

Annex 2d: Pupil premium strategy statement (secondary)

Summary information					
School	Fareham Academy				
Academic Year	2019-2020	Total PP budget	£188,290.00	Date of most recent PP Review	Ofsted Feb 2016
Total number of pupils	810	Number of pupils eligible for PP	224 (28%)	Date for next internal review of this strategy	Sept 2021

1. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4-9 in English and Maths	42%%	61%
% achieving 5-9 in English and Maths	5%	36%
Progress 8 score average	-0.606	-0.55
Attainment 8 score average	3.72	4.6

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Teaching and Learning |
| B. | Enrichment opportunities |
| C. | Academic and Social engagement/ sense of belonging: Achievement for All Hampshire Pilot scheme |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Attendance of DS students is 93.83 as of July 2019 which is below the average of 95%. This impacts on their school hours and impacts on their learning and progress |
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3. Desired outcomes *(desired outcomes and how they will be measured)*

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| A. | Teaching and Learning |
| | Students eligible for PP at KS3 and KS4 will make rapid progress in line with other students so that students meet their set target grades. |

		Continued employment of an English KS2 and maths KS2 KS2 teachers to support transition and improve literacy and numeracy
B.	Enrichment opportunities	Students eligible for PP funding will have greater opportunities to engage in enrichment opportunities to raise aspirations and motivation of students within the classroom and become more accountable for their learning. To increase parental engagement within the school for students eligible for PP to ensure that the support mechanisms that underpin a child's academic success are a three tiered approach International trips/ national trip will be partially funded by the school in a personalised manner
C.	Academic and Social engagement/ sense of belonging	Students eligible for PP will have access to all resources to secure academic success and sense of belonging; loan of laptop, PE equipment, academic resources, music lessons, uniform, use of EMTAS to support EAL students to feel safe and involved in our community. In addition Fareham Academy have enrolled in the Achievement for All scheme for the next two years in their drive to diminish differences. Work done to date has been on teaching and learning and reducing the learning gap and also structured conversations.
D.	Increased attendance of students eligible for PP	Reduce the number of persistent absentees among students eligible for PP. Attendance for PP July 2018: 91.17 and in July 2019 : 93.83) therefore to increase to be in line with 'other' students (July 2019: 95.28%)

4. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Teaching and Learning</p>	<p>staff training on quality feedback To provide personalised CPD to enable staff to have a greater vested interest in their area of need to raise standards and their aspirations</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>We want to secure the PP rational outlined in the EEF teaching and Learning toolkit which outlines a +8 months success criteria Ofsted feedback report(February 2016) that feedback is 'acted upon swiftly to enable opportunities for students to improve their understanding and knowledge'.</p> <p>Below are the many government guidelines that Fareham Academy use to inform their spending for PP students.</p>  <p>Pupil_Premium_Guidance_iPDF.pdf</p> <p>http://www.sec-ed.co.uk/best-practice/schools-that-succeed-with-disadvantaged-pupils/ How well your child does at school depends very much on the individual teachers they have, not just on the school they go to. Teachers are what matters. This is why we need to focus much more than we are on recruiting and training good teachers. SEC article written by Barnaby Lenon</p>  <p>EEF-Implementation-Guidance-Report.pdf</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>Use INSET/ CPD sessions to deliver training to staff Whole school book scrutiny to evaluate effectiveness of marking of books to ensure that feedback demonstrates a positive dialogue and constructive guidance as to how to improve</p> <p>Progress talks Lesson observations: PM process CPD programme Lesson study SLT department reviews Unlocking teaching and Learning tool kit Speech and Language Therapy Self-evaluation tool</p>	<p>Deputy Head Lead on Teaching and Learning Lead on teaching and Learning and High Attainers lead and for SEND</p>	<p>January 2020 July 2020</p>
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Targeted academic support.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	DoF research brief on supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015) indicates that paired/on to one tuition was one of the most successful support mechanisms The EEF guide to Pupil Premium suggests: Structured interventions Small group tuition One-to-one support	Employment of two Primary School teacher to teach phonics/ raise literacy and engagement of reading and the other teacher to improve numeracy in students to Age related expectations	Deputy Headteacher: and led by Head of English, Head of maths	July 2020
Total budgeted cost					£148210.00
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Target Academic support Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. (Closing the Attainment Gap: key lessons learned in the EEF's first six years)</p>	<p>Personalised Student literacy And intervention support to support students to catch up through Paired/one to one tuition</p>	<p>To conform to new GCSE English language exam grades for literacy (16 marks for technical accuracy). We also have noted through the Teaching and Learning EEF that Reading Comprehension strategies have a +5 months</p>	<p>Progress talks Data tracking Standardised testing Lesson observation KS2 literacy teachers Whole school literacy programme Fareham Academy Reading programme SALT</p>	<p>Deputy Headteacher English HOD Maths HOD SALT language assessment and intervention</p>	<p>July 2020</p>
<p>A, Improved classroom monitoring of attainment, progress and pastoral care to provide key relevant enrichment opportunities to support students academically and socially. B, improved classroom teaching that demonstrates an individualised approach tailored to students needs to raise attainment and this will be monitored by HOD in PP template submission to Headteacher.</p>	<p>Personalised Teacher trackers used to record progress/intervention Preparation sheets Progress talk template Personalised CPD to raise standards of teaching and outcomes for students Achievement for all programme:to be embedded in developing whole school approach to closing the gap.</p>	<p>From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) finding showed that DS students progress improved as <i>'they made every effort to understand every pupil and individual and tailored their programmes accordingly'</i> (p4). The belief is that as a result of improved data tracking and personalised classroom teaching intervention would happen quickly <i>'intervened quickly to address learning needs'</i>. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.(EEF closing the attainment gap: key lessons over 6 years)</p>	<p>CPD training on tracking Trackers to reflect progress Data captures KS2 data target setting Progress talks Lesson observations Dept meeting HOD meetings SLT analysis SOW analysis: relevance Marking and feedback Interventions to feed student tracking Departmental reviews Achievement for All</p>	<p>RPA ALO CPR HODs HOY All teaching staff Natalie Shepherd (Achievement for all coach)</p>	<p>July 2020</p>
Total budgeted cost					£22680.00

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Attendance rates	Taxis to school School Bus Governor Attendance Panels	From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) <i>Evidence found that 'schools with higher levels of pupil absence had lower performance among disadvantaged pupils. NFER briefing for school leaders identifies addressing attendance as a key step</i> The governors who served on the panels were employers who could emphasise the effect of poor employment on job prospects and college places or parent governors use to dealing with difficult teenagers.	Absence tracker Attendance officer Progress tracking Documented meetings	Attendance officer for school: EOG Head of Student Support Services Deputy Head Governors	July 2020
Broader curricular opportunities will impact on PP children ability to draw on experiential learning opportunities	To provide students with a sense of belonging to the Fareham Academy community: Broader curricular opportunities will impact on PP children ability to draw on experiential learning opportunities	In the EEF arts participation has an impact of +2. In the article 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) it notes that key barriers to success for disadvantaged students was ' <i>low expectations</i> '.	Intervention strategies Mastery learning Survey monkey EBP liaison to raise aspirations Mentoring on Careers: feedback Data tracking Attendance trips	Deputy Headteacher (RPA)	July 2020
Total budgeted cost					£15,465.00

5. Review of expenditure

Previous Academic Year

2018-2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve literacy levels of students	Extra literacy lessons incorporated into the curriculum On arrival to Fareham Academy: in 2017-18 cohort 38% of our DS are below ARE from KS2 texts in English 21% of our Other are below ARE from KS2 in English	64% of students have now met they target grade in Maths and therefore in line with Age Related Expectations 60% of our students met they target grade in English and therefore in line with Age Related Expectations	literacy will remain a focus for the school as we feel that if students have weak literacy they cannot fully access the curriculum. We are now developing by employing a primary school teacher where students will come out their classes to have small group support on their area of weak literacy which has been identified by the English department. It is due to the learning success of the PP students that we have continued with a Primary school teacher of literacy and employed a KS2 maths teacher. We are developing the literacy based support to include SALT as we feel this is an barrier to learning.	£12,700
To target students to improve student engagement and to maximise opportunities to target students not making expected progress To embed the support of DS as a whole school approach with each member of staff having a responsibility to diminish differences for the DS they teach	Provision Pathway: departmental intervention with focus on DS/ text books/ laptops/ extra revision sessions	The purpose of the intervention which has been subject based has been positive in terms of raising the profile of the Ds students to ensure that student tracking is meticulous and thorough, however some of the intervention was too independent for example extra exam papers, sessions after school for extra lessons. The Pupil partnership programme was not as successful as the previous Pupil Pioneer programme of 2016-2017 as teachers would meet with DS students but structured conversations as to how to glean the most effective conversations was not learnt by all all teaching staff.	We are continuing with the Achievement for all Programme. The focus of this is to eradicate barriers to learning: structured conversation training to develop parent engagement is a barrier that we wish to overcome. We feel that students work well at Fareham academy with adults. This is evidence based due to the success of Pupil pioneer program (2016-2017) and the Girls Network (2018), student engagement and self-esteem improved. The Girls Network will aslo be re-established for the year 2019/2020 The Achievement for All programme completed a number of activities with staff over the academic year 2018-2019 to develop whole school approach and this will be developed in 2019-2020. First element of 2019 was in November with CPD to all staff on structured conversations. This October they will be developing this training with middle leaders/	£99,258
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To improve behaviour of students to re-engage in education	SPACE centre alternative provision/ external provider support/ Core tutors	A:The intervention of the SPACE centre with the use of the 6 step programme was successful in that 75% of the students are now fully engaged back in school. As a result of the success of the SPACE centre we are now taking students from other educational establishments	We have developed the SPACE centre and will be continuing with the alternative provision to re-engage students. We are now developing this support for the SPACE centre leads to work with heads of year to support students in lessons and have employed a counsellor to support the emotional needs of students. The session to improve behaviour of students are: <ul style="list-style-type: none"> • <i>Therapy session at Staunton Country park to support DS attendance</i> • <i>Food technology session: social interaction at ASDA</i> • <i>Run stepping stones: to support cognitive behaviour</i> • <i>Gym: mental health and fitness</i> • <i>Life skills session: nutrition, drug awareness and hygiene</i> • <i>Head of SPACE: Completing MA (Ed) on child and mental health</i> 	£5556
To improve parental engagement	To send email and create regular contact with parents to remove the barriers to three tier relationship with school, home and child.	The results for this were quite varied in that there was inconsistency in communication. For 2018-2019 we did increase the time for tutor time in the morning which enabled teachers to forge even better relationships. In addition, we implemented the importance of the Contact book where teaching staff could write to the parent of celebration.	I feel this is working well however I do feel that more can be done in terms of staff fully recognising the importance of forging these relationships. This year we have implemented class charts into school which is a parent and student and school online tool to enable the school to work in greater partnership with parents	£11940
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To raise aspirations</p>	<p>University visits, national and international trips, theatre trips, social trips</p>	<p>Students were able to attend visits for trips for free, this developed their cultural awareness beyond their local town. According to 2015 index of Education Fareham has low attainment scores at KS2 and GCSE and for staying on to FE/HE (Fareham =2/ most deprived =1)</p>	<p>We will continue with our focus to raise aspirations in our commitment to meet the needs of the high achieving DS students to raise aspirations. Heads of Year are implementing aspirational trios as part of their calendar for the year and structured conversations fortnight is also a calendared item.</p>	<p>£8150</p>
<p>To improve attendance to be in line with Others of 95%</p>	<p>Mini-bus and taxi trial/ bus passes/ uniform/ sports kit</p>	<p>The mini bus continues as a method to support our inherent belief that if children are in school they are able to actively engage in their learning through quality first teaching. We found that by incorporating taxis/mini busses to school it improved attendance by 73%. Over the last 3 years there has been an improvement in Ds attendance.</p>	<p>We have developed the mode of transport and now offer a school bus and have included taxis from Gosport in our pick up and also have purchased an extra minibus. We also provide uniform and PE kit to all DS students to ensure that they feel embraced into the Fareham Academy community. In addition we have increased our school bus system to enable more students to go on the school bus, the school bus has increased DS attendance from 91% to 93% and therefore the school bus and taxis will continue to be a method to ensure students attend school.</p>	<p>£24280</p>

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

