



FURNESS
ACADEMY

Pupil Premium Strategy
2017

Review: Sept 2018

Pupil Premium Strategy Statement (Furness Academy)

Summary information					
School	Furness Academy				
Academic Year	2017-18	Total PP budget	£329,120	Date of most recent PP Review	Ofsted Sept 2017
Total number of pupils	789	Number of pupils eligible for PP	352	Date for next internal review of this strategy	Autumn Term 2018

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	Low self-esteem, aspiration and lack of resilience
C	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'.				
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, Educake.	Higher GCSE attainment than predicted.	Small group tuition +4 months, one to one tuition +5 months	£35,000

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	£800
Increase numeracy and maths attainment and mastery of key skills	Pupils using range of other resources Maths Watch, Maths online software programmes, One Note materials, My tutor.	Higher GCSE attainment than predicted.	Homework +5 months, digital technology +4 months	£4,000
To raise the profile of Literacy across the Academy.	To appoint a school librarian. Who will support the development of literacy and language acquisition across the Academy and focus on raising of reading ages of Disadvantaged students.	Increased PP pupils at expected literacy standard.	Reading strategies +5 months,	£10,000
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, Bespoke communication intervention strategy. Bridge - Catch-Up,	Increased PP pupils at expected literacy standard.	Reading strategies +5 months, Reducing class size +3 months, feedback +8 months, collaborative learning +5 months	£16,440
To ensure a wide range of reading materials are available.	Purchase of stock to ensure all students have access to appropriate, relevant and challenging material that engage them in reading and supports the literacy development throughout the Academy.	Increased PP pupils at expected literacy standard. Develop a positive reading ethos/culture in the Academy. (becomes the Norm).	Reading strategies +5 months,	£5,000

Lead Practitioner for CORE	Tracking of Year 11 'My Tutor' intervention programme and monitoring of engagement and responding to individual students needs as appropriate.	Higher GCSE attainment than predicted.	One to One tuition +5 months	£3,000
To increase numeracy competencies at KS3	Maths intervention programme inc Peer Mentors, specific maths HLT assistant. Maths symphony, Specific Form time Programme at KS3. Bridge Catch-Up,	Increased PP pupils at expected numeracy standard	Reducing class size +3 months, feedback +8 months, collaborative learning +5 months, Small group tuition +4 months,	£16,000
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	£5,000
To ensure all PP pupils experience Quality First Teaching .	Staff Development: High quality robust CPD programme. Developing Middle Leadership; Coaching, sharing of good practice and pedagogical research developments.	A large majority of pupils require limited intervention due to Quality First Teaching .	Feedback +8 months, collaborative learning +5 months	£26,000
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

Behaviour, Attendance, Social and Emotional				
Objective	Approach	Expected Outcome		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 truancies. 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	£68,000
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 ensure a structure emotional and social support is in place within inclusion.	Strategies to support students: Mentoring, Counselling, take 10, buddy club. Provision of Pastoral support through Year Managers, establish positive relationships between students and liaise with families.	Students are supported to fully engage with every aspect of school life.	Behaviour interventions +4 months, social and emotional learning +4 months	£40,000
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>£10,300</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>£2,000</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		Cost
3. 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'.	<p>Subsidised Music Tuition for KS3 instrumental lessons/ support students following GCSE music.</p> <p>Access to Art packs required for the GCSE Art course.</p> <p>Targeted students identified for involvement in school production.</p>	<p>Increase Engagement and cultural capital. Raises pupils' confidence and aspirations.</p> <p>Increased uptake of Disadvantaged students onto ARTS courses.</p>	One to one tuition +5 months, arts participation +2 months	£3,500
To Increase involvement in Technology subjects.	<p>Subsidy for materials and ingredients in order that Disadvantaged students can engage in full curriculum offer.</p>	<p>Enable access to resources, and raising attainment.</p> <p>Students feel part of Furness Academy and reduced anxieties</p>		£3,000
Disadvantaged students have equal access to revision guides, materials and resources.	<p>GCSE Revision guides, Revision materials, Scientific calculators. Homework club after school-area to study.</p> <p>Uniform, PE kit.</p>	<p>Enable access to revision material, strategies and raising attainment.</p> <p>Pupils feel part of Furness Academy and reduced anxieties about differences.</p>	Behaviour interventions +4 months	£3,000

<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>Development of 6 learning strategies from the Scientific learner.</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 provide CEIAG support for all PP students Y7-Y11</p>	<p>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.</p>	<p>Improved impact on outcomes and student motivation to succeed.</p> <p>All Leavers' engaged on programme: Work, apprenticeship , College course. (NEET 0%).</p>	<p>Aspirations intervention, mentoring +1 month, one to one tuition +5 months</p>	<p>£4,500</p>
<p>To increase parental engagement</p>	<p>To explore and implement a Parent App linked into SIMS. Target key Disadvantaged parents at Key events.</p>	<p>Positive impact on attendance, behaviour and outcomes.</p>	<p>Parental Involvement+ 3 months.</p>	<p>£</p>
<p>To provide environment for self-study and opportunity for extra support.</p>	<p>Revision days - Some within curriculum time and some at weekends / holidays/ for Y11 students.</p>	<p>Expected grades and outcomes for specific subjects via SL analysis.</p>	<p>Social and emotional learning +4 months.</p>	<p>£2,300</p>

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. Increased Disadvantaged students participating in Extra-Curricula/ Enrichment activities.	Aspirations intervention+ 4 months, social and emotional learning +4 months OAA Learning +3 months, sports participation +2 months	£4,500
Motivational seminars and assemblies for Y11 students	Guest Speakers pupils, and parents/carers where appropriate	Positive Impact on attendance, behaviour and outcomes.		£2,000
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 2017-2018 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 2018