

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	655
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year Plan (Third Year) 2021-2024
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	Termly and Review with amendments where appropriate yearly.
Statement authorised by	Mr Gavin Green
Pupil premium lead	Mr Gavin Green
Governor / Trustee lead	Mr Tim Stevens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170, 398 (2021-2022) £161, 333 (2022 -2023) £174,225 (2023-2024)
Recovery premium funding allocation this academic year	£ 24, 723 (2022-2023) £45,264
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,662
<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	£196,783 (2021-2022) £186,056 (2022-2023) £219,489 (2023-2024)

# 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.

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
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. Subject knowledge and academic performance will be challenged in all Fakenham 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 the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will deploy academic tutoring using DfE tutor-led funding for pupils whose education has been worst affected, including non-disadvantaged pupils. As a whole school we will ensure all pupils 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 pupils' outcomes and staff will feel supported in this role with the facilitation that takes place with these students.

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	<p><b>Academic Achievement</b></p> <p>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.</p>
2	<p><b>High Quality Teaching and Learning</b></p> <p>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 vulnerable.</p>
3	<p><b>Attendance and Aspiration</b></p> <p><b>Attendance</b> - 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.</p>

	<p>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.</p> <p>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.</p> <p>PA is also an area of concern as students who are identified as PP are more likely to be persistently absent from school.</p> <p><b>Aspiration</b> - 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.</p> <p>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.</p>
4	<p><b>Behaviour for Learning</b></p> <p>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.</p>
5	<p><b>Well-being and Mental Health</b></p> <p>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.</p>
6	<p><b>Literacy across the curriculum</b></p> <p>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</p>

	groups. This impacts their progress across curriculum areas and their outcomes in the key subjects including English.
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## 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
<p><b>Academic Achievement</b> Improved achievement among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve and there is smaller disparity between the attainment of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>- Progress 8 gap of 0 for disadvantaged students (students that are disadvantaged achieve as well as their peers of the same KS2 starting point)</li> <li>- Attainment 8 gap no larger than National Average.</li> <li>- Improved percentage of Grade 4+ and 5+ in English and Maths</li> </ul> <p>Increase Ebacc entry at keystone 4</p>
<p><b>High Quality Teaching and Learning</b> Consistently high quality teaching across all departments that drives excellent progress</p>	<p>2024/25 Teaching is consistently of a high quality across all departments in the Academy. High quality teaching includes tailored support for our most vulnerable pupils.</p>
<p><b>Attendance and Aspiration</b> To achieve and sustain improved attendance for all pupils and especially the disadvantaged pupils.</p> <p>To raise aspirations across the Academy for all pupils at all key stages.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance rate for disadvantaged student above 90%, and the attendance gap between disadvantaged pupils and their no disadvantaged peers being reduced by 4%.</li> </ul> <p>Improved Gatsby benchmarks across the Academy to ensure careers</p>

	education is raising aspirations across the academy.
A reduction in poor BfL among disadvantaged pupils. To understand patterns of behaviour and learn how to control these positively.	By 2024/25 improved behaviour will be characterised by: <ul style="list-style-type: none"> <li>• Reduction of incidences of Reflection / FTE for disadvantaged pupils</li> <li>• No significant gap between behaviour incidents for DP and non DP pupils.</li> <li>• Gap in BfL reports reduced to &lt;5%.</li> </ul>
<b>Well-being and Mental Health</b> Support students in achieving positive wellbeing and mental health	PP students report positive mental health and are supported in their wellbeing.
<b>Literacy across the curriculum</b>  Improved reading comprehension and basic literacy & numeracy skills among disadvantaged pupils across KS3 ensure full access to the curriculum.	By 2024/25: <ul style="list-style-type: none"> <li>• Reading comprehension assessments demonstrate improved comprehension skills among DP pupils and a smaller disparity between the scores of DP and nonDP pupils.</li> <li>• Repeat NGRT testing indicates improvement and reduction in gap.</li> <li>• No pupils to leave KS3 with a reading age below 9 years and basic numeracy.</li> </ul>

## 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: £ 146,815

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.	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Evidence showing additional progress relating to class size</p>	1,2
Support of additional staffing to enhance careers education (£38,094)		1, 3
Support of staffing to enhance behaviour support (£12,337)	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	3, 4, 5
Support of staffing to enhance enrichment activities (£2,897)	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	3, 4, 5
Support of staffing to enhance pastoral and wellbeing support (£73,623)	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	3, 4, 5
Appointment of staffing to enhance Attendance support and intervention (£10,864)	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	3, 5

<p><b>Quality Teaching first</b></p> <p>Provide training and professional development to continue to develop curriculum design and implementation including the increased use of metacognition, Rosenshine’s principals and cognitive load theory. Refining the curriculum to be focused on “powerful knowledge”</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Meta cognition is the highest impact according to the EEF Toolkit (7 additional months)</p> <p>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.</p>	1, 2
<p>Seneca subscriptions (£6,000)</p>	<p>Online learning packages to support recovery, knowledge retention and consolidation of learning. This will be used for homework and reinforcing   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2
<p><i>Revision guides, resources and equipment (£3,000)</i></p>	<p>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.</p>	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
<p>Mytutor online lessons (£4,000)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Focus on supporting DP pupils in English and Maths</p>	1, 2
<p><i>Additional intervention in</i></p>	<p>Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)</p>	4, 5



<i>holidays / weekends</i> (£5,000)		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20, 033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform support (£6,000)	<a href="https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms">https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms</a>  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 (£2,000)	<a href="https://www.gov.uk/free-school-transport">https://www.gov.uk/free-school-transport</a>  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 (£6500)	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 (£2,000)	<a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a>  PASS survey shows increased pupil satisfaction in school	4, 5
Trips and visits (£10000)	<a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a>  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 (£1, 833)	<a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a>	3
Passport to success (£2,000)		1, 2
Improve attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3

<p>and Attitude to Learning (ATL) Attendance, behaviour, social, emotional and wellbeing support, primarily from the Student Support team and Progress Leaders</p>	<p>Behaviour intervention is shown to add 4 months in EEF Toolkit.</p>	
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**Total budgeted cost: £ 175,848**

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

### Pupil premium strategy outcomes

#### Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 to the current academic year.

**Academic Achievement** - At the end of KS4 DP pupils achieved a progress score\* of -0.47 compared to the school P8 score of -0.29. The progress score for DP students improved by 0.18 from the previous academic year 2021-2022. Altogether in 2022-23 the school provided over 5000 hours of intervention through small group and individual sessions for many vulnerable and disadvantaged pupils to support catch up, literacy, revision and GCSE preparation and pastoral / wellbeing support.

<b>Aim</b>	<b>Target</b>	<b>Target date</b>	<b>Progress towards target 2021-2022</b>	<b>Progress towards target 2022-2023</b>
Progress 8	Record a positive progress 8 score	Annual	-0.92	-0.56
Progress English	Progress 8 score 0	Annual	-1.07	-0.54
Progress Maths	Progress 8 score 0	Annual	-0.81	-0.36
% 5+ E & M	Be above national for disadvantage students (National was 24.9 in 2018)	Annual	11%	15%
% 4+ E & M	Be above national for disadvantage students (National was 44.5 in 2018)	Annual	36%	30%
Disadvantaged Ebacc entry	42% National	Annual	7%	19%
School Attendance	In line with non PP	Annual	Gap = -6.75	Gap = -5.84

## 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>
1:1 Tuition NTP: National Tutoring Programme	MyTutor
DoFE	Duke of Edinburgh Award Scheme
Brilliant Club	The Brilliant Club

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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.