# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Fareham Academy |
| Number of pupils in school | 898 |
| Proportion (%) of pupil premium eligible pupils | 37.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | 1/10/21 |
| Date on which it will be reviewed | 1/10/22 |
| Statement authorised by | Mr C Prankerd |
| Pupil premium lead | Mrs N Bungay |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 223,033 |
| Recovery premium funding allocation this academic year | £32274 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £255,307 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| To grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. Where staff cultivate a desire for learning and self-improvement and students feel safe and supported in order to reach their personal potential, therefore leaving the Academy as well mannered, confident and culturally rich individuals.  As an inclusive academy, our overarching aim is to grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. We want staff to cultivate a desire for learning and self-improvement and for students to feel safe and supported in order to reach their personal potential,  Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low aspirations, raise lifelong attitudes and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention we can overarchingly provide all children the access and opportunities to enjoy academic success. As a result we strive to enable students to reach their personal potential, therefore leaving the Academy as well mannered, confident and culturally rich individuals. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Insufficient outcomes and progress at KS4 |
| 2 | Poor levels of literacy and numeracy |
| 3 | Low speech and language and communication levels at entry |
| 4 | High non-attendance levels and lack of student and parent engagement |
| 5 | High levels of Social, Emotional, and Mental Health problems. |  |
| 6 | Lack of cultural capital and low aspirations for future destinations |  |

## 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.

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| Intended outcome | Success criteria |
| Improve pupil progress and outcomes for all and especially for key cohorts. | PP students to achieve, or exceed, 4+ basics, in line with national average for all students.  • PP students to achieve, or exceed, P8 averages, in line with national averages for all students.  • PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students. |
| Improve literacy and numeracy levels so that pupils are able to access the whole curriculum. | 90% of KS3 read at, or above,  chronological reading age.  • PP students to achieve, or exceed, 4+  basics, in line with national average  for all students.  • PP students to achieve, or exceed, P8  averages, in line with national  averages for all students.  • Standardised reading scores are in  line, or above, national averages. |
| Improve oracy and student use of tier 3 language so that pupils are able to access the whole curriculum. | 90% of KS3 on Lucid testing have 84 and above word recognition and reading comprehension accuracy  • PP students to achieve, or exceed, 4+  basics, in line with national average  for all students.  • PP students to achieve, or exceed, P8  averages, in line with national  averages for all students.  • Use of Speech and Language Specialists and ELKLAN trained support staff to improve fluency of language and social communication in students  Use of Voice 21 project to encourage students oracy |
| Improve attendance levels and limit exclusions. | PA rate for PP will be in line, or lower  than national averages.  • PP students will achieve, or exceed,  attendance percentages in line with  national averages.  • Increased parental engagement  demonstrated through home visits and communication  log.  • Attendance matters tracked  consistently through attendance team meeting with clear actions for review  PP attendance lead to personally liaise with PP parents for those students whose attendance has declined over time |
| Provide meaningful support to pupils with mental health and well being | •All tutors to have identified and logged a golden thread in every child build positive relations  • An increased number of ELSA trained staff to support mental health and well being  • Student support services to log all students support to review cases or rising need.  Use of RAK days to support mental well-being and character development  Educational off-site provisions used to re-engage students in school life.  Use of GEM programme to ensure that students receive effective, personalised intervention |
| Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience. | • For 97% of PP students identified to pass their sailing and well-being experience  • For 75% of PP students to achieve DofE Bronze award.  • 100% of PP students attend a  meeting with the careers officer in  year 11.  • NEET figures for PP are in line with,  or lower than, national average.  PP students to be given priority over tickets for trips. |

## 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: £172,052

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher in maths and English in Year 11 | Rigorous monitoring and tracking of pupil progress through English and maths leads, PP teaching and Learning lead and SLT link. | 1 |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Staff training on developing Metacognition and self-regulation approaches to teaching and when utilised in the classroom will enable students to think about their own learning.  Teaching and learning lead to ensure that the students’ needs are met in the classroom and that every teacher is a teacher of those who fall into the PP outlines  Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately seven additional months’ progress on average. (EEF 2020) | 1 |
| Academy strategy for using individualised instruction to improve student engagement | Teaching staff to use the challenge, develop, secure task-based process to invigorate learners and meet their varied learning styles.  Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately 4 additional months’ progress on average. (EEF 2020) | 1 |
| Academy use of Provision mapping online tool to record students’ golden thread to improve staff and student relations | School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;  Evidence indicates that social emotional learning can deliver approximately four additional months’ progress on average. (EEF 2020) | 4 |
| Raising oracy and reading attainment to raise attainment from previous academic outcomes | *The forgotten: how White working-class pupils have been let down, and how to change it.* (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group  Reference to the *Speak for Change* enquiry report published in April 2021 which indicates that there has been a 44% decline in the use of spoken language for those eligible for free school meals | 3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £44,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Academic intervention and tuition | One to one tuition according to the Education endowment fund has a positive outcome for improving student performance by +5 months.  Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and qualified teachers | 1 |
| Small group tuition of students at KS3 and K4 to improve outcomes for those that may have fallen behind | Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and Ks4 teachers  Small group tuition according to the Education endowment fund is identified to have a +4 months impact | 1 |
| KS2 teachers for Literacy and Numeracy to catch up students who arrive to the Academy with low entry scores | Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and teachers especially if the students need to catch up from K22 in literacy and numeracy  Small group tuition according to the Education endowment fund is identified to have a +4 months impact | 2 |
| To support the implementation of tiered language interventions to emphasise the importance of verbal instruction and interaction | Voice 21: indicate that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”  Education endowment evidence +6 | 3 |
| To embed reading and reading comprehension strategies to secure students understanding of the written text. | In the recently published report from the CLPE (Centre for Literacy in Primary education) *Reading for Pleasure march 2021* they indicate the importance of being literate to change one’s life. It is recommended at primary level that teachers have adapted their planning, their pedagogy and their approaches in order to ensure that children receive high quality literacy learning.  Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves  Education Endowment evidence +6months | 3 |
| Books and revision guides provided to students as part of year 11 strategy. | *Based on the document The Pupil Premium: How schools are spending the funding successfully to maximise achievement?*  ‘One successful aspect they developed was to set aside a ‘pot’ of money from the Pupil Premium fund and involve staff closely in making decisions about what pupils need in order to improve their achievement. They had a system of bids for funding from subject leaders and tutors to support individual resource needs, such as text books that pupils could use at home, revision guides, revision materials, memory sticks, or the resources to run one-to-one tuition for a specific purpose’.  To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation. | 1 |
| Homework strategies to support students’ ability to demonstrate knowledge and understanding of their learning and have access to technology to deepen knowledge | Homework includes activities such as ​homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ​flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks.  The government IT strategy  https://dfedigital.blog.gov.uk/2021/04/21/strategy/  Education endowment +5 months | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £51,366

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure all identified PP students with poor attendance to school have access to key staff including PP lead to enable all students to see the Academy as a safe place | The attendance of PP and students to school is below National expectations.  PA s also below National expectations of 96%  Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.  The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons  We have a PP attendance lead who liaises with parents and students alike. | 4 |
| Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship. | Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress. | 4 |
| Increase in staff trained to provide Mental health and well-being provisions | Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions and the Education endowment fund identify that a +4 months impact is shown | 5 |
| Alternate and off-site provision supports academic progress as well as Mental health and well-being support. | *‘I have seen how high-quality education within alternative provision can turn young people’s lives around. Indeed, as an employer leading a business in the creative sector, I worked with AP schools to find career opportunities for young people who thought differently but had creative flair’. Andy Carter* ***Timpson Review of School Exclusion (16 September 2021)***  ‘Thankfully, there is a changing perception of excluded students with a recognition that many may simply be young people who do not respond well to learning in a traditional school environment. In fact, some may display disruptive behaviour because they find the classroom environment uncomfortable’. ***Alternative provision: Changing perceptions: SEC Ed 2019***  Keeping them in alternate provision and shaping the curriculum to meet their needs will ensure that students who are unable to thrive in the traditional sense of learning. | 5 |
| Guidance for emotional well-being and mental health (GEM) embedded to ensure that appropriate pastoral care is provided to students | The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.  Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months | 5 |
| Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised. | ***Praise, rather than punish, to see up to 30% greater focus in the classroom January 29 2020 Taylor and Francis group***  To improve behaviour in class, teachers should focus on praising children for good behaviour, rather than telling them off for being disruptive, according to a new study published in *Educational Psychology*. Creates a purposeful learning environment for all students. Clear expectations and boundaries for students.  EEF Supporting Behaviour in Schools Guidance | 5 |
| Reduce the number of Exclusions. Reduce the number of Fixed Term Exclusions. Reduce the number of Permanent Exclusions. | ***School exclusion: a literature review on the continued disproportionate exclusion of certain children May 2019***  Recommendations were:  Create an underlying positive school ethos and culture that fosters how behaviour is understood and subsequently managed. • Support and equip teachers with the skills to do this. • Emphasise the importance of early identification and intervention before problems become entrenched and provide support for families alongside the children. To support this every school needs timely access to high quality external provision. • Provide a range of targeted and individual approaches that can be tailored to the needs of pupils vulnerable to exclusion. This targeted provision may at time take them out of mainstream classes and give them respite of some kind or provide them with specialist one-to-one tuition or counselling.  Use of outside agencies/ local managed move system/ off site support/ educated off site provisions all sought to reduce the number of exclusions | 5 |
| Duke of Edinburgh’s Award | Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning | 6 |
| Support from our onsite Space centre to re-invigorate student positive learning attitudes at KS3 | ***Schools keep pupils on-site as alternative provision costs soar: Schools Week 2016*** A report published today by the education inspectorate found schools are switching from poor quality alternative provision to in-house interventions, with schools praised for working together to find and commission better provision for pupils unable to remain in mainstream classes**.** | 6 |
| Sailing and well-being to opportunities to enable students to reflect on their emotional wellbeing | Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.  In *Cultural Literacy* (1988), ED Hirsch succinctly summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.  ***What does Ofsted mean by 'cultural capital'? Adam Riches 2020***  EEF + +4 months | 6 |

**Total budgeted cost: £268,018**

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

## Pupil premium strategy outcomes

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

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| 2020-2021  Quality first teaching This year in support of helping students to catch up we have developed the use of tutors to support raise academic progress of disadvantaged school either in small group or one to one support. We have also employed a whole school DS teaching and Learning lead: to focus on improving the teaching and learning provision for disadvantaged students and removing those barriers to learning.   * Average grade increase for language is +1.2 * Average grade increase for literature is +1.7 * Average grade increase in maths is +1   Year 11 outcomes for FSM 9-5 have improved:  2020-2021   * English: 9-5: 27.8% * English Literature: 9-5: 25% * Maths 9-5: 22.2%   2018-2019   * English: 9-5: 21.1% * English Literature: 9-5: 26.6%% * Maths 9-5: 18.4%   CPD training delivered to improve outcomes for students in the classroom through the use of Provision mapping for pupil Premium students   * + 100% of staff felt that Provision mapping had improved their teaching practice   + 100% of Pupil premium students have golden thread to improve classroom engagement   + 81% felt that the session on differentiation to meet the needs of all learners useful   + 100% of teaching staff enjoyed and found the CPD training on Remote learning useful   + 130 laptops provided to students to enable them to access learning   + 100% of teaching staff recognise the 5 promises for the DS in the classroom   + Self-evaluation for DS: 41% meet standard requirement and 53% describe DS as an area of strength   + 28 DS students accessed the emergency provision during lock down   + 45 phone calls/ emails a week to support vulnerable DS students   Literacy and Numeracy catch up   * KS2 teachers * Speech and language support from a specialist speech and language specialist   Attendance has improved:   * DS attendance: 2017-2018: 92.89% to 2018-2019: 93.83% * DS PA attendance: 2017-2018: 18.33% to 2018-2019: 17.18%   Academic and social engagement:   * 130 laptops provided to students to enable them to access learning * Additional ELSA trained staff to provide Mental health and wellbeing support * Music lessons * SPACE centre as an onsite alternative provision   *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

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| --- | --- |
| Programme | Provider |
| GCSE Pod | Soundbite learning |
| Provision Mapping | Edukey |
| High Impact learning | Kevin Fryer |

## Service pupil premium funding (optional)

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | 100% of SC have a golden thread attached to them on classcharts to support their wellbeing and integration to the school. |
| What was the impact of that spending on service pupil premium eligible pupils? |  |