

# Future Academies Watford

Pupil Premium and COVID-19 Strategy Statements 2020-2021

November 2020

Section 1 – Pupil Premium Strategy Statement 2020-2023

Section 2 COVID-19 Catch-up Strategy Statement 2020-2021



## Section 1 Pupil Premium Strategy Statement - 2020 – 2023

### School overview

| Metric                                      | Data                          |
|---|-------------------------------|
| School name                                 | Future Academies Watford      |
| Pupils in school                            | 1124                          |
| Proportion of disadvantaged pupils          | 28.9% (326)                   |
| Pupil premium allocation this academic year | £311,945.00                   |
| Academic year or years covered by statement | 2020/21, 2021/22 and 2020/23  |
| Publish date                                | October 2020                  |
| Review date                                 | October 2021                  |
| Statement authorised by                     | Deborah Warwick (Principal)   |
| Pupil premium lead                          | Lucy Wheeler (Vice Principal) |
| Governor lead                               | TBC                           |

| Year group                                | Year 7   | Year 8   | Year 9   | Year 10  | Year 11  | Year 12 |
|---|----------|----------|----------|----------|----------|---------|
| % of total disadvantaged (number) 2020-21 | 21% (67) | 20% (64) | 21% (68) | 16% (55) | 19% (61) | 4% (11) |

### Disadvantaged pupil performance overview for last academic year (2018/19 and 2019/20)

|   | 2018-19 | 2019-20 |
|---|---------|---------|
| Progress 8                                  | -0.73   | -0.40   |
| Ebacc entry                                 | 31%     | 30%     |
| Attainment 8                                | 36.15   | 34.26   |
| Percentage of Grade 5+ in English and maths | 20%     | 23%     |

### Strategy aims for disadvantaged pupils

| Aim          | Target   | Target date    |
|--------------|--|----------------|
| Progress 8   | Achieve top quartile for progress made by disadvantaged students amongst similar schools | September 2023 |
| Attainment 8 | Achieve national average for attainment for all students                                 | September 2023 |

|   |   |                |
|---|---|----------------|
| Percentage of grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | September 2023 |
| Other                                       | Improve attendance above national average                       | September 2023 |
| Ebacc entry                                 | Better national average EBacc for all students                  | September 2023 |

## Teaching priorities for current academic year

| Measure   | Activity  |
|---|---|
| <u>Priority 1</u><br>Deep teacher subject knowledge training, development and support | <ul style="list-style-type: none"> <li>- Ongoing teacher subject knowledge development focusing at department level</li> <li>- Disadvantaged student focus during all INSETs linked to the subject knowledge priority</li> </ul>                        |
| <u>Priority 2</u><br>Student subject knowledge and retrieval practice skills          | <ul style="list-style-type: none"> <li>- Ensuring students gain the skills to effectively learn and retrieve subject specific knowledge; improving retention of knowledge over time</li> </ul>  |
| <u>Priority 3</u><br>Oracy development  | <ul style="list-style-type: none"> <li>- 3-year programme on developing students' oracy using the EEF toolkit (Oral Language intervention)</li> </ul>   |
| Addressing the barriers to having a high impact in these priorities                   | <ul style="list-style-type: none"> <li>- Avoiding the disadvantaged student aspect being a 'tick box' add-on to development sessions by clearly signposting</li> <li>- Ensuring good practice is effectively shared between and within teams</li> </ul> |
| Projected spending  | £81K  |

## Targeted academic support for current academic year

| Measure   | Activity  |
|---|---|
| <u>Priority 1</u><br>Highly effective literacy intervention across KS3 for lower attaining disadvantaged students | <ul style="list-style-type: none"> <li>- Using two Learning Support posts to recruit and train two highly confident and competent TAs to deliver a highly effective literacy intervention programme across KS3</li> </ul>   |
| <u>Priority 2</u><br>Identifying and addressing low levels of subject knowledge for disadvantaged students        | <ul style="list-style-type: none"> <li>- Using ongoing assessments to assess gaps in subjects knowledge and provide high quality support and resources to address gaps quickly</li> <li>- Innovative and timely use of online programmes such as Seneca to address topic and unit gaps in learning</li> </ul> |
| Addressing the barriers to having a high impact in these priorities   | <ul style="list-style-type: none"> <li>- Recruiting high quality Learning Support staff to deliver programme</li> <li>- Providing online access and appropriate learning facilities for identified students</li> </ul>  |
| Projected spending  | £80K  |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| Priority 1<br>Attendance   | - Attendance Manager disadvantaged student intervention strategy   |
| Priority 2<br>Behaviour  | - The DEN disadvantaged student intervention programmes<br>- Aspirations and motivation programme                      |
| Priority 3<br>Social and emotional support and mental health interventions | - Support and welfare intervention group<br>- Breakfast Club   |
| Priority 4<br>SEND Student Support   | - Personal learning plans for SEND students  |
| Addressing the barriers to having a high impact in these priorities        | - Attendance of key students at intervention sessions<br>- Building in effective opportunities for parental engagement |
| Projected spending   | £150K  |

## Monitoring and implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | - Ensuring quality time is devoted to subject-specific knowledge training and spending time in teams considering needs of disadvantaged students<br>- Measuring impact of oracy development | - INSET and subject development time in calendar<br>- Careful review of the EEF toolkit, using school case studies and 'promising projects' |
| Targeted support | - Recruitment of additional members of the Learning Support team<br>- Developing highly effective literacy programme  | - Seek support from FA Trust and SEND lead  |
| Wider strategies | - Training and tracking of strategy impact  | - Each aspect lead to meet with SLT Safeguarding and Welfare each week  |

## Review: last year's aims and outcomes – to be reviewed October 2021

| Aim | Outcome |
|-----|---------|
|     |         |

## Section 2 COVID-19 Catch up Statement - 2020 – 2021

### School overview

| Metric                                      | Data                        |
|---|-----------------------------|
| School name                                 | Future Academies Watford    |
| Pupils in school                            | 1124                        |
| Catch up allocation                         | £81K                        |
| Academic year or years covered by statement | 2020/21                     |
| Publish date                                | November 2020               |
| Review date                                 | July 2021                   |
| Statement authorised by                     | Deborah Warwick (Principal) |
| Catch up Lead                               | Marc Faccini                |
| Governor lead                               | TBC                         |

### Strategy aims

| Aim   | Target Year Group |
|---|-------------------|
| Provide support and training for subject specialist teachers                                  | All               |
| Use subject-specific assessment to identify gaps and students that require additional support | All               |
| Provide numeracy and literacy catch-up to Year 7 and 8 students                               | Year 7 and 8      |
| Provide catch-up opportunities in English, maths and science for Year 9 students              | Year 9            |
| Provide ongoing feedback and additional teaching for Year 11 and 13 students in all subjects  | Year 11 and 13    |

### Teaching priorities

| Measure   | Activity   |
|---|--|
| <u>Priority 1</u><br>Re-mapping the curriculum and re-teaching key concepts | <ul style="list-style-type: none"><li>- Curriculum review in all subjects (Summer 2020)</li><li>- Amended long-term and medium-term plans</li><li>- Subject-specific catch-up plans</li></ul>                      |
| <u>Priority 2</u><br>Knowledge-rich curriculum development                  | <ul style="list-style-type: none"><li>- Ongoing subject knowledge development focusing at department level</li></ul>   |
| <u>Priority 3</u><br>Autumn class transition plan                           | <ul style="list-style-type: none"><li>- Summer term interviews with all students</li><li>- September induction days</li><li>- Summer term 2020 face to face meetings</li><li>- Summer holiday sport camp</li></ul> |

|   |  |
|---|--|
| Addressing the barriers to having a high impact in these priorities | - Ensuring the curriculum delivering is of exceptional quality and delivered at pace |
| Projected spending  | 6K   |

## Targeted academic support

| Measure   | Activity  |
|---|---|
| <u>Priority 1</u><br>Year 7 and Year 8 catch-up in literacy and numeracy  | <ul style="list-style-type: none"> <li>- Identify bottom quartile from CATs tests</li> <li>- 1 lesson numeracy per week (30mins)</li> <li>- 1 lesson literacy per week (30mins)</li> <li>- After-school sessions delivered by TAs/teachers</li> </ul>         |
| <u>Priority 2</u><br>Year 9 'Catch up' in English, Maths and Science identified through Autumn term assessments | <ul style="list-style-type: none"> <li>- Set autumn term assessment in English, maths and science to identify students</li> <li>- 50 students identified for catch-up</li> <li>- 1 lesson per subject per week</li> <li>- 6-week programme</li> </ul>         |
| <u>Priority 3</u><br>Year 11 and 13 'catch up' three week cycle (all students)                                  | <ul style="list-style-type: none"> <li>- Lesson 7 provision each evening during week 1 and 2 of a 3-week teaching cycle</li> <li>- Use of Seneca online learning programme to ensure students catch-up on missing content and weaker subject areas</li> </ul> |
| Addressing the barriers to having a high impact in these priorities   | - Ensuring robust and clear communication to students and parents required sessions they must attend.   |
| Projected spending  | 70K   |

## Wider strategies

| Measure   | Activity  |
|---|---|
| <u>Priority 1</u><br>Social, emotional and mental health support    | <ul style="list-style-type: none"> <li>- Personalised plans for individual students</li> <li>- Group intervention sessions where appropriate</li> </ul> |
| Addressing the barriers to having a high impact in these priorities | - Sourcing and recruiting quality student support professionals to provide intervention   |
| Projected spending  | 10K   |

## Monitoring and implementation

| Area     | Challenge  | Mitigating action  |
|----------|--|--|
| Teaching | <ul style="list-style-type: none"> <li>- Ensuring quality time is given over to subject-specific knowledge training and spending time in teams</li> <li>- Ensuring pacy delivery of curriculum throughout the academy</li> </ul> | <ul style="list-style-type: none"> <li>- INSET and subject development time in calendar</li> <li>- Careful tracking of curriculum delivery to ensure on track</li> </ul> |

|                  |  |  |
|------------------|--|--|
| Targeted support | <ul style="list-style-type: none"> <li>- Recruitment of teachers, mentors and teaching assistants for the delivery of sessions</li> <li>- Efficient identification of target students</li> <li>- Robust measuring of impact</li> </ul> | <ul style="list-style-type: none"> <li>- Seek support from FA Trust and SEND lead for numeracy and literacy packages</li> <li>- Subject-specific assessment tool development</li> <li>- End-of-programme assessment tools</li> </ul> |
| Wider strategies | <ul style="list-style-type: none"> <li>- Additional Student Support team input required</li> </ul>   | <ul style="list-style-type: none"> <li>- Half-termly review of individual packages by VP Safeguarding and Welfare</li> </ul>   |

**Review: last year's aims and outcomes – to be reviewed July 2021**

| Aim | Outcome |
|-----|---------|
|     |         |
|     |         |
|     |         |