# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Fakenham Academy |
| Number of pupils in school | 726 Total |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 Year Plan<br>2025 - 2026 (1st Year)<br>2026 – 2027 (2nd Year)<br>2027 – 2028 (3rd Year) |
| Date this statement was published | 1st November 2025 |
| Date on which it will be reviewed | Termly and Review with amendments where appropriate yearly. |
| Statement authorised by | Mr Gavin Green |
| Pupil premium lead | Miss Kerry Woodrow |
| Governor / Trustee lead | Mr Tim Stevens |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £174,150 (2025 - 2026) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £174,150 (2025 - 2026) |

# Part A: Pupil premium strategy plan

## Statement of intent

At Fakenham Academy we believe that all students, regardless of socioeconomic background can make outstanding progress and achieve outstanding personal progress. We set no limits and accept no excuses from any of our pupils, staff or parents regarding the progress they can make. Through robust identification of the barriers to learning and challenges faced by academically vulnerable pupils, we will use this evidence to implement a bespoke programme of support, opportunity and challenge.

We are aware that for many disadvantaged students there are wide-ranging and significant barriers to learning. We aim to remove as many of these barriers as are within our control, utilising the Pupil Premium budget effectively. This includes ensuring all students have access to a warm, safe and predictable environment, are fed and provided with necessary equipment, and are given the essential knowledge that they require to achieve above national outcomes.

Our decisions around allocating the Pupil Premium Grant are influenced by several sources, most markedly the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. Teaching and Learning Toolkit | EEF
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Throughout our approach will utilise a range of strategies that focus on raising achievement but will focus on 5 core elements including:

1. Achievement
2. High Quality Teaching and Learning including step lab coaching
3. Attendance and Aspiration
4. Behaviour for Learning
5. Wellbeing and Mental Health
6. Literacy across the curriculum

We will deliver high-quality teaching for all pupils and differentiate to ensure all pupils are challenged and stimulated. As part of our approach we ensure all staff are coached using an online platform steplab which supports teaching staff to refine their craft. Subject knowledge and academic performance will be challenged in all Fakenham staff and pupils. It is the intention that all pupils' attainment will be sustained and improved; all pupils will achieve high attainment across a broad and effective curriculum. Pastoral teams will support disadvantaged students to ensure there is effective acknowledgement of external factors and that personal strength and achievement are

celebrated. Subject staff will ensure that gaps in learning arising because of historic underachievement are closed.

Curriculum Leadership will support subject knowledge development. Student progress will be regularly reviewed and the curriculum adapted to ensure that students vulnerable to academic disadvantage are achieving in line with their peers. The curriculum will be sequenced effectively and medium-term plans will highlight areas for common misconception to ensure consistency.

Our strategy is also integral to wider school plans for education recovery. We will run several academic interventions for pupils whose education has been worst affected, including non-disadvantaged pupils. These interventions include but are not limited to 'Super Saturday School', Impress the Examiner and mentoring groups.

Our strategies to ensure disadvantage students succeed personally and academically complement each other. As a whole school we will ensure all students are challenged and we will monitor and identify the needs of individual students. By adopting a whole school approach, all staff will take accountability for disadvantaged students' outcomes and staff will feel supported in this role with the facilitation that takes place with these students.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Academic Achievement**<br>Disadvantaged pupils in every year group show evidence of reduced progress in curriculum outcomes compared to their non-disadvantaged, either because of engagement during successive lockdowns or historic underperformance meaning gaps in knowledge persist. In 2021-2022 academic achievement for PP pupils was below national and overall, a progress score of -0.97), In 2022-2023 the gap between PP and non-PP reduced to -0.56. In 2023-2024 PP student's achievement for PP students was -0.79 compared to all student's achievement of -0.12. The gap for PP students is still higher than expected. In 2025 the gap reduced and was broadly inline with national but until it is at least in line their will be more work to do. |
| 2 | **High Quality Teaching and Learning**<br>High quality teaching is the greatest factor in ensuring that our most vulnerable pupils make progress. Ensuring that staff have the most up to date CPD and pedagogy to support all pupils but particularly our most |

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| | vulnerable. Relentless focus on teaching and development of coaching for all staff to support this area of challenge. |
| 3 | **Attendance and Aspiration**<br><br>Overall attendance is now above national averages, reflecting a strong culture of engagement. However, the gap between disadvantaged and non-disadvantaged pupils has not decreased over time. The challenge is to maintain excellent whole-school attendance while ensuring targeted support reduces this disparity.<br><br>**Attendance** - Attendance at school vulnerable pupils have been particularly affected by the lockdown and subsequent re-engagement with school, meaning gaps in attendance have evident in every year group.<br><br>Too many students in receipt of PP have lower attendance than non-PP students. Attendance is a key component in ensuring that all pupils make progress.  Contextual factors, such as medical needs, SEN, parental engagement and safeguarding impact the attendance and aspiration at the school but these barriers must be minimised moving forward in order to raise achievement and aspirations of these pupils.<br>PA is also an area of concern as students who are identified as PP are more likely to be persistently absent from school.<br><br>**Aspiration** - Expanding Horizons: some of the pupils benefit enormously from the extra-curricular and enrichment opportunities which the school can offer to raise aspirations, widen their knowledge and enhance their learning. Disadvantaged students often lack "cultural capital" when compared to the non-Disadvantaged peers.<br><br>PP students have lower aspirations than non-PP students. PASS data of Year 8, 10 and PPG Year 11 students indicates a trend towards our PPG students holding lower 'learner self-regard' than non-PPG students. This is particularly affecting our PPG boys. |
| 4 | **Behaviour for Learning**<br>Disadvantaged pupils have found the changes in learning routines to be challenging, as has engagement with lockdown and re-engagement with school life. This means that a higher than average percentage of disadvantaged pupils are represented in internal exclusion and behaviour related incidents, as well as class-related behaviour for learning incidents. |
| 5 | **Well-being and Mental Health** |

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| | Students from a disadvantaged background are more likely to have experiences that lead to social, emotional and mental health struggles. We will continue to provide support internally and with external providers, and signpost to other services where necessary. This will also include meeting needs as they arise, such as for replacing equipment, uniform and other essentials to enable students and their families to flourish.<br><br>Historically at Fakenham Academy, School attendance is an indicator of underlying wellbeing and mental health issues. The wellbeing and mental health support is a key priority in improving the pupil achievement, attendance and overall happiness of pupils at our Academy. Student survey's and the lack of external support in this area also highlights the need to support our pupils in this area. | |
| 6 | **Literacy across the curriculum**<br><br>Pupils entering Fakenham Academy need the basic skills of literacy to access the curriculum. The KS3 package of assessments have shown that there is a gap in literacy, as evidenced in pupils' reading ages. We must ensure that their current knowledge and potential in English is build upon rapidly. Our assessments, observations and discussions with teaching staff indicate disadvantaged students generally have lower levels of reading comprehension and literacy than peers in all year groups. This impacts their progress across curriculum areas and their outcomes in the key subjects including English. | |

## 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 |
|---|---|
| **Academic Achievement**<br>Improved achievement among disadvantaged pupils across the curriculum at the end of KS4. | 2025/6 KS4 outcomes demonstrate that disadvantaged pupils achieve and there is smaller disparity between the attainment of disadvantaged pupils and their non-disadvantaged peers.<br><br>- Progress 8 gap of 0 for disadvantaged students (students that are disadvantaged achieve as well as their peers of the same KS2 starting point) |

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| | - Attainment 8 gap no larger than National Average. <br><br> - Improved percentage of Grade 4+ and 5+ in English and Maths <br><br> Increase Ebacc entry at keystage 4 |
| **High Quality Teaching and Learning** <br> Consistently high quality teaching across all departments that drives excellent progress | 2025/26 Teaching is consistently of a high quality across all departments in the Academy. High quality teaching includes tailored support for our most vulnerable pupils. |
| **Attendance and Aspiration** <br> To achieve and sustain improved attendance for all pupils and especially the disadvantaged pupils. <br><br><br> To raise aspirations across the Academy for all pupils at all key stages. | Sustained high attendance from 2025/26 demonstrated by: <br> • Attendance rate for disadvantaged student above 90%, and the attendance gap between disadvantaged pupils and their no disadvantaged peers being reduced by 4%. <br><br> Improved Gatsby benchmarks across the Academy to ensure careers education is raising aspirations across the academy. <br><br> Ensure all PP students continue into work, education and do not become NEET. |
| A reduction in poor BfL among disadvantaged pupils. To understand patterns of behaviour and learn how to control these positively. | By 2025/26 improved behaviour will be characterised by: • Reduction of incidences of Reflection / FTE for disadvantaged pupils <br> • No significant gap between behaviour incidents for DP and non DP pupils. <br> • Gap in BfL reports reduced to <5%. |
| **Well-being and Mental Health** <br> Support students in achieving positive wellbeing and mental health | PP students report positive mental health and are supported in their wellbeing. |
| **Literacy across the curriculum** <br><br> Improved reading comprehension and basic literacy & numeracy skills among | By 2025/26: <br> • Reading comprehension assessments demonstrate improved comprehension skills among DP pupils and a smaller |

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| disadvantaged pupils across KS3 ensure full access to the curriculum. | disparity between the scores of DP and nonDP pupils. <br><br> • Repeat NGRT testing indicates improvement and reduction in gap. <br><br> • No pupils to leave KS3 with a reading age below 9 years and basic numeracy. |

# 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: £ 139,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Support of additional staffing to support smaller groups and support in Y7,8 and 11. | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching<br>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size<br><br>Evidence showing additional progress relating to class size | 1,2 |
| Support of additional staffing to enhance careers education | | 1, 3 |
| Support of staffing to enhance behaviour support | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3, 4, 5 |
| Support of staffing to enhance enrichment activities | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3, 4, 5 |
| Support of staffing to enhance pastoral and wellbeing support | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3, 4, 5 |
| Appointment of staffing to enhance Attendance support and intervention | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3, 5 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ***Quality Teaching first***<br>Provide training and professional development<br>to continue to develop curriculum design and<br>implementation including the increased use of<br>metacognition, Rosenshine's principals and<br>cognitive load theory. Refining the curriculum<br>to be focused on "powerful knowledge" | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching<br>Meta cognition is the highest impact according to the EEF Toolkit (7 additional months)<br>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 1, 2 |
| Tassomai subscriptions | Online learning packages to support recovery, knowledge retention and consolidation of learning. This will be used for homework and reinforcing \| EEF<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 1, 2 |
| ***Revision guides, resources and equipment*** | Revision guides to support attainment, recovery, knowledge retention, consolidation of learning and exam practice. Other equipment such as stationery, art 1,4,5 8 supplies, food ingredients and calculators enable DP pupils equal opportunity in accessing the curriculum. | 1 |

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

Budgeted cost: £ *9,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Mytutor online lessons | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition<br>Focus on supporting DP pupils in English and Maths | 1, 2 |
| *Additional intervention in* | Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS) | 4, 5 |

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|---|---|---|
| *holidays / weekends* | | |

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

Budgeted cost: £ 34,830

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Uniform support | https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms<br><br>Local unemployment and deprivation higher than national average, increase by 5.2% on FSM over last 2 years and parents increasingly | 3, 4, 5 |
| Transport support | https://www.gov.uk/free-school-transport<br><br>Local deprivation / need following parental illness or unemployment means pupils sometimes need emergency access to transport to attend school / medical appointments | 3, 4 |
| Brilliant club | Increased aspiration leading to high and increasing post16 attendance at the local 6 th form college and increase in grades 7-9 | 1, 2 |
| DoE / Cadets / Music lessons support | https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/<br><br>PASS survey shows increased pupil satisfaction in school | 4, 5 |
| Trips and visits | https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/<br><br>Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer | 1, 2, 3, 4, 5 |
| Unifrog careers subscription | https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/ | 3 |
| Passport to success | | 1, 2 |

| | | |
|---|---|---|
| Improve attendance and Attitude to Learning (ATL) Attendance, behaviour, social, emotional and wellbeing support, primarily from the Student Support team and Progress Leaders | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities<br><br>Behaviour intervention is shown to add 4 months in EEF Toolkit. | 3 |

**Total budgeted cost: £** *174,150*

# Part B: Review of outcomes in the previous academic year

## Outcomes for Disadvantaged Students

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 to the current academic year.

**We have analysed the intended outcomes from the previous strategy plan, and detailed progress against these intentions below:**

**Outcome 1: Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4**

Attainment 8 score for disadvantaged students was 30.4, which is below the national average of 34.9. However is gap is narrowing and is close to average according the national distribution banding. Attainment 8 score for all students of 40.8 was below the national of 45.9. target score from the previous year of 4.05.
English and Maths for all students at Grade 4 is 55% compared 64.5% nationally again this is below the national average. In terms of disadvantaged students 25.8% of pupils achieved this measure compared to 43.5% nationally. This gap is widening after previous years of narrowing.

English and Maths at 5's is 34.4% for all students compared to 45.2% nationally. This has increased however still below national. 16.1% of disadvantaged students achieved this measure compared to 25.6% nationally. This gap is narrowing but there is still clear room for improvement.

**Outcome 2: Teaching is consistently of a high quality across all departments in the Academy. High quality teaching includes tailored support for our most vulnerable pupils.**

Learning Walk Data, performance management observations and Ofsted inspection October 2024 show that teaching strategies implemented for all are now embedded. Steplab coaching has now been launched at the Academy with all teaching staff now trained coaches and being coached on a weekly basis. Teaching and learning strategies have been promoting metacognitive, thinking hard and securing pupil attention. All strategies have been applied to all our students across our mixed prior attainment groups including our disadvantaged pupils.

**Outcome 3: To achieve and sustain improved attendance for all pupils and especially the disadvantaged pupils.**

In 2024-25 pupil premium attendance was lower than non-disadvantaged. The Academy's overall attendance was 91.7% which is now in line with the national average and this is the first time in several years the academy has achieved this. At the start of 2025-26, our attendance figure has continued to

increase overall from an extremely high starting point for both disadvantaged and non-disadvantaged students, and persistent absence has continued to fall. However, there is still a gap with students who are identified as PP in this area.

Persistent absence for disadvantaged students was 23.69%. This has met the target of being less than 10% from the national average for all students, but when compared to 15.54% for non-disadvantaged students within the same school, we are still working towards the target of being within 1% of their peers. This gap has also slightly and will require further targeted intervention

## Outcome 4: To raise aspirations across the Academy for all pupils at all key stages.

All students who left in the year 2024-25 received one-to-one careers guidance through meetings with Beacons East or our own careers advisor. Disadvantaged students received this earliest in the year as priority before their peers, and then had the opportunity for follow-up appointments later in the year.

A wide range of local sixth forms and colleges presented to our students to share opportunities for next steps with a range of different courses available. This removed the barrier of access from students who may not have attended open days or known what options were available to them without this support.

Students in all year groups were given access to a comprehensive age-appropriate personal development and careers programme delivered through tutor time, as well as a range of trips, visits and cultural visits taking place throughout the year and in the dedicated annual Curriculum Enrichment Week.

Extra-curricular activities that all students are able to access include PE clubs, dance, drama productions, music, cadets, and student leadership opportunities. 24.7% of students attending extra-curricular clubs in the Academic year 2024-25 were disadvantaged students. Disadvantaged students who have not been accessing these have received personal invites to encourage further engagement, which has proved to be successful.

Where students face challenges, they are offered in-house pastoral interventions, as well as external providers through Umbrella provision.

## Outcome 5: A reduction in poor BfL among disadvantaged pupils. To understand patterns of behaviour and learn how to control these positively.

## Outcome 6: Support students in achieving positive wellbeing and mental health

Data from Ofsted Parent View during the academic year 2024-25 shows that 87% of responded positively to agree that their child is happy at school, and 88% that their child is safe. It was also stated that 79% of parents feel the school supports their child's wider personal development.

# 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*

| Programme | Provider |
| --- | --- |
| Impress the Examiner | Impress the Examiner |
| DoFE | Duke of Edinburgh Award Scheme |
| Brilliant Club | The Brilliant Club |
| Online Learning for Maths | Dr Frost |
| Maths Tutoring | MyTutor |
| Edclass (Online Home Learning Platform) | Edclass |
| Tassomia | English and Science Online Platfom |
| EP Youth | Social Worker & Pupil Mentoring Service |
| Teach First Training | Teach First |
| Steplab Coaching | Steplab Coaching |
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# Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

**Disadvantage first classrooms**

All teaching staff are aware of the disadvantaged students in their classrooms and prioritise these students in classroom dialogue, activities, marking and opportunities.

**Population design**

Students are grouped in mixed ability groupings in all subjects in order to ensure diverse and rich experiences that develop students academically, socially and culturally; engaging curriculums that are responsive to individuals irrespective of starting points and background; and to prepare students with the skills for their next step into education or training. Research by Francis B et al in Reassessing Ability Grouping supports this approach and advocates for mixed ability groupings to ensure equity of attainment opportunities.