



Newmarket Academy Pupil Premium Strategy: Newmarket Academy

1. Summary information					
School	Newmarket Academy				
Academic Year	2018/1	Total PP budget	£ 135,205	Date of most recent PP Review	
Total number of students	697	Number of students eligible for PP	168	Date for next internal review of this strategy	December 2019

2. Historic attainment	2018		2017		2016		2015	
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>
% achieving grades 4-9 / A* - C in both English and Maths (Summer 2017)	70%	64%	42%	67%	30%	70%	29%	61%
Average Progress 8 Score (Summer 2017)	-0.05	+0.32	-0.28	0.09	-0.52	0.23	n/a	
Progress 8 score Maths element / English element (Summer 2017)	-0.2/ -0.2	+0.15/ +0.31	-0.2/ -0.26	-0.02/ 0.28	-0.05/ 0.87	0.02/ 0.36		

3. Barriers to future attainment (for students eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7	
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining students across Key Stage 3. This prevents sustained high achievement through KS4.	
C.	Students eligible for PP are making less progress than other students across Key Stage 4.	
D.	Exclusions reduce their school hours and, on average, causes them to fall behind.	
E.	Limited participation and attendance to non-class based activities.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for students eligible for PP are 95.5% (below the school average of 96.3%). This reduces their school hours and, on average, causes them to fall behind.	
G.	Parents of students eligible for PP are less engaged with the school than parents of other children.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 students eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 80% meet expected targets.
B.	Improved rates of progress across all years for students eligible for PP with high prior attainment (HPA).	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above meet expected targets at the end of the academic year. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.
C.	Improved outcomes for KS4 students eligible for PP.	Students eligible for PP make as much progress as 'other' students across Key Stage 4, so that the Progress 8 for PP students is similar to that of non-PP students. Where they are not, departments are putting in place wave 1 interventions, monitored by Heads of Departments (HOD) and Senior Leadership Team.
D.	A higher percentage of students eligible for PP are not being excluded.	Reduce the number of fixed term external exclusions for PP students from 65%
E.	Increased participation and attendance to non-class based activities.	Participation in trips, visits, extra-curricular clubs, leadership roles to be at least in-line with that of 'other' students.
F.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 95.4% to 96.3% in line with 'other' students.
G.	Increased parental engagement with school	Attendance at Parents' evenings/events to be at least in-line with attendance of parents of 'other' students.

4. Planned expenditure

Academic year

2018/19

The three 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. Quality of teaching for all

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?
A. Improved Year 7 literacy progress	CPD on writing tasks within English; greater emphasis on language for learning across all subjects.	We want to offer high quality teaching to all students to drive up results. Increased emphasis on independent written tasks will help to improve writing across subjects. Language for learning developed to suit needs of students throughout Key Stage 3 in preparation for Key Stage 4 studies and beyond.	All Year 7 students to complete written tasks with moderated marking within English. Benchmarking and termly assessments to show outcomes and improvement.	Head of English	Jan 19 March and June 19
A. Improved Year 7 literacy progress	Literacy catch-up small group work	Testing on entry of students highlights students with below age literacy skills.	Students identified as being 'in need' of literacy catch-up are in a tracked programme with clear start/end points.	SENCO and Head of English	Jan 19 March and June 19
B. Improved progress at KS3 for high prior attainment students.	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.	Through discussion with SLT line managers, termly tracking of KS3 students and student progress meetings, subject leaders have transparent plans of action to show the strategies employed.	HPA Leader & Raising Standards Team.	Jan 19 March and June 19

B: Improve progress for HPA students. E: Engagement and widening participation.	HPA Lead to focus on aspirations and raising outcomes for HPA students.	With a specific focus on improving aspirations and outcomes for HPA 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.	Specific HPA/Aspirations action plan in place to address underperformance, aspirations and participation. Strategies employed are school wide	HPA Leader	Jan 19 March and June 19
C. Improve outcomes at Key Stage 4.	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.	Outcomes shown through high quality tracking that the predicted grades for our disadvantaged students are more in-line with the performance of their non-disadvantaged peers.	Raising Standards Team.	March 2019
B/C: Improved outcomes for High Attaining students at Key Stage 3 and all students at Key Stage 4	Improved tracking, moderated predictions and communication of outcomes.	If we accurately know where our students 'are', we are in a stronger position to select the appropriate students and the most effective interventions.	Tracking information shows students in need of additional support and measures in place to address individual needs.	MKY & Raising Standards Team.	Jan 2019, March 2018
C. Improve outcomes at Key Stage 4.	Highlighting key students in 'Sharing Best Practice' meetings.	We want to ensure there is an increased focus on our PP students. Colleagues sharing 'what works well' for particular students promotes accurate teaching in all classrooms. This will accelerate progress ensuring that key identified individuals receive a tailored approach.	Heads of Department will monitor through their quality assurance process and SLT will ensure that PP students are catered for when carrying out learning walks and drop-ins.	HOD & SLT	Jan 2019, March 2018
Total budgeted cost					£27,000

ii. Targeted support					
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?
A. Improved Year 7 literacy progress	121 and 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.	Organise timetable to ensure staff delivering have sufficient time to read and discuss story with students. Student feedback shows higher engagement levels with reading. Outcomes across all subjects continue to improve.	PP Lead & Head of English	Jun 19
A. Improved Year 7 literacy progress	Accelerated reader	This is a programme which has been independently evaluated and shown to be effective in other schools.	Years 7 & 8 having timetabled library lessons. This will enable teachers to focus on delivering the program and ensuring that assessments are accurate.	Head of English	March 2019 and June 2019.
B. Improved progress for high attaining students	Raising aspirations through educational visits and experiences	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, university visits and cultural visits.	PP ALs implement termly timetable of trips and ensure that increased numbers of PP students are exposed to visits to universities and cultural experiences.	PP Lead	March 2019 and June 2019.
C. Improved outcomes for students at KS4.	Small group work to help students 'close the gap' at an accelerated rate compared to their peers.	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.	Assessment outcomes and teacher predictions show a narrowing of the gap. Summer 2019 results show improved outcomes at GCSE.	Raising Standards Team/ Heads of Dept/ SENCO	March 2019 and June 2019.

D: Increased participation in non-classroom based activities.	Personal invitations, financial support, targeted approach – through subjects and Houses.	We aim to ensure that our PP students engage with the school opportunities in line with their non-PP peers. We also want our PP students to have experiences that they may not ordinarily have or engage with but without the additional intervention/support.	Participation rates in trips, clubs and other non-classroom based activities to be more in-line with that of their non-PP peers.	PP Lead/ HOH.	May 2019
Total budgeted cost					£50,000
iii. Other approaches					
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?
E. Increased attendance rates	Attendance officer employed to monitor students and follow up quickly on trancies. First day response provision.	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.	Pastoral Officers, Achievement leaders, HOH, attendance officer & will collaborate at fortnightly attendance meetings to ensure personalised support and assertive mentor assigned to each PA pupil eligible for PP. Letters about attendance to parents / guardians.	PP Lead	Jan 19
G. Increased parental engagement E: Engagement and widening participation F: Increase attendance	Assemblies for PP students to raise awareness of school support for PP students Letters to parents for information about support/materials for PP students Raising awareness at school wide level (PP students, staff) through continued dialogue	Raised awareness of the support available and 'entitlement' for PP students will help students and their parents better access the available support. Removal of the barriers to succeeding will lead to improved outcomes.	Engagement from parents re: resources, uniform and trips is more forthcoming. Attendance continues to improve. Uptake on trips/extra-curricular activities is improved. Feedback from parents/students show an improved understanding of the school's provision for PP students.	PP Lead	March 2019 and June 2019.

G. Increased parental engagement with school	Increased positive contact, including through phone calls and emails. Encouraged attendance to parent's events with students/parents.	Evidence through the NET shows that parental engagement is a positive step in raising the aspirations and engagements of students.	Parental contact (two-way) is increased; increased parental numbers at parents' evenings and students/parent evenings. Engagement from parents re: resources, uniform and trips is more forthcoming.	PP Lead	Feb 19
C. Improved outcomes at Key Stage 4	Raising Standards with Subject Leaders to monitor/ensure strategies are in place to secure achievement of PP students. Improved communication with stakeholders (parents and Governors).	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 get fully supported. Governor and parental input helps to provide the challenge to ensure that our systems are in place and working.	Raising Standards meetings are calendared and 'happening'. Agreed actions are written up and circulated across middle/senior leaders. Parental conversations are recorded on SIMs. Minutes from meetings with Governors are provided.	Raising standards Team inc PP Lead	Feb 19
ALL. Individual student support	Individual bursaries including uniform, revision material, breakfast club etc	Individual PP students have different barriers to learning which need tailored approaches.	PP lead will view all applications	PP Lead	July 2019
Total budgeted cost					£58,000

iv. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve attainment across the curriculum for PP students.	Raised profile of PP students at department/teacher level. Increased focus on performance of PP	Positive. Outcomes for PP students generally improved across many of our subjects.	Staff were inconsistent in their application of the SMARTER & ABC approach – more needs to be done to further improve outcomes for PP students across all subjects.	£5,000

December 2018

	students in book scrutiny, lesson observations and quality assurance meetings.	<table border="1"> <thead> <tr> <th colspan="2">Pupil Premium Data</th> <th>P8</th> <th>A8</th> <th>9-5</th> <th>9-4</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2018</td> <td>PP</td> <td>-0.03</td> <td>43.34</td> <td>25%</td> <td>70%</td> </tr> <tr> <td>Non PP</td> <td>+0.32</td> <td>45.79</td> <td>44%</td> <td>64%</td> </tr> <tr> <td>Gap</td> <td>-0.35</td> <td>-2.45</td> <td>-19%</td> <td>+6%</td> </tr> <tr> <td rowspan="3">2017</td> <td>PP</td> <td>-0.35</td> <td>36.71</td> <td>26%</td> <td>44%</td> </tr> <tr> <td>Non PP</td> <td>+0.1</td> <td>43.87</td> <td>35%</td> <td>65%</td> </tr> <tr> <td>Gap</td> <td>-0.45</td> <td>-7.16</td> <td>-9%</td> <td>-19%</td> </tr> <tr> <td rowspan="3">2016</td> <td>PP</td> <td>-0.53</td> <td>37.77</td> <td></td> <td>28%</td> </tr> <tr> <td>Non PP</td> <td>+0.22</td> <td>50.55</td> <td></td> <td>54%</td> </tr> <tr> <td>Gap</td> <td>-0.75</td> <td>17.78</td> <td></td> <td>26%</td> </tr> </tbody> </table>	Pupil Premium Data		P8	A8	9-5	9-4	2018	PP	-0.03	43.34	25%	70%	Non PP	+0.32	45.79	44%	64%	Gap	-0.35	-2.45	-19%	+6%	2017	PP	-0.35	36.71	26%	44%	Non PP	+0.1	43.87	35%	65%	Gap	-0.45	-7.16	-9%	-19%	2016	PP	-0.53	37.77		28%	Non PP	+0.22	50.55		54%	Gap	-0.75	17.78		26%		
Pupil Premium Data		P8	A8	9-5	9-4																																																					
2018	PP	-0.03	43.34	25%	70%																																																					
	Non PP	+0.32	45.79	44%	64%																																																					
	Gap	-0.35	-2.45	-19%	+6%																																																					
2017	PP	-0.35	36.71	26%	44%																																																					
	Non PP	+0.1	43.87	35%	65%																																																					
	Gap	-0.45	-7.16	-9%	-19%																																																					
2016	PP	-0.53	37.77		28%																																																					
	Non PP	+0.22	50.55		54%																																																					
	Gap	-0.75	17.78		26%																																																					
Greater proportion of PP students achieving A*-C in both English and Maths.	Greater focus in class and targeted intervention for PP students who are achieving either English OR Maths but not both.	<p>Positive. Outcomes for PP students have improved for fourth year running with improved numbers of students achieving the basic measures in both English and Maths</p> <table border="1"> <thead> <tr> <th colspan="2">Pupil Premium Data</th> <th>P8</th> <th>A8</th> <th>9-5</th> <th>9-4</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2018</td> <td>PP</td> <td>-0.03</td> <td>43.34</td> <td>25%</td> <td>70%</td> </tr> <tr> <td>Non PP</td> <td>+0.32</td> <td>45.79</td> <td>44%</td> <td>64%</td> </tr> <tr> <td>Gap</td> <td>-0.35</td> <td>-2.45</td> <td>-19%</td> <td>+6%</td> </tr> <tr> <td rowspan="3">2017</td> <td>PP</td> <td>-0.35</td> <td>36.71</td> <td>26%</td> <td>44%</td> </tr> <tr> <td>Non PP</td> <td>+0.1</td> <td>43.87</td> <td>35%</td> <td>65%</td> </tr> <tr> <td>Gap</td> <td>-0.45</td> <td>-7.16</td> <td>-9%</td> <td>-19%</td> </tr> <tr> <td rowspan="3">2016</td> <td>PP</td> <td>-0.53</td> <td>37.77</td> <td></td> <td>28%</td> </tr> <tr> <td>Non PP</td> <td>+0.22</td> <td>50.55</td> <td></td> <td>54%</td> </tr> <tr> <td>Gap</td> <td>-0.75</td> <td>17.78</td> <td></td> <td>26%</td> </tr> </tbody> </table>	Pupil Premium Data		P8	A8	9-5	9-4	2018	PP	-0.03	43.34	25%	70%	Non PP	+0.32	45.79	44%	64%	Gap	-0.35	-2.45	-19%	+6%	2017	PP	-0.35	36.71	26%	44%	Non PP	+0.1	43.87	35%	65%	Gap	-0.45	-7.16	-9%	-19%	2016	PP	-0.53	37.77		28%	Non PP	+0.22	50.55		54%	Gap	-0.75	17.78		26%	We need to be more consistent across departments and teachers.	£5,000
Pupil Premium Data		P8	A8	9-5	9-4																																																					
2018	PP	-0.03	43.34	25%	70%																																																					
	Non PP	+0.32	45.79	44%	64%																																																					
	Gap	-0.35	-2.45	-19%	+6%																																																					
2017	PP	-0.35	36.71	26%	44%																																																					
	Non PP	+0.1	43.87	35%	65%																																																					
	Gap	-0.45	-7.16	-9%	-19%																																																					
2016	PP	-0.53	37.77		28%																																																					
	Non PP	+0.22	50.55		54%																																																					
	Gap	-0.75	17.78		26%																																																					

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Higher reading scores in KS3	Accelerated Reader	Positive - Yr. 8 – 31% increased their reading ages by more than a year from the end of Sept 2017 to May 2018 (8 months). Yr. 9 – 26% increased their reading ages by more than a year from the end of Sept 2017 to May 2018 (8 months).	More whole school work to raise the profile of reading.	£3,232
Greater support for PP students in classroom	Employing teaching assistants & Higher level Teaching assistants	Mixed - The students they have worked with have seen improvements in attitude, confidence and outcomes.	TA's & HLTA's need to be programmed specifically to work with PP students as majority if not all of their time has been allocated to SEND	£11,312
Improved attendance of PP students	PP focus by attendance partners (EWO, Attendance officer, AL's & Tutors)	Positive - Gap has narrowed significantly between non PP and PP. Gap in previous years have been 2016 was 1.77% and 2017 1.57% this year the gap has reduced further, down this year to 0.92%	Tutors need to take more responsibility for attendance	£9,696
Improved behaviour by PP students	Individual mentoring with Pastoral officers	Mixed – On the whole behaviour has improved with PP students. Exits, Internal and external exclusions are down. From all external exclusions the percentage of students who are PP is still high. The number	A more coordinated approach to reducing PP students' external exclusion rate is needed.	£27,472

		of PP repeat offenders is also high and disproportionate.		
Higher proportion of PP students achieving A*-C in both English and Maths.	Maths & English withdrawal. Greater focus in class and targeted intervention for PP students who are achieving either English or Maths but not both.	Positive. Outcomes for PP students have improved for third year running with improved numbers of students achieving the basic measures in both English and Maths. Gap narrowed from 25.09% in 2015 to 20.53% in 2016. In 2018 PP students out performed non-PP at 9-4 measure.	We need to be more consistent across departments and teachers, and from an earlier stage if progress is to be further accelerated.	£25,856
Lower PP students being excluded	Alternative provision	Mixed– Exclusions dropped again in 2017/2018 for PP students but the percentage of PP students against non PP being excluded is still high. A number of PP students were able to access our in-house alternative provision which enable them to avoid exclusion and supported their learning.	More focussed approach on avoiding PP students being excluded and making use of alternative provision.	£1,616
Improved outcomes for EAL students	EAL Support	Steady– Outcomes for PP EAL students rose with all students across the age groups being able to improve their ability to access the curriculum. Year 11 PP EAL students also received specific input to improve their ability to access their exams.	Interventions need to start earlier and a more consistent approach is essential across all departments.	£4,848
Improve attainment across the curriculum for PP	Leadership Time Coordinated Interventions listed above– using internal and external providers	Positive. The interventions in place helped to ensure that the students targeted made accelerated progress albeit with limited success in the case the minority of students.	These interventions need to begin earlier. The 'buy in' from parents and students need to be greater and show a bigger commitment.	£77,568