



Pupil Premium Statement

Schools and Academies receive a Pupil Premium Grant to support their work in tackling underachievement by disadvantaged pupils.

We work hard to support disadvantaged pupils. We regularly review our actions and their impact and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion.

Principles

- We are committed to 'narrowing the gap' between all pupils and any specific cohort or group of pupils.
- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds are allocated following an analysis which will identify priority groups or individuals.
- Not all eligible pupils will be in receipt of Pupil Premium interventions at one time.

Nine Key Provision Strands

In order to ensure that our provision best supports our Pupil Premium students we have nine key potential barriers/challenges. Our interventions will focus on these areas, and allocation of funds will be based upon an identification of need:

- | | | |
|---|-------------------------|--------------------------------------|
| • Social, mental and emotional well being | • Literacy and numeracy | • Raising aspirations |
| • Parental engagement | • Teaching and learning | • Educational experiences |
| • Attendance and punctuality | • Alternative provision | • Educational resources and enablers |

Judging impact

In order to judge the impact of Pupil Premium expenditure on pupil outcomes we will use a range of criteria including the following:

- % 5+ A*-C including English and mathematics
- Progress in English and mathematics
- % Attendance
- % Persistent Absence
- % Fixed Term Exclusions
- Progress 8 and Attainment 8

For each measure we compare Pupil Premium pupils against other pupils in the Academy and, where possible against all pupils nationally.

2016/17: What will the funding be spent on?

In 2016/17, Newmarket Academy is in receipt of a Pupil Premium Grant of £153,808 for 165 eligible pupils. A summary of the proposed spending is detailed below:

- 1. Social, mental and emotional well-being**
- 2. Literacy and numeracy**
- 3. Raising aspirations**
- 4. Parental engagement**
- 5. Teaching and learning**
- 6. Educational experiences**
- 7. Attendance and punctuality**
- 8. Alternative provision**
- 9. Educational resources and enablers**
- 10. Leadership, management and administration**

2015/16: What was the funding spent on?

In 2015/16, Newmarket Academy was in receipt of a Pupil Premium Grant of £161,685 for 173 eligible pupils. A summary of the key interventions is given below:

A Reading Interventions (2%)

The provision includes a range of literacy strategies to support pupils to progress their reading ages – which will include Accelerated Reader.

B Teaching Assistants and Higher Level Teaching Assistants (7%)

TA's and HLTA's are employed to work with targeted students in small groups or individually. They particularly work with students who have been identified as being below their target grades.

C Attendance (6%)

It is vitally important that all our students have high levels of attendance. Our attendance officer supports Pupil Premium students whose attend is a concern. Strategies used include:

- Meetings with parents
- Funding of transport (where appropriate)
- Contributing to funding to reduce other barriers to attendance e.g. uniform, appropriate footwear etc.

D Individual Mentoring – Pastoral Officers (17%)

Individual and small group mentoring is in place to support students through difficult periods. This intervention is being utilised throughout the Academy with students who are at risk of exclusion or displaying disruptive behaviours which are effecting attainment in lessons and around school. The Academy also utilises Behaviour Support Plans and Pupil Support Plans to effectively target support to student need.

E Mathematics and English Withdrawal Support (16%)

Mathematics and English are so fundamental to progress in all areas of the curriculum that additional intervention is provided for students whose progress has fallen below expectations. Provision includes:

- Specialised P6 options.
- Small group withdrawal work.
- Booster sessions prior to GCSE examinations.
- Provision of workbooks and revision guides.

F Alternative Provision (1%)

To meet the needs of the students who are finding the pressures of a mainstream secondary school difficult, we are exploring an alternative provision which would allow them to access learning via another route in order for them to reach their full potential and gain GCSE qualifications.

G EAL Support (3%)

The progress of a significant number of our students is below expectation due to their limited understanding of the English language. Small group withdrawal personalised to meet the needs of minority ethnic new arrivals is in place to support this. The aim is to increase the ability of these students to successfully access the core curriculum.

H Leadership Time (48%)

The Pupil Premium leadership develops the overall strategy to 'close the gap' between Pupil Premium and non-Pupil Premium students. Students are tracked, monitored and a broad range of intervention strategies are in place dependant on the need of students. These include:

- Withdrawal support for English and mathematics
- Provision of revision guides
- Booster classes prior to exams
- Holiday revision classes
- Small group work
- 1 – 1 intervention
- 1 – 1 mentoring
- Breakfast Club, Music Lessons, Uniform, Books and Stationary

Impact of interventions – 2015/16

‘The school has demonstrated a relentless focus on pupil premium students and now needs to ensure this focus reaps rewards in terms of outcomes.’ (Samuel Ward Academy Trust Review, 2015)

The impact of these interventions can be measured through looking at Newmarket Academy’s three priority areas: Progress; Attendance; and, Attainment. A table summarising the impact against each area over the last two years can be seen below. Further, more detailed analysis continues on the following pages.

Impact summary

			Comparisons with...			
✓	Improvement		Newmarket Academy Previous Cohort Data		2014/15 National Data	
-0.03	No improvement but within 0.03 points					
-0.05	No improvement but within 0.05 points					
×	Worse					
			Previous	Gap ¹	Average	Gap ¹
1. Progress	2014/15	Year 11	✓	✓	-0.03	×
	2015/16	Year 11	✓	×	✓	×
		Year 10	-0.05	✓	✓	✓
		Year 9	-0.03	✓	N/A	N/A
		Year 8	✓	✓	N/A	N/A
		Year 7	✓	-0.03	N/A	N/A
2. Attendance	2014/15	Attendance ²	✓	✓	✓	×
		Persistent absence	✓	✓	✓	×
	2015/16	Attendance	✓	✓	✓	✓
		Persistent absence ³	✓	✓	✓ ⁴	N/A
3. Attainment	2014/15	Year 11	✓	✓	×	×
	2015/16	Year 11	✓	✓	×	✓
		Year 10	✓	✓	✓	✓

¹ The gap refers to the difference in data between PP – non-PP students.

² National data for PP not available so FSM used.

³ The measure for Persistent Absence has changed and become more challenging. These assessments have been made by re-calculating new figures from historical data.

⁴ Forecast based upon fact that this year is better than previous which was better than national.

1. Progress - 2015/16

How well pupils eligible for Pupil Premium make progress from KS2 compared with the rest of the pupil cohort.

Year 11

The table below demonstrates that the improvement in progress of Year 11 Pupil Premium students educated on-site exceed the improvement seen by non-Pupil Premium students. The progress of all PP students has continued to improve year-on-year since 2013.

Progress-8 scores	2013-14	2014-15	2015-16
Pupils eligible for pupil premium	-0.90	-0.36	-0.31 (-0.11 ⁵)
All other students	-0.03	+0.21	+0.39
Gap	-0.87	-0.57	-0.7 (-0.5 ¹)

Year 10

Current projections estimate an overall P8 score of -0.26 for PP students in 2016/17. This lies well above the 2014/15 national average of -0.4.

The gap between PP and non-PP students also looks set to drop below the 2014/15 national gap of 0.52 for the first time.

Year 9

The gap between PP and non-PP students who are on/above target has narrowed over the year (10% → 5%). The gap between those above target has also narrowed (9% → 5%).

Year 8

The proportion of PP students on/above target has increased over the year. So too has the proportion of PP students above target.

The gap between PP and non-PP students on/above target has reversed. PP students are now making greater progress than their peers.

Year 7

The proportion of PP students on/above target has increased slightly over the year.

The proportion of PP students above target has increased significantly (19% → 27%).

2. Attendance

Attendance figures

The attendance of students eligible for FSM in 2014/15 improved to 92.8% which exceeded the previous year (88.5%) and exceeded the national average for that group of 92.5%. The gap between attendance of FSM and non-FSM students was 3.5% which was an improvement on the previous year (4.6%) but was slightly greater than the national gap for the same period (3.2%).

The 2015/16 attendance figures for PP students was 95% with a gap of only 1.76% between PP and non-PP students, an improvement on already impressive results from last year. Both of these statistics represent the significant positive impact of attendance strategies.

Persistent absence

In 2014/15 the proportion of FSM students deemed as persistent absentees (absent for 15% or more sessions) was 9.9% which was an improvement on the previous year (14.9%) and was below the national average for FSM students (10.9%). The gap between FSM and non-FSM students was 7.8% which compared closely to the previous year (7.7%) and the national gap of 7.6%.

The 2015/16 mechanism for measuring persistent absence changed and became more challenging (absent for 10% or more). Using the new method, the proportion of PP students who were deemed persistent absentees stood at 12.6% with a gap of 7.9% when compared to non-PP. Although both these values are higher, 2015/16 persistent absence figures for PP students has improved

⁵ This is the score if we remove the influence of two students educated off-site.

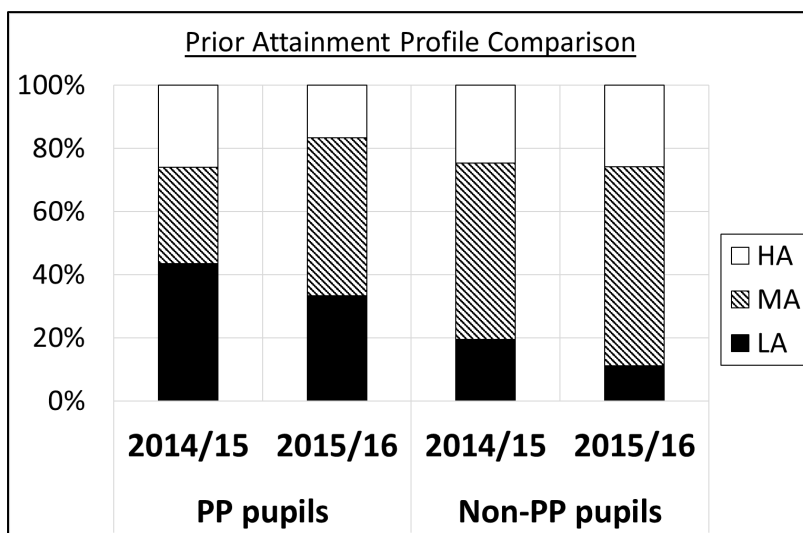
compared to equivalent values for last year (17.4% persistent absence for PP students with a gap of 8.5%).

3. Attainment

5A*-C including English and Mathematics at GCSE

In 2014/15 the proportion of Y11 PP students achieving 5A*-C E&M was 25%. This represents a significant improvement from 2013/14 (15.63%). The attainment gap between PP and non-PP Students also narrowed from 40.55% in 2013/14 to 36.29% in 2014/15.

In 2015/16 the proportion of Y11 PP students achieving 5A*-C E&M was just over 26%. The attainment gap also narrowed to 27.01%. Which is below the 2014/15 National Average of 33%. It is worth noting that the difference in the prior attainment profile of the PP and non-PP cohort make this attainment gap even more difficult to close.



Graph showing proportion of High, Mid and Low Prior Attainers in cohort

5A*-G at GCSE

A greater proportion (88%) of Newmarket Academy PP students gained 5 A*-G in 2014/15 than the national average (87%). The gap between PP and non-PP students for this metric was only -10% which was close to the national average gap of 9%.

In 2015/16 the proportion of PP students gaining 5A*-G grades improved to 91.30%. The gap between PP and non-PP students was only 6.29% a significant improvement on the previous year.

4. Impact of specific interventions in removing barriers for PP Students

Barriers	PP Funding helps provide	Impact statement on PP students
<p>Low academic achievement</p> <p>(Teaching and Learning Strand)</p>	<p>Teacher focus: PA targets, detailed seating plans, PD, SMARTER stickers, subject reviews, book scrutiny, learning walks, AP</p> <p>Department focus: DIP/SEF, Active PP plan</p> <p>Structured conversations</p> <p>Achievement Plans</p> <p>Achievement Leaders</p> <p>PP Coordinator to lead school PP strategy</p> <p>EAL support</p> <p>Boosters ahead of GCSEs</p>	<p>Findings of the October 2015 SWAT School Review: <i>“Outcomes, which previously required improvement, are improving due to better teaching and the close monitoring of student progress... Teaching is good and an increasing proportion is outstanding as a result of rigorous monitoring and very well targeted professional development.”</i></p> <p>Staff surveys indicate that over 95% of staff are confident: in naming the PP students in their class; describing the SMARTER classroom strategies; that we are closing the gap; and that the initiatives are working.</p> <p>Internal subject reviews for English, Mathematics and Science all confirm that teaching is Good or Outstanding and that all teachers know their PP students and apply specific targeted tailored strategies to promote their learning.</p> <p>100% of staff have SMARTER PP Strategies stickers and PP Summary Sheet.</p> <p>Achievement Plans have been instrumental in supporting Year 11 in improving their progress and attainment. Such is their impact, other students have asked to have APs.</p>
<p>Social, mental and emotional well being</p>	<p>Pastoral Officers: 121 mentoring</p> <p>Well-being e.g. gym, swimming, breakfast, uniform</p> <p>Nurture group</p> <p>Behaviour support service for KS3</p>	<p>100% of students in full school uniform.</p> <p>12% of FSM students in 2014/15 received fixed term exclusions which is significantly lower than the national average (16.47%).</p>
<p>Literacy and numeracy</p>	<p>Alternative curriculum for Y7/8 support groups - greater focus on core subjects</p> <p>Accelerated reader programme</p> <p>Additional TA support for core subjects</p> <p>Maths and English small group withdrawal</p>	<p>26 → 31% of students involved in the Accelerated Reader programme have increased their reading age by more than a year over the 9 month course.</p> <p>The proportion of Y8 Support Group students who are now making BEP in Maths/English has dramatically increased. Figures have also risen for Y8 students in Science who are making expected progress.</p> <p>P8 Scores for English exceeded national averages in 2014/15. Maths P8 scores have improved. dramatically over the past three years and are set to exceed last year’s national averages in 2015/16 .</p>
<p>Educational experiences</p>	<p>Support for educational trips/ activities</p>	<p>Typically, educational trips have a greater proportion of PP students attending (60%) than non-PP (40%)</p> <p>A greater proportion of Y10 PP students attend Period 6 than non-PP (67% vs 50%)</p>

<p>Raising aspirations</p>	<p>Aspiration and Challenge Coordinator</p> <p>Monitoring of PP student representation within all aspects of wider school opportunities</p> <p>Financial support for work-experience</p> <p>Focussed aspirational activities</p>	<p>Tracking of student participation across all non-curricular opportunities is leading to better representation of PP students in positive roles within the school.</p> <p>The new student bid form is recording student perceptions and reflections on support given. It is overwhelmingly positive.</p> <p>The proportion of students Not in Education, Employment, or Training (NEET) after leaving school was only 2.56% which is a significant improvement on 2014/14 (5.6%). It is also set to improve further with a projected drop to 1.8% in 2015/16. This is far better than 2014/15 Suffolk average of 3.8% and is very close to the East of England average of 2%.</p>
<p>Educational resources and enablers</p>	<p>Revision guides, workbooks, exam prep packs</p> <p>Calculators, ingredients, materials</p> <p>Laptops</p>	<p>P8 Score for all baskets have improved dramatically over the past two years and most are set to improve further this year.</p> <p>The provision of cooking ingredients was seen as instrumental for <i>RC</i> gaining an A grade in his practical exam.</p> <p><i>FS</i> moved from F grade to D grade predictions over the course of the year predominantly through improved aspirations and more positive teacher relationships. A calculator and revision guide further build confidence.</p>
<p>Attendance and punctuality</p>	<p>Attendance officer and attendance 'blitz'</p> <p>Funding for travel arrangements</p>	<p>The attendance of PP students at Newmarket Academy exceeds national averages and the gap is narrowing for both % attendance and % persistent absences.</p>
<p>Alternative provision</p>	<p>British Racing School</p> <p>West Suffolk College</p>	<p>100% of students who make use of this provision have been able to engage successfully with programmes and school life.</p> <p>No student has been permanently excluded after being given alternative provision.</p>
<p>Parental engagement</p>	<p>Monitoring Parent Evenings attendance</p> <p>Termly letters to all parents</p>	<p>Analysis of attendance at parents' evenings is now being employed to pre-empt non-attenders and ensure that 100% of PP parents/carers are communicated with regarding their child's progress.</p> <p>Engagement between parents and the school continues to increase as they become more aware of the potential benefits and how we are supporting them.</p>

5. Powerful case studies demonstrating individual successes

Breakfast club

P has attended every breakfast, and has hugely developed her social skills with other students outside of her friendship group. At first, she was reluctant to join in conversations, but now is able to begin discussions with other students. Not only this, she has improved her work ethic and her confidence since coming along to the breakfasts, and her Progress8 score has improved greatly over the past term, from +0.66 to +1.16.

Accelerated reader

Q and *R* are both beginning their GCSE course yet had reading ages well below their expected. Unsurprisingly both were reluctant to read aloud and did not fully engage in lessons where extended reading was an essential component. Through the accelerated reader programme both students were able to choose their own texts and pace and felt secure enough to really push themselves without fear of embarrassment. As a consequence, both of them have seen their reading ages flourish with *Q* moving from a reading age of 9 to 13 years and *R* moving from 13 to 16 years in a little over 9 months of the programme. A phenomenal achievement on both their parts.

Additional core support and revision aids

T has moved up from grade F to a D in progress tests over the year. His class has been re-structured to allow smaller groups. He has responded well to additional tutor-time maths and increased amounts of praise has boosted his confidence to achieve. He has been provided with all of the revision tools which we have sold to other students. Together, these things will increase his chance to achieve the grade D, that at the start of the year was not expected of him. High expectations, regular intervention, resources and a lot of confidence boosting have had a significant positive effect.

Attendance

W suffered from school anxiety and was under supervision from various professional bodies to monitor her welfare. At one point in the past her attendance dropped below 50%. Through a combination of techniques including provision of an alternative curriculum as a stepping-stone to re-introduction into school, weekly meetings with her pastoral team and attendance reports, the house team have help her achieve 84% attendance in the year-to-date. As a result of this *W* has completed 9 GCSE exams this summer, a feat no one would have forecast a few years ago.

1-2-1 Mentoring

X joined the school mid-year having moved to the area. She is a highly able student who has performed well below her potential before arriving with us. Historically she did not attend school regularly and when she did she rarely attended lessons. When she first arrived, *X* was reluctant to comply with the Academy's values and regularly truanted or walked out of lessons. After working 1-2-1 with the Pastoral Leader, *X* has improved her behaviour and now attends lessons regularly. She understands and uses the support network available to her and her confidence in her own abilities is growing constantly. *X* has been provided with a laptop which she recently used to help gain an A in her GCSE Geography coursework. In an effort to further inspire her we have also provided opportunities to attend A-level Psychology lessons as it is a subject in which she showed interest for the future. *X* has said that she now feels that she fits in far more than she did and has been surprised by how much everyone seems to care.

2014/15: What was the funding spent on?

In 2014/15, Newmarket Academy was in receipt of a Pupil Premium Grant of £168,672. A summary of key interventions is given below:

Reading Interventions (£3k)

Teaching Assistants and Higher Level Teaching Assistants (£12.2k)

Attendance: (£10.5k)

Individual Mentoring – Pastoral Officers (£29k)

Mathematics and English Withdrawal Support (£27.6k)

Alternative Provision (£1.5k)

EAL Support (£4.9k)

Leadership Time (£81k)