



FURNESS
ACADEMY

Pupil Premium Strategy
2018-2019

Review: Sept 2019

Pupil Premium strategy statement (Furness Academy)

Summary information					
School	Furness Academy				
Academic Year	2018-19	Total PP budget	£309,485	Date of most recent PP Review	August 2018 (Sept 2017 Ofsted)
Total number of pupils	784 (Jan 18 Census)	Number of pupils eligible for PP	331	Date for next internal review of this strategy	Autumn Term 2019

Key Aim:

To raise overall attainment and narrow the achievement gap between Disadvantaged students and the rest of the Academy.

Disadvantaged pupils at Furness Academy commonly face the following barriers to achievement:

Barriers to future attainment (PP pupils)	
In-school barriers (issues to be addressed in school)	
A	Literacy and numeracy skills , target for pupils who are below secondary ready
B	Poor Communication skills (Oracy)
C	Low self-esteem, aspiration and lack of resilience
D	Learning strategies (metacognitive and self-regulation strategies) to ensure rapid progress in all areas of the curriculum
External barriers (issues which also require action outside school)	
D	Low attendance rates especially targeted demographical areas
E	Social and emotional concerns – inc Mental Health
F	Poor parental Engagement –inc maternal poverty in terms of resources for learning, space to work at home

Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Continue to narrow 'the gap' between PP and non PP students in all performance measures.	All PP students performing at least in line with expected progress.
B	A wide range of teaching and learning strategies for rapid progress	All PP students performing at least in line with expected progress.
C	Reduce Persistent absenteeism and increase attendance of PP students	Reduction of PA gap between PP and Non PP (FA) and Non PP (Nationally). Increase in attendance of PP students to be in line with national.
D	Highly skilled staff	Quality First Teaching in all areas of the curriculum.
E	Reduction of PP pupils with Literacy & Numeracy barriers	Increased PP pupils at expected literacy/Numeracy standard.

Planned expenditure for the Academic Year. The following is the strategy and projected spending to address the above barriers to learning. It demonstrates how we will be using the funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

Academic Support				
Objective	Approach/Actions	Expected outcome	Sutton Trust Impact Evaluation	Cost
1. To ensure that strategies continue to be developed to narrow the gap and Disadvantaged students are making the expected 'PROGRESS'.				
To ensure all PP pupils experience Quality First Teaching.	Whole school CPD and Leading teaching and learning programmes.(Including CPD for <i>Talk The Talk</i> programme)	A large majority of pupils require limited intervention due to Quality First Teaching.	Feedback +8 months, collaborative learning +5 months	£30,000
Improve core subject GCSE grades of pupils below target	Maths, English and Science Intervention programmes in place, small group work identified and in place, 1to1, keynote Conferences, My Tutor programme.	Higher GCSE attainment than predicted.	Small group tuition +4 months, one to one tuition +5 months	£15,000
Increase numeracy, maths and science attainment and mastery of key skills	Pupils using range of other resources Maths Watch, Maths online software programmes, One Note materials, Educake, Hegarty Maths, Pixl APP	Higher GCSE attainment than predicted.	Homework +5 months, digital technology +4 months	£3,000
Increase numbers of students at 'secondary ready' stage	Implement a focused literacy and numeracy intensive intervention programme –'The Bridge'. To target students below 'secondary ready' stage.	To narrow the attainment gap on entry to the Academy	Small group tuition +4 months	£8,000
To raise the reading ages across the Academy.	To continue to develop the literacy and language acquisition across the Academy. Implementation of reading intervention programme- Lexonik.	Increased PP pupils at expected reading age (Raising attainment and achievement for all)	Reading strategies +5 months,	£4,100
To develop students' oracy and communication skills.	Implement a structured bespoke communication intervention strategy – An oracy programme, to include; Talk to Talk and Pixl Orate	Improved students' to be better communicators, Self-confident, aspirational	Reading strategies +5 months	£5,000

To increase reading/ writing proficiency of pupils at KS3, with a focus on Disadvantaged boys.	Reading intervention programme implemented. Accelerated Reader across KS3, Reading Recovery programmes, Paired Reading.	Increased PP pupils at expected literacy standard.	Reading strategies +5 months, Reducing class size +3 months, feedback +8 months, collaborative learning +5 months	£5,440
To increase numeracy competencies at KS3	Maths intervention programme inc Peer Mentors, specific maths HLT assistant. Maths symphony, Specific Form time Programme at KS3.	Increased PP pupils at expected numeracy standard	Reducing class size +3 months, feedback +8 months, collaborative learning +5 months, Small group tuition +4 months	£6,000
To develop Peer Mentors	Training of Peer Mentors for Numeracy and Literacy intervention programmes.	Develop leadership skills and raise achievement of numeracy and literacy of mentors.	Peer tutoring +5	£300
To develop staff skills in identifying barriers to learning and addressing within classroom, so they meet the needs of all individuals in their classes.	Pupil premium booklet and High quality CPD focusing on sub groups. Data systems to provide clear Information to help staff and SLT monitor outcomes. Subject specific projects focus on narrowing the Gap. Development of learner voice using T&L student ambassadors to focus on engagement in the curriculum	Pupils who face barriers to learning have these been addressed by the class teacher. T&L Student Ambassadors.	Feedback +8 months, collaborative learning +5 months	£10,000
To provide mentoring support for pupils who face barriers	All PP pupils have an adult mentor assigned and engaged in mentoring programme. Mentors monitor targeted	Address barriers to learning including attendance,	Small group tuition +4 months, one	£5,000

to learning (Assertive mentoring)	pupil progress and ensure they are fully supported in reaching their potential. (Including the Brightside Boys Mentoring programme.	literacy and organisation.	to one tuition +5 months	
Behaviour, Attendance, Social and Emotional				
Objective	Approach	Expected Outcome	Sutton Trust Impact Evaluation	Cost
2. To ensure that strategies continue to be developed to reduce the gap for Disadvantaged students in areas of attendance, behaviour and social and emotional well-being.				
Develop strategies to close the gap in poor attendance of Disadvantaged students	Whole school attendance approaches, prioritising PP pupils and personalised individual support plans. FA employment of own EWO - employed to monitor pupils and follow up quickly on trancies. First day response provision, working with families & AHT / Governors. A range of interventions applied according to individual students. (% attendance team salary contribution)	Improved impact on attendance, engagement and behaviour, which will subsequently impact upon progress and attainment.	Parental involvement +3 months Behaviour interventions +4 months, social and emotional learning +4 months	£70,000
To identify complex barriers to learning and create strategies	SEND dept. work with outside agencies to access resources and interventions. PT Educational psychologist. Teaching Assistants are deployed in different ways to support.	Students accessing the appropriate support for High Level needs.	Behaviour interventions +4 months, social and emotional learning +4 months	£20,000
To support student mental health	To provide a qualified Mental Health Worker to support the mental health needs of targeted Disadvantaged students.	Students are supported to fully engage with every aspect of school life.	Social and emotional learning +4 months	£6,000

<p>To ensure whole school behaviour is excellent. Make sure our most vulnerable students experience a purposeful and calm learning environment.</p> <p>To Continue to reduce exclusions with a particular emphasis on the Disadvantaged students.</p>	<p>Whole staff training - Behaviour for Learning (development of consistency), Expectations of 'what Good effort' looks like explained to students. Reward System - bricks, linked into Effort.</p>	<p>Learning not disrupted by poor behaviour. Excellent behaviour in the corridors and during break and lunchtimes. The Academy as a calm purposeful atmosphere.</p> <p>Continuation of reductions of exclusions.</p>	<p>Behaviour interventions +4 months</p>	<p>£25,500</p>
<p>To ensure a structure emotional and social support is in place within inclusion.</p>	<p>Strategies to support students: Mentoring, Counselling, take 10, buddy club.</p> <p>Provision of Pastoral support through Year Managers, establish positive relationships between students and liaise with families.</p>	<p>Students are supported to fully engage with every aspect of school life.</p>	<p>Behaviour interventions +4 months, social and emotional learning +4 months</p>	<p>£40,000</p>
<p>To improve transition to the Academy for most vulnerable pupils</p>	<p>A greater number of personal contacts before transition, review transition of Disadvantaged students, Year 7 DOLS to interview PP and identify their experience.</p>	<p>All students make effective transition.</p>	<p>Small group tuition +4 months</p>	<p>£5,300</p>
<p>To provide a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.</p>	<p>Personal analysis of pupils' attitudes to learning, using PASS attitudinal survey.</p> <p>Introduce the ASDTI Subs Student Voice capturing Pupils surveys measured against 'national survey'.</p>	<p>Individualised learning plans to support all students.</p>	<p>Behaviour interventions + 4 months, aspirations intervention</p>	<p>£2,500</p>

Equal access, material barriers and aspirations				
Objective	Approach	Expected Outcome	Sutton Trust Impact Evaluation	Cost
1. To implement a range of strategies to remove barriers for Disadvantaged students to ensure they are able to make the 'expected progress'.				
To Increase involvement in the 'ARTS'.	Subsidised Music Tuition for KS3 instrumental lessons/ support students following GCSE music. Access to Art packs required for the GCSE Art course. Targeted students identified for involvement in school production.	Increase Engagement and cultural capital. Raises pupils' confidence and aspirations. Increased uptake of Disadvantaged students onto ARTS courses.	One to one tuition +5 months, arts participation +2 months	£5,500
To Increase involvement in Technology subjects.	Subsidy for materials and ingredients in order that Disadvantaged students can engage in full curriculum offer.	Enable access to resources, and raising attainment. Students feel part of Furness Academy and reduced anxieties		£3,000
To provide CEIAG support for all PP students Y7-Y11	Extra Target 1:1 intervention for Year 11 PP pupils, with Additional expertise and high quality delivery of post 16 careers and FE guidance from wide range of representatives. (More Able target group) Attendance at onsite visits to college courses and offsite employment visits. Careers Fair. Year 10 target early intervention programme. More able Disadvantaged attendance at Russell Group Universities Year 9/10. U-Explore web base careers programme.	Improved impact on outcomes and student motivation to succeed. All Leavers' engaged on programme: Work, apprenticeship, College course. (NEET 0%).	Aspirations intervention, mentoring +1 month, one to one tuition +5 months	£4,500

<p>Disadvantaged students have equal access to revision guides, materials and resources.</p>	<p>GCSE Revision guides, Revision materials, Scientific calculators. Homework club after school-area to study. Uniform, PE kit.</p> <p>Bespoke science students books produced – Chemistry/Physics/Biology</p>	<p>Enable access to revision material, strategies and raising attainment. Pupils feel part of Furness Academy and reduced anxieties about differences.</p>	<p>Behaviour interventions +4 months</p>	<p>£4,500</p> <p>£2,500</p>
<p>To develop metacognition and self-regulation strategies.</p>	<p>CPD focus for staff, training throughout the year,</p> <p>Development of Metacognition work increase pupils understanding of learning –series of programmes from Year 7-11 using MADE company.</p>	<p>Positive Impact on outcomes, attendance, behaviour and motivation to learning</p> <p>Improved impact on outcomes and student motivation to succeed.</p>	<p>Metacognition and self-regulation +8</p>	<p>£7,100</p>
<p>To raise aspirations of pupils ensuring they have equal access to cultural and education trips/visits as their peers.</p>	<p>Target Educational trips for identified pupils, opportunity for DOE to be funded, target aspirational workshops/ events.</p>	<p>Positive Impact on outcomes, attendance, behaviour and motivation to learning.</p> <p>Increased Disadvantaged students participating in Extra Curricula/ Enrichment activities. Narrowing the ‘cultural gap’</p>	<p>Aspirations intervention+4 months, social and emotional learning +4 months OAA Learning +3 months, sports participation +2 months</p>	<p>£8,500</p>
<p>Motivational seminars and assemblies for students</p>	<p>Guest Speakers pupils, and parents/carers where appropriate</p>	<p>Positive Impact on attendance, behaviour and outcomes.</p>		<p>£2,000</p>

To increase parental engagement	To explore and implement a Parent App linked into SIMS. Target key Increased Disadvantaged parents at Key events.	Positive impact on attendance, behaviour and outcomes.	Parental Involvement+3 months.	£3,000
To provide environment for self-study and opportunity for extra support.	Revision days - Some within curriculum time and some at weekends / holidays/ for Y11 students.	Expected grades and outcomes for specific subjects via SL analysis.	Social and emotional learning +4 months.	£4,300
To provide a good start to the day for students	Breakfast Club All Exam Days- Mocks/Summer Exams free breakfast provided.	Improved impact on attendance, behaviour and outcomes	Social and emotional learning +4 months	£1,800
To provide an environment for homework to be completed	Supervision of study for student's opportunity to complete their homework in a safe, warm environment.	Improved impact on attendance, behaviour and outcomes.	Social and emotional learning +4 months	£3,900

The impact of the pupil premium spending will be measure through comparison of progress and outcomes for year 11 students in 2018-2019 GCSE exams with progress and outcomes to previous years. At each of the assessment points throughout the academic year, the progress being made by disadvantaged students is measured against that of their non-disadvantaged peers and interventions (Closing the Gap document) are implemented in any area where they are required.

The wider impact of pupil premium regarding spending will also be measured through comparing the progress and attainment of Y7-10 students in all subject areas, but particularly English, maths and science.

HRO: Date of the next internal review of this strategy – September 2019