

# Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 funding had within our school.

## School overview

Detail	Data
School name	Newmarket Academy
Number of students in school	812
Proportion (%) of Pupil Premium eligible students	206 of 812 (Y7 to Y11): 25.4%
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September annually
Statement authorised by	Elaine Wilson
Pupil Premium Lead	Neil Fisher
Governor	Jen Beaton

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£176,596
Recovery premium funding allocation this academic year	£ 23,925
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	£200,521

# Part A: Pupil Premium strategy plan

## Statement of intent

Our aim is to use Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged students at our school that is comparable with that of non-disadvantaged students nationally. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged students from attaining well: read comprehension, vocabulary, and expectations. Our approach will be responsive to both common challenges and our students' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our expectation at Newmarket Academy is that all students, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting, citizens. The approaches we have adopted complement each other to help students to excel. To ensure they are effective we will:

- Ensure disadvantaged students are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Promote a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Students' loss of learning during Covid-19 school closures</b> Our assessments, observations and discussions with families show that many of our disadvantaged students' education has been disproportionately impacted by partial school closures. We will be helping our students to catch up on lost learning time so that they are able to meet the curriculum requirements.
2.	<b>Reading comprehension is low on entry</b> Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged students. We will be helping our students to develop their reading comprehension and vocabulary so that they are more able to access the work across all their subjects.
3.	<b>Historic variability in the quality of teaching and subsequent under-achievement</b> Our assessments, discussions and observations show we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning.
4.	<b>Some students lack motivation and can appear disengaged from school</b> Our observations and discussions with families show that that many of our disadvantaged students' have low educational aspirations. We will be working with these students and their families to instil a greater sense of ownership and pride in schooling and outcomes.
5.	<b>Persistent absence/ lateness</b> Our analysis shows some disadvantaged students and families need additional support to secure and sustain better punctuality and attendance. We will be working with children, families, and carers so children are routinely in school and on time.

6.	<b>Impact of family circumstances on children's ability to focus on learning</b> Our assessments, discussions and observations have identified social and emotional/self-confidence issues for some disadvantaged students. Our pastoral support team will respond quickly and effectively when needs arise.
7.	<b>Financial circumstances often limit opportunities and access to education</b> Our observations and discussions with families' show that we will need to provide financial support and school provisions quickly when needs arise.
8.	<b>Students with PP eligibility have a high crossover of SEND and poor behaviour</b> Our assessments, discussions and observations show that Pastoral and SEND teams will need to be working closely together, with the students and their families to provide suitable support to ensure high standards of positive behaviour.

## 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
<b>All disadvantaged students to leave Newmarket Academy as strong readers</b>	<p>A vast proportion of our disadvantaged students enter year 7 either below or significantly below their Reading age and are therefore more unlikely to successfully engage with their learning.</p> <p>Year 7 Cohort GL Assessment English Reading Comprehension Stanine scores show that of the 45 Pupil Premium students who took the test, 2% (1 student) showed as 'very low' with 24% (11 students) being 'below average'. A further 27% (12 students) were at the lower end of the average range stanine. 2 PP students were also absent when the NGRT tests were administered and therefore these figures could be a little higher.</p>

<p><b>Improved Academic Outcomes for all disadvantaged students</b></p>	<p>We want for our students, in every year group, to be successful in every lesson, in every subject. We want them to leave school at the end of Year 11 with a set of results that allow them to transition into their chosen course of post-16 studies and beyond. We want for students who have lower starting points due to circumstance, or otherwise, to be able to catch up with and perform in line with their peers.</p> <p>Outgoing Year 11 data (June 2021) shows that the Pupil Premium gap has increased in recent years. The gap for 5+ in English and Maths was -21% with the gap for 4+ English and Maths sitting at -14%. Progress 8 has a gap of -0.3 and Attainment 8 had a gap of -7.35.</p>
<p><b>Improved Attendance for all disadvantaged students</b></p>	<p>We know if students are successfully attending school they are more likely to be resilient, responsible and confident individuals; to build secure and lasting friendships; and to enjoy successful academic outcomes. We want for all our students to attend school every day, and on time.</p> <p>Pupil Premium students' average attendance across all years from 1/9/21 to 19/11/21 was 89.6% compared to 91.6% of their non-disadvantaged peers. In Year 11 the gap was 80.90% for disadvantaged students and 87.57% for non-disadvantaged students. These figures may be slightly lower than usual due to a large Covid 19 outbreak, however there is still an obvious negative trend.</p>
<p><b>Improved Cultural Capital for all disadvantaged students</b></p>	<p>We want our students to fully immerse themselves in school lives, both in and out of the classroom. We want them to become our confident and responsible leaders and we want for them to experience activities that stretch them beyond the routines of school learning and improve their cultural capital. We want for their parents to fully engage with school and work in a partnership with us to support their child in their secondary school journey.</p>

## 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: £148,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on development of metacognition plus tailored three-stranded CPD on Relationships, Science of Learning and Instructional Coaching	By investing in staff to raise the quality of what happens in the classroom is likely to have a greater impact upon the quality of learning.  Metacognition <a href="#">For evidence to support this strategy click here</a> Walkthrus <a href="#">For evidence to support this strategy click here</a> Rosenshine <a href="#">For evidence to support this strategy click here</a> Instructional Coaching <a href="#">For evidence of this strategy click here</a>	1, 3, 4, 8
Literacy catch-up small group work	Testing of students on entry highlights students with below age literacy skills.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 4, 8
Year 7 Youth Guide Project  Development of vocabulary across the curriculum	The 'Why closing the word gap matters' report (May 2018) has a clear message. If you want to challenge disadvantage, then improving vocabulary must be a priority.  Introduction of 'The day' to develop oracy, debating and reading comprehension.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 4, 8
Key Stage 3 Curriculum Development ( skills & knowledge based) Curriculum intent and knowledge richness	Moving from a two year to a three year curriculum will provide students a broad, balanced and rich curriculum. Evidence shows that students who have access to a range of subjects for longer provides more 'rich' opportunities as well as enhancing academic performance at GCSE.  <a href="#">For evidence to support this strategy click here</a>	1, 3
Use of PiXL approaches to improve outcomes across subjects	Being part of the PiXL partnership, our subject leaders are able to access practical strategies and ideas that will help to ensure our students with high prior attainment make progress, across all of their subjects.  <a href="#">For evidence to support this strategy click here</a>	1, 4, 8

HPA Lead to focus on aspirations and raising outcomes for HPA disadvantaged students	With a specific focus on improving aspirations and outcomes for HPA disadvantaged students, our HPA Leader can drive improvements for all of our HPA students, including those who are PP, which will include outcomes (especially KS4) as well aspirations, post-16 pathways and school engagement. Focus on challenge in class. Curriculum review.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 4, 8
Use of PiXL approaches/strategies through subject conferences	We want to have an increased focus on who our disadvantaged students are, by knowing their individual barriers to learning and by helping each of them overcome them by high quality teaching, assessment and feedback.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 3, 4, 8
Use of diagnostic feedback	If we accurately know where our students 'are', we are in a stronger position to select the appropriate students and the most effective interventions.  <a href="#">For evidence to support this strategy click here</a>	1, 3
Go4Schools seating plan module	The seating plan module allows teachers to produce more effective seating plans and have an impact on teaching and learning for PP students.  <a href="#">For evidence to support this strategy click here</a>	1, 3, 8

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

Budgeted cost: £40,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group provision of Reading Catch up for struggling Y7 students	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 4, 8
Accelerated reader	This is a programme which has been independently evaluated and shown to be effective in other schools.  <a href="#">For evidence to support this strategy click here</a>	1, 2, 4, 8

<p>Funding to support the implementation of whole school literacy and reading strategies</p>	<p>We want to raise reading levels across the school.</p> <p><a href="#">For evidence to support this strategy click here</a></p> <p><a href="#">For evidence to support this strategy click here</a></p>	<p>2</p>
<p>Raising aspirations through educational visits, leadership roles and Cultural Capital experiences</p>	<p>We want to provide extra support to encourage and maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students, exposure to leadership experiences, university visits and cultural visits.</p> <p><a href="#">For evidence to support this strategy click here</a></p>	<p>4, 6, 7, 8</p>
<p>Small group work to help students 'close the gap' at an accelerated rate compared to their peers</p>	<p>Small group interventions covering specific skills and knowledge gaps. We want to combine this additional provision with the quality. First teaching to narrow the gap between students eligible for PP and their peers. Additional interventions including supervised/supported homework club and coordinated interventions across all subjects.</p> <p><a href="#">For evidence to support this strategy click here</a></p>	<p>1, 2, 4, 7, 8</p>
<p>Small group work with EAL and SEND students using the 'Learning Village' package to develop literacy and oracy</p>	<p>We want to provide extra support to encourage and maintain high attainment for EAL and SEND students. Small group interventions covering specific skills and knowledge gaps using</p> <p><a href="#">For evidence to support this strategy click here</a></p>	<p>1, 2, 4, 6, 8</p>

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

Budgeted cost: £10,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer employed to monitor students and follow up quickly on truancies. First day response provision	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p><a href="#">For evidence to support this approach click here</a></p>	1, 4, 6
<p>Assemblies for PP students to raise awareness of school support. Letters to parents for information about support/materials for PP students</p> <p>Raising awareness at school wide level (PP students, staff) through continued dialogue</p>	<p>Raised awareness of the support available and 'entitlement' for PP students will help students and their parents better access the available support.</p> <p>Removal of the barriers to succeeding will lead to improved outcomes.</p> <p><a href="#">For evidence to support this approach click here</a></p>	4, 6, 7
Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents	<p>Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students.</p> <p><a href="#">For evidence to support this approach click here</a></p>	4, 6, 7
<p>Raising Standards with Subject Leaders to monitor/ensure strategies are in place to secure achievement of PP students</p> <p>Improved communication with stakeholders (parents and Governors)</p>	<p>Having a transparent approach within the school (horizontal and vertical) at subject and pastoral level helps to ensure that students in need of additional support/at risk of underachieving will be fully supported.</p> <p>Governor and parental input helps to provide the challenge to ensure that our systems are in place and working.</p> <p><a href="#">For evidence to support this approach click here</a></p>	1, 3, 7, 8
Free Breakfast club place for disadvantaged students to support attendance and punctuality	<p>To get disadvantaged students into school on time and attending regularly we offer a free breakfast for all disadvantaged students.</p>	4, 5, 6, 7, 8

Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	6, 7
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**Total budgeted cost: £200,521**

## 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 students in the 2020 to 2021 academic year.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned needs arising from the pandemic. The vast majority of our planned actions were unsuccessful due to inadequate time to implement the strategies as envisaged, therefore this revised 3 year programme has a focus on addressing those areas of weakness most exacerbated by school closures – reading at all key stages, attainment at KS4, attendance and cultural capital. 2020-21 was the first year of a Newmarket Academy’s 3-year plan, so success was marginal, and it was prudent to reassert our commitment to disadvantaged students by creating a revised 3-year plan encompassing 2021-24.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged student performance did not close the gap with their non-disadvantaged peers as we had hoped, hence this being a leading focus of our new 3-year strategy.

### 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>
Operation Blackout	CJ’s Education
Mindset Solutions	Steve Sallis