



FURNESS
ACADEMY

Pupil Premium Review 2017-2018

Current Attainment		
	Pupils eligible for PP (FA)	Pupils not eligible for PP (national average)
Progress 8 score average (2018)	-0.5	0.13
Attainment 8 score average (2018)	36.4	50.1
English & maths at grade 5 or above	11%	50%
English & maths at grade 4 or above	42%	71.50%

Desired outcome	Approach/Actions	Estimated Impact	Lessons Learned	Cost
Progress and Attainment data shows narrowing of gap in core subjects	<p>All teaching staff area aware who the PP students in their classes are. Students individual profile shared with all. Students reviewed at every data window.</p> <p>Maths, English and Science Intervention programmes in place: small group work, 1to1, keynote Conferences, My Tutor programme, Educake, Targeted early morning sessions</p> <p>Lead Practitioner for CORE - Tracking of Year 11 'My Tutor' intervention programmes, monitoring of engagement and responding to individual students needs as appropriate.</p>	<p>All PP students are known to staff enabling better effective intervention when necessary. (staff planning, seating plan, feedback...)</p> <p>Focus in QA cycle through, book looks, Drop ins, student voice, lesson observations and ARR meetings with SLs (Blue Sky and Dept monitoring records)</p> <p>Maths and science intervention most effective. Progress and Attainment slight improvement. Gap narrowed, but not enough (Depts own evaluation)</p> <p>English not as effective.</p>	<p>Continue with approach of PP individual profile to be shared with all teaching staff. Specific focus needed to much stronger in KS3for next year.</p> <p>Continue Maths and Science intervention programme. Shift to Boys PP Mid Attainers- Maths and High (Science)</p>	£38,000

		Introduction of ' SIMS Intervention ', clearly tracked individual PP student's intervention programme.	English intervention programme more focused approached.	
Increase numeracy, maths attainment and mastery of key skills	Students using a range of other resources Maths Watch, Maths online software programmes, One Note materials, My tutor.	Improved Maths results. Increased engagement in lessons(Increased Achievement points) and attendance to extra -curricular sessions	Continue with access to the range of resources to support learning	£9,300
To raise the profile of Literacy across the Academy. To increase reading/ writing proficiency of students at KS3, with a focus on Disadvantaged boys. To ensure a wide range of reading materials are available.	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. Reading intervention programme implemented. Accelerated Reader across KS3, Reading Recovery programmes, Paired Reading, Bespoke communication intervention strategy. 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. Book Club established - 'Book Thieves'- promoting 'the love of reading'. Targeted reading sessions and promote wider reading across the Academy.	35 % increase in students using the library, as an area for self-study (of the 35%, 15% were PP students) 100% increase in outside Literacy experts into the Academy; Authors and Poets. DEAR – Now embedded into the culture of the Academy. Significantly less students now not having a reading book for these sessions. Staff all read 'Closing the vocabulary Gap'. Student voice tells us that we are developing a positive reading ethos/culture in the Academy.	To build on the momentum started, there will be a whole school approach and focus to developing literacy, language and vocabulary. To ensure we start to address the vocabulary gap. To develop opportunities for Oracy across the Academy.	£31,440

<p>To increase Literacy and Numeracy competencies at KS3</p>	<p>Maths and English intervention programme targeted at students who come below the expected level for KS2 (100 Score). Early intervention programme - Bridge - Catch-Up Funding. The Bridge is where eligible 'Catch-Up Premium' students are withdrawn from certain curriculum subjects (non-core) and taught intensively for seven periods a week within a primary style provision in the Academy. This small group setting enables trained staff (HLTA's, Teachers and SENCO) to work with them intensely to develop their basic reading, writing and mathematical skills.</p>	<p>76% graduated from the Bridge provision having mastered the baseline KPIs. Of those graduated, in their normal core curriculum; 9% made more than expected progress and 85% made the expected level of progress from their starting point.</p>	<p>To continue with this provision, but slight modification to provision to be more effective.</p>	<p>£14,000 (plus the £12,000 from Catch up funding)</p>
<p>To develop Peer Mentors</p>	<p>Trained Peer Mentors for Numeracy and Literacy intervention programmes. To work with the weaker readers and mathematicians (Form and Lunch time.)</p>	<p>Greater engagement by some of the hard to reach students- Boys (Mid attainers). Increased in achievement points and reduction in behaviour points in these subjects.</p> <p>25% increase in older students taking up leadership roles.</p> <p>Opportunity for peers to recall and revisit numeracy and literacy key skills.</p>	<p>Continue with approach Although will modify it according to needs of the specific cohort</p>	<p>£400</p>

<p>To ensure all PP students experience Quality First Teaching.</p> <p>To develop staff skills in identifying barriers to learning and addressing within classroom, so they meet the needs of all individuals in their classes.</p>	<p>Staff Development: High quality robust CPD programme.</p> <p>Example: Developed Middle Leadership; Coaching, sharing of good practice and pedagogical research developments – EEF, Deep thinking, Questioning, Growth Mind set, Metacognition. 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.</p> <p>Development of learner voice using T&L student ambassadors to focus on engagement in the curriculum</p>	<p>A large majority of students require limited intervention due to Quality First Teaching.</p> <p>Students who face barriers to learning have these addressed by the class teacher. Teaching staff were made aware of the techniques</p> <p>T&L Student Ambassadors.</p>	<p>Continue with approach and build on it further.</p>	<p>£43,000</p>
<p>To provide mentoring support for students who face barriers to learning (Assertive mentoring)</p>	<p>All PP students 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.</p>	<p>Address barriers to learning including attendance, literacy and organisation.</p> <p>Significant % of student voice agree or strongly agree it has helped support them at key times in their education.</p>	<p>Difficult to measure direct impact , but feedback from students positive, will continue with approach.</p>	<p>£5,000</p>

Desired Outcome	Approach/actions	Estimated impact	Lessons learned	Cost
Develop strategies to close the gap in poor attendance of Disadvantaged students	Whole school attendance approaches, prioritising PP students and personalised individual support plans. FA employment of own EWO - employed to monitor students 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)	Attendance at its highest level, PP attendance improved by 1% to 92.93%. Attendance team also able to work with families on interventions to improve PA. A reduction in Behaviour points by PP students.	Continue with approach, but modify role with focus on key areas identified with next cohorts.	£68,000
To identify complex barriers to learning and create strategies	SEND dept. work with outside agencies to access resources and interventions. <ul style="list-style-type: none"> • PT Educational psychologist. • Dyslexia teacher 	Students accessed the appropriate support for High Level needs. Dyslexia withdrawal support benefitted 30 students SEND students achieved well in examinations	Continue with approach, but modify with focus on key areas identified with next cohorts.	£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 supported to fully engage with every aspect of school life. Counselling service was utilised to support significant number of students. Feedback from students who were engaged in the sessions was positive. Difficult to measure direct impact.	Continue with approach, but modify with focus on key areas identified with next cohorts.	£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 less 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 behaviour points and exclusions for PP students.</p>	<p>Continue with approach, but modify with focus on key areas identified with next cohorts.</p>	<p>£23,300</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. Had a positive impact on student engagement, behaviour and attendance, all improved.</p>		<p>£40,000</p>
<p>To improve transition to the Academy for most vulnerable students</p>	<p>A greater number of personal contacts before transition, review transition of Disadvantaged students, Year 7 DOLS interview PP and identify their experience.</p>	<p>All students made an effective transition. Any identified d were given extra support/mentoring via pastoral team</p>	<p>Continue with approach, but modify with focus on key areas identified with next cohort.</p>	<p>£3,500</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 students' attitudes to learning, using PASS attitudinal survey.</p> <p>Introduce the ASDTI Subs Student Voice Capturing Students surveys measured against 'national survey'.</p>	<p>Individualised learning plans supported all students and gave staff better knowledge of their students. Improved relationships between staff and students.</p>	<p>Continue with approach</p>	<p>£2,500</p>
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Desired Outcome	Approach/actions	Expected Outcome	Lessons learned	Cost
<p>To Increase involvement in the 'ARTS'. And Technology subjects.</p>	<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 events- Tracking through SIMS (Interventions, clearly highlights students who have had not taken opportunity up.)</p> <p>Subsidy for materials and ingredients in order that Disadvantaged students can engage in full curriculum offer.</p>	<p>Increased Engagement and cultural capital. Raises students' confidence and aspirations.</p> <p>Increased uptake of Disadvantaged students onto ARTS courses and access to GCSE Music.</p> <p>Enable access to resources, and raising attainment. Students feel part of Furness Academy and reduced anxieties.</p>	<p>Continue with approach</p>	<p>£8,500</p>

<p>To provide CEIAG support for all PP students Y7-Y11</p>	<p>Extra Target 1:1 intervention for Year 11 PP students, 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.</p> <p>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. All year 11 students accessed a full wide range of CEIAG.</p> <p>All Leavers' engaged on programme: Work, apprenticeship, College course. (NEET 0%).</p>	<p>Continue with approach and focus to be the careers lead for Furness Area</p>	<p>£6,500</p>
<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>Enabled access to revision material, strategies. Providing high quality resources for the DD students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams.</p>	<p>Continue with approach</p>	<p>£3,000</p>
<p>To develop metacognition and self-regulation strategies.</p>	<p>CPD focus for staff, training throughout the year to develop their understanding of the methods and strategies to be able to implement into their teaching.</p> <p>Development of Metacognition work increase students 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>Improved impact on outcomes and student motivation to succeed.</p> <p>Student feedback was positive, with students reporting that they felt sessions was worthwhile and had enhanced their understanding of how to prepare for exams.</p> <p>Ensured all teaching staff were aware of techniques used, so they can reinforce through classroom teaching.</p>	<p>Continue with approach Development of Character, Resilience, self-regulating and readiness for learning.</p>	<p>£7,100</p>

To raise aspirations of students ensuring they have equal access to cultural and education trips/visits as their peers.	<p>Target Educational trips to identified students, opportunity for DOE to be funded, target aspirational workshops/ events.</p> <p>Guest Speakers students, and parents/carers where appropriate. Motivational seminars and assemblies for students</p>	<p>Positive impact on Character development. High impact on social mobility, improved choices.</p> <p>Increased Disadvantaged students participating in Extra Curricula/ Enrichment activities, develop their Cultural Capital</p>	Needs to be developed further(systematically) through the planning of the 'Character Ladders'.	£7,500
To increase parental engagement	To explore and implement a Parent App linked into SIMS. Target key Disadvantaged parents at Key events.	Increase in Parents signing up for the APP. Positive impact on attendance to key parent events.	Continue with approach and tweak with specific cohorts needs.	£2,000
To provide environment for self-study and opportunity for extra support.	Revision/ Work days – Extra within curriculum time, weekends and holidays for Y11 students.	Enabled DD students to have a calm, relaxed environment to study.	Continue with approach	£2,300
To provide a good start to the day for students	Breakfast Club - All Exam Days- Mocks/Summer Exams free breakfast provided. Providing these items ensures they are able to concentrate better in exams	Enabled students to be fuelled - 'ready to learn'	This approach was successful and will continue to use in future.	£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.	TA supported area for self-study. Students self-regulated to attend, good uptake.	Continue with approach	£3,900