



FURNESS
ACADEMY

Pupil Premium Strategy 2016

Review: Sept 2017

Pupil Premium Strategy Statement 2016-17

General Context

- The Pupil Premium is a per-pupil payment, additional to main school funding, which is intended to address underlying socioeconomic inequalities between pupils.
- The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM pupils) in that year. From April 2012, this was replaced by the 'Ever6' measure i.e. it is paid for every pupil who has been FSM eligible at any point in the last six years. Pupils who have been looked after continuously for more than six months.
- The 2016/17 rate of funding remains at £935 per pupil, for children of armed service personnel will be £300 per pupil and £1,900 for Children Looked After and Post LAC (adopted).
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.
- New measures will be included in performance tables that will capture the achievement of pupils covered by the Pupil Premium.
- From September 2012, schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The purpose of related action is to narrow the disadvantage gap and raise the attainment of students from low income families. We have focused the spending of this funding in five areas:

1. Interventions addressing Teaching and Learning
2. Interventions addressing emotional, social and behavioural needs
3. Interventions addressing educational Support Needs
4. Interventions addressing underachievement in Literacy and Numeracy
5. Interventions addressing financial hardship need.

We have also made *effective use of educational research conducted by a range of educationalists and in particular the Sutton Trust Toolkit in supporting us to determine the most effective strategies to implement and inform decision making*. For this academic year, we have looked at initiatives we have found previously to have made good impact and also funding a number of new strategies to provide support, Intervention and enrichment activities.

The performance of the Pupil Premium cohort will be improved by ensuring that classroom teachers are analysis data to identify issues, have rigorous plans in place to address under-achievement and by targeting interventions towards those pupils most in need.

Furness Academy Pupil Premium numbers per year group

Year	7		8		9		10		11		Total	
Number of students	192		184		98		144		160		778	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
PP	90	47	79	43	49	50	58	40	61	38	337	43
NON-PP	102	53	105	57	49	50	86	60	99	62	441	57

Summary information					
School	Furness Academy				
Academic Year	2016/17	Total PP budget	£315,095	Date of most recent PP Review	12/09/16
Total number of pupils	778	Number of pupils eligible for PP	337	Date for next internal review of this strategy	Sept 2017

Current Attainment (2015-2016)				
	% achieving expected Progress in English	% achieving expected Progress in Maths	Basic Measure A*-C in English & Maths	Progress 8
PP	47.5%	25%	23.8%	-1.26
Non pp	61.9%	60.6%	59.4%	-0.67

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	Low self-esteem, aspiration and lack of resilience

C	Learning 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 make expected progress.
B	A wide range of teaching and learning strategies for rapid progress	All PP students make expected progress.
C	Attendance of PP pupils is in line with Non PP pupils.	All PP students have good or better attendance.
D	Highly skilled staff	Range of expert staff share good practice.
E	Reduction of PP pupils with Literacy barriers	Increased PP pupils at expected literacy 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
<p>Develop Literacy and Numeracy strategies to close gaps in understanding.</p> <p>Improve core subject GCSE grades of pupils below target</p>	<p>Maths and English Intervention programme in place, small group work identified and in place, 1:1, keynote Conferences booked in calendar , My Tutor programme in place</p>	<p>Higher GCSE attainment than predicted.</p>	<p>Small group tuition +4 months, one to one tuition +5 months</p>	<p>£30,000</p>
<p>Increase numeracy and maths attainment and mastery of key skills</p>	<p>Pupils using range of other resources Maths Watch, Maths online software, My tutor.</p>	<p>Higher GCSE attainment than predicted.</p>	<p>Homework +5 months, digital technology +4 months</p>	<p>£4,000</p>
<p>To increase reading/ writing proficiency of pupils at KS3</p>	<p>Reading intervention programme implemented. Accelerated Reader across KS3, Reading Recovery programmes, Catch-Up, Paired Reading, Bespoke communication intervention strategy.</p>	<p>Increased PP pupils at expected literacy standard.</p>	<p>Reading strategies +5 months, Reducing class size +3 months, feedback +8 months, collaborative learning +5 months</p>	<p>£15,140</p>

To increase numeracy competencies at KS3	Maths intervention programme inc Peer Mentors, specific maths HLT assistant. Maths symphony.	Raised achievement in numeracy of mentors and mentees.	Reducing class size +3 months, feedback +8 months, collaborative learning +5 months, Small group tuition +4 months,	£12,000
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	£900
Develop high quality First Teaching To ensure all PP pupils experience high quality teaching.	Staff Development: High quality robust CPD programme. Developing Middle Leadership, Sharing of good practice and pedagogical research developments.	A large majority of pupils require limited intervention due to high quality first teaching.	feedback +8 months, collaborative learning +5 months	£26,000
Ensure accountability of all performance sub groups. 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 to learning (Assertive mentoring)	All PP pupils have an adult mentor assigned and engaged in mentoring programme. Mentors monitor targeted pupil progress and ensure they are fully supported in reaching their potential.	Address barriers to learning including attendance, literacy and organisation.	Small group tuition +4 months, one to one tuition +5 months	£20,000
Behaviour, Attendance, Social and Emotional				
Objective	Approach	Expected Outcome		Cost
Develop strategies to close the gap in poor attendance of PP pupils	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 truanancies. First day response provision, working with families & AHT / Governors. Transport arranged for certain students.	Improved impact on attendance, engagement and behaviour.	Parental involvement +3 months Behaviour interventions +4 months, social and emotional learning +4 months	£73,000
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.	Pupils accessing the appropriate support for High Level needs.	Behaviour interventions +4 months, social and emotional learning +4 months	£20,000

To ensure whole school behaviour is excellent. Make sure our most vulnerable students experience a purposeful and calm learning environment.	Whole staff training on behaviour for Learning (development of consistency), Expectations of 'what Good effort' looks like explained to students. Changes to Reward System - achievement points and bricks, linked into Effort. Behaviour Interventions	Learning not disrupted by poor behaviour. Excellent behaviour in the corridors and during break and lunchtimes. The Academy as a calm purposeful atmosphere.	Behaviour interventions +4 months	£25,300
To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.	Behaviour Interventions.	Reduce the risk of exclusion of most vulnerable, disadvantaged pupils.	Behaviour interventions +4 months	£20,000
To ensure a structure emotional and social support is in place within inclusion.	Strategies to support students: Mentoring, Counselling, take 10, school nurse, buddy club. Liaison with families.	Pupils are supported to fully engage with every aspect of school life.	Behaviour interventions +4 months, social and emotional learning +4 months	£40,000
To improve transition to the Academy for most vulnerable pupils	Summer Camp, a greater number of personal contacts before transition, review transition of disadvantaged pupils, Year 7 DOLS to interview PP and identify their experience.	All summer school pupils make effective transition.	Summer school +2 months, small group tuition +4 months	£2,000
To provide a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.	Personal analysis of pupils' attitudes to learning, using PASS attitudinal survey.	Individualised learning plans to support all pupils to ensure they meet they potential.	Behaviour interventions + 4 months, aspirations intervention	£2,500

Equal access, material barriers and aspirations				
Objective	Approach	Expected Outcome		Cost
To Increase involvement in Music Peripatetic & school show support.	Subsidised Music Tuition for KS3 instrumental lessons and support students following GCSE music	Increase Engagement and cultural capital. Raises pupils' confidence and aspirations.	One to one tuition +5 months, arts participation +2 months	£1,500
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 PP-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	£6,500
Pupils have equal access to revision guides, materials and resources than peers.	GCSE Revision guides, Revision materials, Scientific calculators. Homework club after school-area to study. Uniform, PE kit.	Enable access to revision material, strategies and raising attainment. Pupils feel part of Furness Academy	Behaviour interventions +4 months	£2,500

		and reduced anxieties about differences.		
To develop 'Growth Mind-set' and metacognition strategies.	CPD focus for staff, training throughout the year, Development of Metacognition work increase pupils understanding of learning - intro to 6 learning strategies.	Positive Impact on outcomes, attendance, behaviour and motivation to learning	Metacognition and self-regulation +8	£5,000
To raise aspirations of pupils ensuring they have equal access to cultural and education trips/visits as their peers	Target Educational trips to identified pupils, opportunity for DOE to be funded, target aspirational workshops/ events.	Positive Impact on outcomes, attendance, behaviour and motivation to learning	Aspirations intervention+4 months, social and emotional learning +4 months OAA Learning	£1,500
Motivational seminars and assemblies for Y11 students	Guest Speakers pupils, and parents/carers where appropriate	Positive Impact on attendance, behaviour and outcomes.	+3 months, sports participation +2 months	£2,000
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,	£500
To provide a good start to the day for pupils	Breakfast Club	Improved impact on attendance, behaviour and outcomes	Social and emotional learning +4 months	£1,300
To provide an environment for homework to be completed	Supervision of study for pupil'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

HRO: Date of the next internal review of this strategy – September 2017

