# Pupil Premium Strategy Statement

## This statement details our school’s use of Pupil Premium 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

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| Detail | Data |
| School name | Newmarket Academy |
| Number of students in school  | 838 |
| Proportion (%) of Pupil Premium eligible students | 194 (23%) |
| Academic year/years that our current Pupil Premium strategy plan covers **(3-year plans are recommended)** | 2023-2026 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September annually |
| Statement authorised by | Martin Witter |
| Pupil Premium Lead | Sophie Gynn |
| Governor | Jen Beaton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil Premium funding allocation this academic year | £211,500 |
| Recovery premium funding allocation this academic year | £10,000 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**If your school is an Academy in a trust that pools this funding, state the amount available to your school this academic year | £221,150 |

# Part A: Pupil Premium strategy plan

## Statement of intent

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| Newmarket Academy is a school which aims for students to ‘be the best you can be’ through our values of respect, resilience and responsibility. We are a member of the Unity Schools Partnership Trust, which is a family of primary, middle, secondary and specialist schools mainly located in Suffolk, but also extending across the Essex & Cambridgeshire borders, with one setting in East London. In September 2019 we opened a specialist provision for young people in years 7 – 11 with communication and interaction needs. We are National average for our number of students eligible for Free School Meals and above the average of the East of England (19.4%). The distribution of Pupil Premium eligibility varies between years groups with the highest number being in year 9 (49 students) and the lowest in year 10 (29 students).At Newmarket Academy, our aim is to ensure disadvantaged learners at our school are given the opportunity to flourish within their academic studies and beyond, and to sustain high attainment when comparing them to their non-disadvantaged peers both locally and nationally. Our aim is to use our pupil premium and recovery premium to help us raise attainment of all our students, so that their outcomes are comparable with national outcomes. This includes ensuring students perform as well as their non-pupil premium peers. We are doing this by addressing lower literacy levels, improving attendance and providing wider opportunities for students. During the next three years we will focus our resources on the challenges we believe are hindering our students, particularly those who are disadvantaged, from achieving the best they can: * Reading and language comprehension
* Attainment and Progress
* Attendance

Our approach will be responsive to individual needs and informed by evidence where appropriate, and we will not make assumptions about the impact of disadvantage. Students who received Pupil Premium Funding works on a lag therefore we have 29 students who have become Pupil Premium this year but do not have funding for them in the year 2023/24.0 |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | **Reading and Language comprehension is low on entry** Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged students. We will be helping all our students to develop their reading comprehension and vocabulary so that they are more able to access the work across all their subjects. |
| 2 | **Historic under-achievement** Our assessments, discussions and observations show our students do not attain consistently in line with national benchmarks and that our disadvantaged students attain less well than our non-disadvantaged students.

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| --- | --- | --- | --- |
|  | **P8 All** | **Non PP** | **PP** |
| **2023** | **-0.35** | **-0.07** | **-1.18** |
| **2022** | **-0.12** | **0.01** | **-0.63** |
| **2021** | **+0.25** | **+0.37** | **-0.05** |
| **2020** | **+0.31** | **+0.43** | **-0.07** |
| **2019** | **+0.08** | **+0.22** | **-0.29** |

 |
| 3 | **Persistent absence/ lateness** 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.  |

## 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.

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| Intended outcome | Success criteria |
| **All students to leave Newmarket Academy reading fluently.**  | * Students to make progress in the standardised reading assessments from entry point.
 |
| **Improved Academic Outcomes for** a**ll disadvantaged and non-disadvantaged students in line with national benchmarks in each year group.**  | * End of year assessment in KS3 and GCSE results at KS4 will start to show a rising trend.
 |
| **Improved Attendance for** a**ll disadvantaged students and non-disadvantaged students in line with national average.** | * Data at the end of each term/year will show a rising trend of attendance.
* Meetings arranged with those who have low attendance
* Support plans put in place to assist with those getting back into school
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## 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: £100,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff CPD | Research shows that high quality teaching is an important lever and therefore CPD to support staff is important to ensure staff have the tools to do this. National College CPD. Metacognition [For evidence to support this strategy click here](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)Walkthrus [For evidence to support this strategy click here](https://www.walkthrus.co.uk/)Rosenshine [For evidence to support this strategy click here](https://teacherofsci.com/principles-of-instruction/)Instructional Coaching [For evidence of this strategy click here](https://www.ambition.org.uk/blog/what-instructional-coaching/) | 1, 2, 3 |
| Providing resources to develop and embed the tutor time reading programme | By using the Trust tool of CUSP reading we can address the situation of too many students leaving education without being able to read confidently by training staff on how to deliver meaningful reading sessions,[For evidence of this strategy click here](https://www.unity-curriculum.co.uk/more-information/cusp-secondary/) | 1,2 |
| Use of regular assessment and feedback to identify individual needs for teaching and intervention | If we accurately know where our students ‘are,’ we are in a stronger position to select the appropriate students and the most effective interventions and support.[For evidence to support this strategy click here](https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up) | 1,2  |

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

Budgeted cost: £6840 (+ £10,00 from Covid Recovery Premium) for tuition

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group provision of reading catch-up for struggling Key Stage 3 studentsLiteracy Intervention: Herts for Learning Literacy Project Fresh StartLexiaLearning Village | Small group reading strategies can have a high impact on average. [For evidence to support this strategy click here](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) [For evidence to support this strategy click here](https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project) | 1,2 |
| Small group intervention for year 11 students Students who are SEND/PP have a small tutor group intervention 3 days a week for English and Maths.  | Small group interventions can have a high impact on students of around 4 months progress over the year. [For evidence to support this strategy click here](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2 |
| Targeted small group provision for KS4 students in English or Maths (and ScienceEach intervention is groups of 1-3 and costs £800 for 15 sessions.  | We have used Pearson Tutoring for Maths for the past 3 years and have seen an improvement in student confidence and ability. [For evidence to support this strategy click here](https://www.pearsonschoolsandfecolleges.co.uk/secondary/pearson-tutoring?gclid=EAIaIQobChMI4L6DmO-2ggMVieTtCh35aA0nEAAYASAAEgICffD_BwE) We will also be using MyTutor this year as this is a service used by other Trust schools. This offers tutoring in all the core subjects. [For evidence to support this strategy click here](https://go.mytutor.co.uk/schools/tutoring-impact-0?_gl=1*ghrq6v*_ga*MjQ4MzE0NDUyLjE2OTk1MzE0Mjk.*_ga_0DJNW86GQM*NTRiYThjYmMtYWEyYS00MWVlLWI1MmQtMTg1OTJlYzEyNWNiLjEuMS4xNjk5NTMxNDQ2LjQyLjAuMA..) | 1,2 |
| Subscription and implementation of Seneca Learning to support frequent low stake testing and knowledge retrieval.  | Online packages and apps for frequent low stakes testing to improve pupil assessment and feedback. To improve knowledge of gaps and celebrate success, [For evidence to support this strategy click here](https://docs.google.com/presentation/d/1aTpa1yEnEIfhobjJu59QhkVz-bDMpifro6dNlmy8Qkg/edit#slide=id.gbe142a2470_2_75) | 1,2 |

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

Budgeted cost: £100,000

£500 for external clubs

£300 for resources

£4000 for educational visits

£6,700 for acute issues.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance visits and initiatives such as meetings, mentoring, reports.  | [For evidence to support this approach click here](https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1699594444)[For evidence to support this approach click here](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 2,3 |
| Digital equality – provision of laptops. Continue to identify and support PP families who do not have access to a computer/internet at home and distribute accordingly.  | Studies find that digital technology is associated with learning gains. [For evidence to support this approach click here](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf?v=1699612460) | 1,2 |
| Pastoral and Academic Mentoring.  | Studies show that this can increase achievement by 2 months. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully[For evidence to support this approach click here](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 1,2  |
| Enrichment programme | Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. | 1,2,3 |
| Resource equality – provision of revision guides and calculators.  | To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.  | 1,2 |
| Increased positive contact through phone calls and emails. Encouraged attendance to parents’ events with students/parents | Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students. [For evidence to support this approach click here](https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf) | 1,2,3 |
| Raising Standards Lead along with Subject Leaders to monitor and ensure strategies are in place to secure achievement of disadvantaged students. | 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. [For evidence to support this approach click here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf) | 1,2 |
| Free breakfast club place for disadvantaged students to support attendance and punctuality | To get disadvantaged students into school on time and attending regularly we offer a free breakfast for all disadvantaged students. | 3 |
| 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. | 1,2,3 |

**Total budgeted cost: 204,800**

# 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 2022 to 2023 academic year.

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| Intended outcome | Success criteria |  |
| **All disadvantaged students to leave** **Newmarket Academy as strong readers**   | All students to be confident and strong readers enabling them to access our curriculum and be equipped to take on the demands of their Key Stage 4 studies. We want them to be prepared for the challenges that post-16 pathways will bring and develop a lifelong love of reading. | GL assessment data from 2022/23 * 25 PP students in year 9, 13 students improved their reading score.
* 39 PP students in year 8, 13 improved their reading score.
* 32 PP students in year 7, 10 improved their reading score.

This will continue to be a focus. |
| **Improved Academic Outcomes for** a**ll disadvantaged students** | 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. | 44 students from the cohort were disadvantaged in year 11 2023English/Maths crossover 4+34% 5+14%P8 -1.08This will continue to be a focus.  |
| **Improved Attendance for** a**ll disadvantaged students** | 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. | This continues to be a focus |
| **Improved Cultural Capital for** a**ll disadvantaged students** | We want our students to fully immerse themselves in school lives, both in and out of the classroom. We want them to become confident and responsible leaders and we want them to experience activities that stretch them beyond the routines of school learning and improve their cultural capital. This will be measured by us seeing an increase in participation for Pupil Premium students on our centrally held spreadsheet.  | Pupil premium students enjoyed a variety of experiences and an increase in participation. Cultural capital and participation is a strength for Newmarket Academy  |

## 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.*

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| Programme | Provider |
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