead on raising profile, data and regular cohort specific CPD.	Specific SLT leadership and leadership time dedicated to PP raises its profile among middle leaders and staff. PP P8 score from -1.09 2017 to +0.3 by 2020. Gap PP NPP narrowed to -0.14. 2019 Gap PP NPP 2020 PP P8 +0.3 2020	Line management meetings. Focus on PP data broken down by PA group and gender in all data drops and action points.	NHT	Annually
Dis students English P8 scores to be positive by 2021 outcomes.	Lexia for Y7 dis. students off target with literacy. Whole school	Reading time in form groups, library lessons, book gifting, build literate culture. English P8 for PP -0.1 Sep 2019 English P8 for PP +0.3 Sep 2020	English department via SLT.	NHT	Annually

	literacy focus led by English dept.				
Staff know their PP students and plan explicitly around them.	PP profiles for all students created, updated regularly and developed via CPD. Specific PP appraisal focus introduced.	Staff feedback indicates high value of profiles doc to developing relationships with students and engaging them. Appraisal system ensures staff must know students and evidence planning made to support them on a termly basis.	CPD elements plotted into calendar. Staff observations and appraisal.	NHT	Annually
Dis. students to be able to access learning at home and in class using technology.	All PP to have I-Pad for home and classroom use.	Students using I-Pads for support in lessons will access the same curriculum as students self-funding these devices. CCC model evidences viability and purpose of I-Pad use. Students who can access learning at home will complete more homework, attend virtual classes if isolating or during school closure and enrich themselves culturally.	I-Pads to all dis. students by Dec 2020. Whole school approach + CCC resources for staff with tasks planned	NHT	Annually

			for I-Pad learning for 6+ years.		
Challenging curriculum with breadth to develop cultural capital.	CCC outstanding curriculum implemented.	Outstanding outcomes. Students continue to improve across KS3 and KS4. Wider range of subjects: Music, Dance, Latin/Classics Ancient History all added since 2018.	Line management of dept. leads, representation of core depts. on SLT.	NHT	Annually
Total Budgeted Cost					£75,000
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 ?
P8 scores for disadvantaged students are positive by Sep 2021. P8 scores for disadvantaged students are equivalent to our	Smaller class sizes for KS3 e.g 7-5 and 7-m groups PP and SEN students. Additional curriculum	High targets are clearly contributing to rapid improvements in outcomes. Smaller class sizes allow same outstanding curriculum to be delivered to all. Additional teaching time and high quality teaching are best models for improving academic progress. P8 gap 2019 only -0.14 between PP and NPP.	Dedicated curriculum time. Dedication of funding to over staffing.	NHT	Annually

whole school P8 score or higher by Sep 2021.	time in specific subjects, study skills groups, for KS3 dis. students.	P8 score for PP up -1.09 to +0.3 2020			
P8 scores for HPA are equivalent or greater than P8 scores for MPA and LPA.	<p>HPA PP form.</p> <p>Insight programme.</p> <p>Implement outstanding curriculum and T&L focus on challenge.</p> <p>Report data in PA groups and base interventions on these groups.</p>	<p>Insight programme and HPA form ensure all HPA's working directly with Cambridge University throughout the Year.</p> <p>CCC curriculum and focus on challenge in teaching essential to the progress of HPA in particular.</p> <p>HPA across school enrolled in Insight Programme.</p>	<p>CPD.</p> <p>CCC curriculum and resources.</p> <p>Data reporting.</p> <p>Funding for insight programme.</p>	NHT	Annually

P8 scores for disadvantaged students in Maths match or exceed improvements made in English.	Additional maths intervention forms created for KS4. In house tutoring for select dis. students off target in maths.	Tuition improved outcomes in maths in previous years: 71% 4+ 2019 Maths GCSE	Staff time protected for forms and tuition.	NHT	Annually
Total Budgeted Cost				£140,000	
Improving Attendance, Behaviour and Attitudes and 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 ?
The attendance of disadvantaged	Ensuring lessons are	School must be enjoyable learning environment for students to attend always.	Leadership from MED on	MED DHT	Annually

<p>students is above 96% on average.</p>	<p>engaging, WOW element, environment is welcoming, new building investments and high standards for dis. attendance are upheld.</p> <p>AHOH PP responsibility</p> <p>Reward system for high attendance.</p> <p>Well established process for challenging PA families via</p>	<p>Clearly defined systems of reward and punishment are proven to effectively improve attendance routines.</p> <p>PP Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>Att.</th> <th>PA.</th> <th>96+</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>89.2%</td> <td>30.5%</td> <td>34.4%</td> </tr> <tr> <td>2019/20</td> <td>90.5%</td> <td>27.6%</td> <td>53%</td> </tr> </tbody> </table>		Att.	PA.	96+	2018/19	89.2%	30.5%	34.4%	2019/20	90.5%	27.6%	53%	<p>challenging PA.</p> <p>Leadership from SVI and SLT on gathering data, and reward systems.</p>	<p>SVI NHT</p>	
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2018/19	89.2%	30.5%	34.4%														
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	appropriate sanctions.																									
Disadvantaged students are not excluded disproportionately from school.	Dedicated pastoral support for target dis. students across the school.	<table border="1"> <thead> <tr> <th></th> <th>2017-18</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Permanent exclusions as a % of the pupil group</td> <td>1.2%</td> <td>0%</td> </tr> <tr> <td>% 1 or more fixed term (whole school figure)</td> <td>8.27%</td> <td>3.53%</td> </tr> <tr> <td>PP % 1 or more fixed term</td> <td>9.34%</td> <td>6.25%</td> </tr> <tr> <td>Non-PP % 1 or more fixed term</td> <td>7.79%</td> <td>2.55%</td> </tr> <tr> <td>PP % pupils with more than one fixed term exclusion</td> <td>4.47%</td> <td>4.07%</td> </tr> <tr> <td>Non-PP % pupils with more than one fixed term exclusion</td> <td>3.76%</td> <td>0.67%</td> </tr> </tbody> </table>		2017-18	2019-20	Permanent exclusions as a % of the pupil group	1.2%	0%	% 1 or more fixed term (whole school figure)	8.27%	3.53%	PP % 1 or more fixed term	9.34%	6.25%	Non-PP % 1 or more fixed term	7.79%	2.55%	PP % pupils with more than one fixed term exclusion	4.47%	4.07%	Non-PP % pupils with more than one fixed term exclusion	3.76%	0.67%	Leadership from NHT with dedicated pastoral group.	NHT HOH	Annually
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Reward system and CPD targets	CPD weekly goals. E.G	Dis students (2020) received 48% of all reward points and prizes.	Highlighting of dis. and	NHT SWE	Annually																					

relating to dis. students ensure students are heavily rewarded and celebrated.	Reward one PP in each lesson this week.		rewards across SLT and Dep meetings and CPD.		
Disadvantaged students at the VI form have pastoral support and realise their academic potential.	Dis. students are mentored directly by ACN for dis.	Dis average grade VI form 2020 C+ Non dis average grade VI form 2020 B- Currently 7 registered for bursary.	Direct relationship with AHT is manageable because of pupil numbers and provides most effective mechanism for support.	NHT ACN	Annually
LAC students have dedicated support and realise their academic potential.	LAC students are mentored directly by AHT for dis. LAC funding is ring fenced to provide tuition.	LAC students are currently all meeting school's benchmark for attendance, 0 exclusions and all make on or above target progress. 100% of LAC receive dedicated tuition time weekly. Currently 8 registered for LAC. No students educated off site.	Direct relationship with AHT is manageable because of pupil numbers and provides most effective mechanism for support.	NHT MED	Annually

					Total budgeted cost	£10,000 + £10.000 ring- fenced LAC PP.
iii. Improving Cultural Capital & Information/Access to Careers/Further Study						
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 ?	
100% dis. students take part in culturally enriching activity beyond the classroom whilst in school.	Cultural capital fund. £250 bursary per department. Each department	Dis. students lack confidence without cultural capital and are less likely to engage with the institution. Improved attendance, behaviour and dis. outcomes demonstrate impact of cultural capital drives since 2018.	NHT lead +support from middle leaders.	NHT HOS	Annually.	

	runs external event annually.	£2,500 available annually. Eg. Bletchley Park Code Day			
100% of disadvantaged students in KS3 participate in enrichment week.	Funding ring-fenced. Events planned are inclusive and cost effective. Organisation led by SLT including AHT PP.	SLT leadership ensures all will participate. Financial and administrative support remove primary barriers to PP attendance. 100% Y7 took part in 2019. (2020) event cancelled, re-planned for 2021 delivery.	Whole school focus including off timetable commitment ensuring full participation of staff and students.	NHT SLT	Annually
50% of disadvantaged students regularly participate in an extracurricular club across the academic year.	Expectation on staff running extra curric. to engage all. Engagement of parents by outreach-e.g cooking	Evolve registers for after school clubs indicate 44% PP regularly attending in 2019/20 year.	Whole school focus, SLT for extra-curric, noticeboards, publication by email.	NHT AHT for EC	Annually

	evening invites.				
100% of disadvantaged Y9 students receive external guidance and careers support when making option choices. 100% of disadvantaged Y11 receive external guidance and careers support when making Post 16 applications.	Head of careers to ensure dedicated careers day with interviews to follow. SLT VI form UCAS lead to support PP.	100% of Y9 (2020) attended careers day. All dis. students have support and guidance from dedicated member of staff and HOD Careers when making post 16 apps.	NHT and Head of Careers plan and deliver event (Jan).	NHT KLE	Annually
Careers support and planning throughout curriculum. Staff know dis. students future ambitions.	SLT careers lead to implement Gatsby Benchmarks throughout curriculum. PP profiles.	Gatsby benchmarks aimed for across the curriculum. Compass used to track. 100% of staff know and can access information about 100% of PP future ambitions. 100% of form tutors personally involved in gathering PP careers data.	SLT appointment for careers.	KLE	Annually

VI form dis. students have the same access to future opportunities, cultural capital and FSM as 11-16 dis. students.	Bursary scheme established to fund trips e.g. Rome, Geography Field Trip and other costs e.g. UCAS, open day visits. Voucher scheme established to ensure FSM provision for VI form does not exclude them from eating off site.	4 Students have accessed scheme so far-all bursaries granted. £2094 spent 2019/20 £3000 spent or granted - to date	NHT manages bursary applications and budget directly. Budget is ring-fenced.	NHT CHS	Annually
					£5,000

	£8000 ring- fenced VI Form Bursary.
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<u>Appendix 1 PP During School Closure-Covid 19</u>	
<u>Action</u>	<u>Impact</u>
FSM meals produced in frozen, deliverable form for all families opting in both during first two weeks of school closure and over Easter Holidays.	Over 1200 meals distributed to dis. Families ensuring positive relationship with institution and welfare of students.
FSM gov. voucher scheme buy in.	All FSM students to receive minimum £15 weekly in supermarket vouchers.
Internet and device connectivity provided for dis. households during school closure	17 devices and 4 internet connections created ensuring 100% of dis. Can access full virtual schooling offer. 24 laptops distributed via direct gov. scheme.
All PP students not completing work in weekly mentoring form, 6:1 ration. English and Maths masterclass and foundation classes, targeted at PP students. 2 Additional Teams groups, manned 9-3 for SEN and PP KS3 students. 5 Virtual Form groups including dedicated PP and SEN created for Y10.	All 7-5 and 8M students engaged in at least 1hr weekly of taught learning.
Virtual PEP completion and virtual tuition offer.	All 6 PEP's completed virtually to guaranteed £600 termly per students LAC bursary, virtual tuition offer to LAC students via West Norfolk Tuition.
Welfare calls once/twice weekly to vulnerable dis. students to ensure welfare and engagement logs.	All vulnerable dis. students engaging with school, welfare of all guaranteed. Measurable engagement scores generated for dis. students.

Glossary of Terms

Dis. Disadvantaged students, those who qualify for pupil premium funding because they have been:

-Eligible for FSM in the last 6 years.

-In care.

-In a family with a member serving in the armed forces.

PP Pupil Premium, interchangeable with disadvantaged in this context.

NPP Non Pupil Premium, those students who do not qualify as disadvantaged.

HPA, MPA, LPA. Prior attainment groups based on primary school outcomes: High, Middle and Lower.

HOY Head of Year

HOD Head of Department

LAC Looked After Child

AHT Assistant Head teacher

SLT Senior Leadership

RNS Royal Norfolk Show

FSM Free School Meals, students who are not only in receipt of PP funding but also still qualify for free school meals.

PA Persistent absentee.

SEN Special Educational Needs, those students who have additional learning needs.

CPD Continuing Professional Development