

Pupil premium strategy statement 2025

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged students.

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

Detail	Data
School name	Furness Academy
Number of students in school	1208
Proportion (%) of pupil premium eligible students	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) *	2024/2025 - 2026-2027*
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Robinson, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Hilary Ellam, Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,425
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	£364,425

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is that all students, including disadvantaged pupils, those with SEND, looked-after children, previously looked-after children, and those facing other barriers to learning, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We aim to raise lifelong aspirations and focus on removing barriers to learning, achieving excellence including those who are already high attainers.

At Furness Academy, we adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what all students can achieve.

Our intention is to provide an inspirational and inclusive teaching and learning environment where all students will make good progress in all subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

This will be addressed by:

- **Prioritising high-quality teaching**, through well sequenced and coherently planned lessons, all students will be able to access *powerful knowledge*.
- **Addressing academic gaps early**, no student's learning will be capped due to challenges to learning they might have. We will act early to intervene and support at the point of need is identified, using diagnostic assessment to target support precisely.
- **Minimising absence to school and improving academic behaviours** - including metacognitive elements of learning, so that these become habitual and students develop independence as learners.
- **Building cultural capital** - through deliberate, high-quality enrichment opportunities that level the playing field for disadvantaged students.
- **Working in partnership** with students, families, and external agencies to ensure support is responsive to individual needs, circumstances and aspirations, and that students and parents have voice in decisions about their support.
- **Monitoring and adapting our approach**- through rigorous assessment of impact, regular review of student progress data (both quantitative and qualitative), and swift refinement of strategies to ensure sustained improvement for all disadvantaged learners.

Our Pupil Premium Plan aims to address the main barriers our students face through diagnostic assessments, rigorous tracking, careful planning and targeted support and intervention. We provide all students with access and opportunities to enjoy academic success and cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attendance levels and punctuality of disadvantaged students. Our attendance data indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students. Many are at risk of falling into 'persistent absenteeism' category.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 8-9% lower than for non-disadvantaged students.</p> <p>43 - 51% of disadvantaged students have been 'persistently absent' compared to 18 - 31% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
2	<p>Levels of Literacy skills on entry are generally lower for those students eligible of Pupil Premium Grant than other students. This is supported by GL assessments in Reading & English which are conducted throughout KS3. These students are more likely to have tier 2&3 vocabulary deficit and reading comprehension issues that prevent them from accessing certain parts of the curriculum.</p> <p>On entry to Year 7 over the last 3 years, between 27-38% of our disadvantaged students arrive below age-related expectations compared to 18-21% of their peers. In 2025 the Year 7 intake difference was notably smaller at 27%</p>
3	<p>Levels of Numeracy skills on entry are generally lower for those students eligible of Pupil Premium Grant than other students.</p> <p>Assessments KS2 Scores on entry to Year 7 in the last 3 years indicate that between 28 – 35% of our disadvantaged students arrive below age-related expectations compared to 18-20% of their peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with stakeholders including students, families and outside agencies have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. Some students have diagnoses from medical professionals, while others display clear indicators of mental health needs that impact their engagement and attainment. These challenges particularly affect disadvantaged students, including their attainment.</p>
5	<p>Lower self-regulation skills. Our assessments identified that a disproportionate amount of our disadvantaged student lack metacognitive/self-regulation strategies when faced with challenging tasks, particularly in their monitoring and evaluation of their answers. This is most noticeable in the more problem-solving questions and higher order questions.</p>
6	<p>Lower cultural capital. Our observations, discussions and student survey feedback have identified that a significant number of disadvantaged students lack background knowledge of the world around them. this gap limits their ability to contextualise learning, engage in meaningful discussions, and make connections across subjects.</p> <p>School measures of confidence (PASS survey) to show number of Pupil Premium Grant/Non-Pupil Premium Grant gap. Based on the PASS survey in Autumn 2025 there were negative difference between PP and non-PP in most</p>

areas with the exception of Attitude to Teachers which was markedly higher than non-PP (57 Vs 36). The most significant differences for PP students were in the areas of Perceived Learning Capability and General Work Ethic. Within the whole school the Response to Curriculum Demands were moderate in the rating but for PP students this was low to moderate.

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.

Intended outcome	Success criteria
Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on English and maths	<p>KS4 performance measures in 2026/27 demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least 38.8 <i>(this is a lower target than current Y11 due to a lower ability profile – KS2 Average 98.5 Vs 100.5)</i> an EBacc average point score of at least 3.04 at least 22.6% passing GCSE maths at grade 5 or above at least 33.3% passing GCSE English at grade 5 or above
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 4%. the percentage of all students who are persistently absent being below 18% and the figure among disadvantaged students being no more than 4% lower than their peers. 96% plus attendance Punctuality and attendance percentages increased for all key groups.
By the end of KS3, the proportion of disadvantaged students reading at or above age-related expectations will increase year-on-year, with the gap to non-disadvantaged peers reduced by July 2027.	<p>Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged students and any smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Students have high levels of well-being and successfully engage positively with school and other aspects of their lives (demonstrated by qualitative data from student voice, student well-being surveys and teacher observations)</p>

Improved metacognitive and self-regulatory skills of our disadvantaged students, particularly at KS3 across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, particularly for our disadvantaged students.	By July 2027, at least 85% of disadvantaged students will have participated in at least three enrichment activities or cultural experiences, with the participation gap between disadvantaged and non-disadvantaged students reduced to less than 5%."
Improved outcomes for pupils with SEND and those known to children's social care who are also disadvantaged	<ul style="list-style-type: none"> • The gap between disadvantaged pupils with SEND and their non-disadvantaged SEND peers narrows year-on-year • Personal Education Plans (PEPs) for looked-after children show measurable progress toward individual target. • Qualitative evidence from multi-agency reviews demonstrates effective support and positive outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

We have focused the spending of this funding applying a tiered approach as recommended by EEF, the three areas are:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

High quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A sustained programme of CPD focused on: curriculum sequencing, formative assessment and metacognitive strategies, ensuring consistent, high-quality classroom practice that disproportionately benefits disadvantaged learners.</p> <p>CPD explicitly includes strategies for adapting teaching to meet the needs of disadvantaged pupils, those with SEND, and other vulnerable learners, ensuring all staff can effectively remove barriers to learning through high-quality inclusive practice.</p>	<p>Whole school and individual CPD can help teachers obtain teaching new teaching techniques, share best practice and apply fresh approaches to teaching that allows them to improve their ability for both themselves and the students.</p> <p>EEF Teaching Toolkit:</p> <ul style="list-style-type: none"> • <i>Collaborative Learning</i> can add 5+ months to learning • <i>Feedback</i> can add 6+ months to learning • <i>Metacognition</i> can add 7+ months to learning • <i>Reading Comprehension</i> can add 6+ months to learning <p>EFFECTIVE PROFESSIONAL DEVELOPMENT : Guidance Report</p> <ul style="list-style-type: none"> • Evidence Based Education's The Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p>	2,3,5
<p>Purchase of standardised diagnostic assessments</p> <p>CPD for staff on the use of diagnostic assessment so that the application of knowledge tasks identifies gaps in knowledge</p>	<p>Standardised test can provide intelligence on the strengths and weakness of individual students. This will allow appropriate actions to be implemented through targeted interventions.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Alongside develop the ability of teachers to reflect on the students' strengths and weaknesses using diagnostic assessment. This will help students know more and remember more.</p> <p>Findings from the EEF Diagnostic Assessment used to support training.</p>	2,3

<p>Literacy</p> <p>Improving literacy in all subject areas in line with EEF Improving Literacy in Secondary schools</p> <p>‘Disciplinary Literacy’</p> <p>All teaching staff are explicit in teaching a range of reading and vocabulary acquisition strategies which are embedded within classroom practice. Build tier 2 and tier 3 vocabulary, actively promoted used within the classroom with cognitive focus on tier 2 vocabulary actively taught.</p> <p>Ensure that all students have the opportunity to read authentic disciplinary texts across a range of subjects.</p>	<p>Research shows that to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy. This is also supported from EEF: Improving literacy in secondary schools. It provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students.</p> <p>EEF on reading strategies highlights the impact of:</p> <ul style="list-style-type: none"> • inferring meaning from context. • summarising or identifying key points. • using graphic or semantic organisers. • developing questioning strategies to develop greater confidence in reading, thus impacting on metacognition and self-regulation <p>EEF Reading Comprehension Strategies Toolkit Strand. It stresses that improving literacy improves student outcomes overall, increase GCSE attainment and thereby life choices.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p>	2
<p>Numeracy</p> <p>Enhancement of our maths teaching and curriculum planning.</p> <p>We will fund teacher release time to embed key elements of up-to-date guidance and thinking in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training)</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which students learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3</p> <p>To teach maths well, teachers need to assess students’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Subject leaders with department members develop high quality curriculum resources</p> <p>Designed Furness Academy bespoke student curriculum books</p>	<p>EEF guide to pupil premium – tiered approach. Teaching is the top priority including CPD</p> <p>The Curriculum; Gallimaufry to Coherence-Myatt</p> <p>Access to adequate resources for students is essential to support high quality teaching.</p>	2,3,5
<p>Developing metacognitive and self-regulation skills in all students:</p> <p>Explicitly teaching students how to plan, monitor and evaluate their learning.</p> <p>Teachers using metacognitive questioning</p> <p>Students being taught how to use resources to revise by themselves: Revision strategies workshops</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2,3,5

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

Budgeted cost: £96,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A targeted KS3 reading intervention programme within Furness Academy cohort so that gaps in reading ages and barriers to academic progress are reduced.</p>	<p>Research cited from: <i>EEF Pupil Premium Guide/Closing the Attainment Gap</i></p> <p>Use of literacy programmes which focus on accelerating reading ages, so that students can access the curriculum. Intensive programmes (Lexia and Lexonik) which focus on both fluency and comprehension to support students accessing a wide ranging and challenging curriculum.</p>	2

	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
<p>One to one and small group tuition for students in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p> <p>Programme to provide a blend of:</p> <ul style="list-style-type: none"> - tuition - mentoring - school-led tutoring <p>Working with students in KS3 and KS4. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tutoring help students build academic skills and assist them in areas they struggle in. Targeted specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.</p> <p>At both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The extra layer of preparedness and confidence students gain through tutoring will increase their overall academic achievement.</p>	2,3,4,5
Online and homework portals for wide range of subjects	A range of portals: For example, Learning by questions, Hegarty Maths, GCSE Pod, SENECA. Use a range of materials to ensure they target the student's specific needs.	2,3,5

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

Budgeted cost: £100,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team: Bespoke programme delivered according to individual student needs.</p> <p>A programme of targeted pastoral interventions in place to assist with care, organisation, equipment, uniform, mental health, homework, revision. A fluid programme of intervention to developed in reaction to social changes throughout year</p>	<p>EEF- <i>Social and emotional learning</i>, improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress and attainment</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	1,2,3,4,5

<p>This includes additional capacity through the deployment of a <i>Specialist Support and Wellbeing Coordinator</i>, training for school staff focussing on our pastoral staff, where deemed necessary collaborating with external agencies</p>		
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers have been appointed to improve attendance.</p> <p>All identified PP students with poor attendance to school have access to key staff including:</p> <ul style="list-style-type: none"> • Educational Welfare Officer • Attendance Officer, • Pastoral Support- (Year Manager) <p>Barriers to attending school are identified and a personal attendance plan is completed.</p>	<p>The attendance of Pupil Premium students to school is below National expectations. Many Pupil Premium students have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>Pupil Premium students are three times as likely to be persistent absentees than their non-PP peers.</p> <p>DFE document - Pupil absence in schools in England:2015 to 2016" SFR 14/2017</p>	1
<p>To enhance and embed Furness Academy Culture Curriculum. Delivered through a structured taught programme of activities.</p> <p>We will prioritise access for disadvantaged students, removing financial and practical barriers to participation, and actively monitor uptake to ensure equity of opportunity.</p> <p>This will involve on going staff training and support.</p> <p>Raising confidence and high expectations/aspiration</p> <p>Provide students with cultural capital opportunities, through:</p> <ul style="list-style-type: none"> • Assemblies • Visiting speakers • Experiences • Targeted events/activities • Trips • CEIAG 	<p>A composite measure of cultural capital has a significant effect on academic achievement.</p> <p>EEF – Raising aspirations/high expectations. Cultural participation has mostly positive effects on children's reading recognition, reading comprehension and maths test scores.</p> <p>Research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope (Kaufman and Gabler,2004) and moreover that cultural participation may lead to a genuine increase in analytical and academic competence (Kisida et al..2014)</p>	1,2,3,4,5,6

Total budgeted cost: £376875

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 students in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In Key Stage 3, based on the end of year GL assessments the GAP between disadvantaged and non-disadvantaged continues to close in both English (PTE) and Maths (PTM) over the last 2 years.

Yr Group (24/25)	English			Maths		
	EOY 7 PTE12 GAP	EOY 8 PTE13 GAP	EOY 9 PTE14 GAP	EOY 7 PTM12 GAP	EOY 8 PTM13 GAP	EOY 9 PTM14 GAP
7	-10			-8		
8	-11	-14		-12	-13	
9	-13	-14	-11	-13	-10	-10

The above data shows a narrowing of the data in Year 9 for both English & Maths. However, this was not the case with Year 8 where the gap increased for English and stayed consistent for Maths.

To help us gauge the performance of our disadvantaged students at the end of Key Stage 4 we compared their results to those for disadvantaged and non-disadvantaged students at a national level and to results achieved by our non-disadvantaged students.

The data demonstrated that there is still a gap between disadvantaged and non-disadvantaged students in terms of attainment and progress. However, we have seen improvements in a number of areas. 36.4% of students are now achieving a 4+ in En & Ma, compared to 31.4% in 2019 and 35.7% in 2023 – showing an upward improvement over time. 5+ En & Ma is now 19.1% compared to 11.4% in 2019 and 17.9% in 2023 – again showing improvements over time. For 2025, P8 is not published as students did not sit their KS2 SATS due to COVID.

PP Summary Data	2023	2024	2025
Achieving 9-5 (Strong Pass) in English & Maths	17.9%	20.3%	19.1%
Achieving 9-4 (Standard Pass) in English & Maths	35.7%	39.1%	36.4%
Attainment 8 Score	34	33.35	34.62
Progress 8*	-0.74	-0.66	n/a

2023 & 2024 results nationally dropped in attainment compared to prior years, however in 2025 results stabilised in the majority of areas.

Compared to the national figures which helps gauge the performance of our disadvantaged students. The national Attainment 8 score for disadvantaged students in 2024/25 was **34.9 (FA 34.6)** and for non-disadvantaged students it was **50.3**. Progress 8, has not been published for this cohort as students did not sit KS2 SATS.

The data demonstrates that against national data, Furness Academy is improving attainment for disadvantaged students, against a national picture which has remained largely consistent between 2024 & 2025. Our attainment gap had narrowed to 11 points against non-disadvantaged, compared to a national attainment gap of 15.4.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance and behaviour are key. Where our disadvantaged students attend, they achieve considerably better.

Attendance	Attendance Group	Disadv. A8	National Dis-adv. A8
100%	Excellent	47.5	34.9
96-99%	Above the minimum expected	50.59	
90-95%	Below the minimum expected standard	36.29	
Below 90%	Serious cause for concern	25.57	

Where students accrued minimal behaviour points the figures were again positive against national data.

However, based on all the information above, the performance of our disadvantaged students is still not where we would like it to be against non-disadvantaged students. But we are, at present, seeing increased attainment for disadvantaged students with the strategies we have in place.

The teaching strategy was well implemented, understood by all and created an environment where the class teacher was well equipped to use a range of strategies to support the individual learner. This created a positive and professional relationship and working environment where the students could flourish. This has led to the continuation of the teaching approach of the strategy.

Absence among disadvantaged students was higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged students is a focus for us in our school priorities and our current premium plan.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support for students. Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring (KS3 & KS4) (Maths, English, Science) Lexia Core 5 Lexonik Vocabulary Toolkit NGRT Reading Test CAT4	PET-XI, My Tutor, Third Space Learning Lexia Lexonik GL Assessment

Further information (optional)

We have ensured that **every student** (1208) has access to a laptop either loaned from the school until they leave or through the 1:2:1 device scheme we have in operation. At the same time, we ensured all students had access to the Wi-Fi.

The Pupil Premium Strategy will work hand in hand with our whole school priorities taking into account relevant research ensuring if needed it is adapted to our school context. We will continue to evaluate the implementation of all our chosen strategies continually assessing the impact and the value for money, if it is not having the desired impact the strategies will be refined.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.