

Future Academies Watford Pupil Premium Strategy Statement (inc Recovery spending) 2020-2023 (Current version reviewed October 2021)

Introduction

Pupil Premium (PP) funding was introduced to help schools to close attainment gaps between disadvantaged students and their peers. It is based on eligibility for Free School Meals. Schools receive £955 for students in Years 7 to 11 if they are registered as eligible for Free School Meals at any point in the last six years. This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021-22 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 impact that last year's spending had.

Detail	Data
School name	Future Academies Watford
Number of pupils in school	1123
Proportion (%) of disadvantaged pupils	30.1% (337)
Academic year or years covered by statement	2020-2023
Strategy publish date	October 2020
Review date	October 2021 (current version)
Statement authorised by	Deborah Warwick (Principal) and viewed by Governors November 2021
Pupil Premium Lead	Lucy Wheeler (Vice Principal)
Governor Lead	Neil Allcroft

Funding overview

Details	Data
Pupil Premium funding allocation in this year	£313,500
Recovery Premium funding allocated this year	£116,242
Pupil Premium funding carried forward from previous years	£0
Total spend within the plan	£429,742

Pupil Premium Student Profile

Year group	Year 7 % (number)	Year 8 % (number)	Year 9 % (number)	Year 10 % (number)	Year 11 % (number)	Year 12 % (number)	Total % (number)
% (number) 2020-21	21 (67)	20 (64)	21 (68)	16 (55)	19 (61)	4 (11)	28.9 (326)
% (number) 2021-22	37.4 (82)	34.5 (69)	27 (57)	33 (64)	28.1 (52)	22 (13)	30.1 (337)
% (number) 2022-23							

Part A – Pupil Premium Strategy Plan

Statement of intent

At Future Academies Watford, our motto, *libertas per cultum* (freedom through education), is the clearest distillation of our vision for education. We believe that a good education is empowering and emancipatory. It brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the academy receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

Our current Pupil Premium strategy requires a greater focus on the planned outcomes, and ensures that impact measures are robust and are used at senior leadership level to share best practice, direct intervention and improve provision.

The key principles follow the guidance from the EEF:

1. Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) – three Tired Model – Teaching, Targeted academic support and wider strategies.
2. Appreciates that good teaching is the most important level and should be a key focus of using the pupil premium.
3. Less is more approach – selecting a small number of priorities and doing them extremely well.
4. Using data to support decision making.
5. Comparing disadvantaged student data to national data, where available, and having the of highest expectations.

Challenges

The following have been identified as challenges to achievement among our disadvantaged students:

1. The attainment outcomes for disadvantaged students are below those of non-disadvantaged.
2. The academy needs to ensure that teaching, learning and assessment is of a high quality and that the learning experiences of all students, but particularly disadvantaged students, result in students being able to access the curriculum and achieve good outcomes.
3. Levels of literacy and numeracy on entry are low for our students; when these remain low throughout KS3, these impact on progress across the curriculum, resulting in some students finding it difficult to access the KS4 curriculum. It is key that we develop students' reading, alongside their oracy to support them accessing the curriculum.
4. Some students who are high-attaining on entry and who are eligible for Pupil Premium, do not achieve as well as other high-attaining students. Influences outside of the academy can have a negative impact on our high attaining boys, in particular.
5. A higher proportion of our disadvantaged students experience social, emotional and mental health issues that affect their behaviour and attendance, and therefore have a negative impact on their achievement. There is an increasing need to provide support for families and seek additional support from professionals such as counsellors and therapists. Low resilience and high anxiety have been identified for many of our disadvantaged students.
6. We experience a lack of support with learning at home for many of our students; the lack of parental engagement for some of our most vulnerable students' results in them finding it very difficult to engage with school and learning. When trying to address behaviour concerns of students, we can sometimes find ourselves without parental support.
7. COVID has had a negative impact on attendance; it is increasingly more challenging to gain support from parents for their children to be in school 100% of the time. Disadvantaged student attendance is lower than non-disadvantaged.
8. Many students have low aspirations for their future careers; the academy needs to find highly effective ways to open the world of opportunity for our students.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether or not they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2022-23, 59% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) compared to previous years. This has grown from 9% in 2013-14 and compares to an average of 34% over the last five years.</p> <p>2022-23 KS4 outcomes will demonstrate that the achievement of disadvantaged pupils has improved; the academy has set ambitious targets in this regard:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 45.0; and • an EBacc average point score of 4.0.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests and English progress tests will demonstrate improved comprehension skills among disadvantaged pupils and there will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>This improvement will also be clear in students' books and through work reviews; extended writing will be a strong element in all students books.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations will evidence that disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by homework completion rates across all classes and subjects, and in the attitude to learning and homework information reported to parents.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; and • individual case studies and success stories.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced; and • the percentage of all pupils who are persistently absent being below 10.0% and the figure among disadvantaged pupils being close to that of their peers.

Teaching priorities for current academic year (Budgeted spend: £90K)

Priority (Lead)	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 Recruitment, retention and training (BMO)	<ul style="list-style-type: none"> - HTLA and SCITT recruitment strategy in priority subjects alongside recruitment initiatives and training programmes. - Highly effective mentoring and incremental coaching of staff. 	<ul style="list-style-type: none"> - All research shows that the most important factor influencing students' outcomes is the quality of teachers in the classroom. This is particularly true for disadvantaged students. - Incremental coaching has been shown to be a practical way for middle and senior leaders to improve the effectiveness of teachers, change habits and raise teaching quality and consistency. Incremental coaching – Ambition Institute research 	1, 2, 4
Priority 2 Subject knowledge training, development and support (LSU/LWH)	<ul style="list-style-type: none"> - Ongoing subject knowledge development at department level, development of in-house texts and HIR resources. - Disadvantaged student focus during all INSETs linked to the subject knowledge priority. - Membership of PTI which delivers high quality subject specific training and conferences. - Additional support for teachers teaching outside of their main subject specialism. 	<ul style="list-style-type: none"> - As above. 	1, 2, 4
Priority 3 Reading strategy (DW)	<ul style="list-style-type: none"> - Daily reading strategy in form time and the academy Reading Challenge. - Use of Lexia programme for identified students. - Use of comprehension activities linked to reading resources and enhancing curriculum delivery. 	<ul style="list-style-type: none"> - Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Closing the reading gap – A.Quigley 	3
Priority 4 Grammar, writing and oracy development (LSU/TCR)	<ul style="list-style-type: none"> - Grammar programme taught to all students, in all years, through the daily tutor lessons. - Extended writing opportunities embedded within the curriculum. - Programme of developing students' oracy using the EEF toolkit. 	<ul style="list-style-type: none"> - Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools – EEF toolkit (Oral Language intervention) 	3
Priority 5 Meeting the needs of individuals in the classroom	<ul style="list-style-type: none"> - Through training, highly effective communication of student needs and the implementation of a few simple but effective classroom strategies for disadvantaged students using class context sheets, ensure the individual needs of targeted students are being met. 	<ul style="list-style-type: none"> - Targeting specific needs and knowledge gaps for individuals is effective; this strategy ensure this is happening at the classroom level without overburdening teachers to plan specific interventions each lesson. 	1, 2, 4

Targeted academic support for current academic year (Budgeted spend: £85K)

Priority (Lead)	Activity	Evidence that supports this approach	Challenge number addressed
Priority 1 Literacy and numeracy intervention across KS3 for lower attaining disadvantaged students (LWH)	<ul style="list-style-type: none"> - Deliver a highly effective literacy intervention programme across KS3. This programme to be targeted at disadvantaged students as an intervention after school. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, 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>	3
Priority 2 Breakfast club and homework club. Homework intervention by Heads of Year (BSA)	<ul style="list-style-type: none"> - Review of termly homework data; analysis identifies students that need support to complete homework. Heads of year target students and set homework targets; homework club offered as a supportive strategy. 	Offering a safe place for students to work and gain support with homework will help students to stay on track and achieve more.	6
Priority 3 High quality academic resources (LSU)	<ul style="list-style-type: none"> - Revision books for all students in Year 10 and 11. - Seneca and GCSEPod. - Printed bespoke resources for GCSE subjects. - Laptops for identified PP students to support learning online. 	Providing resources that may not be being provided for at home to support students to work independently.	5, 6
Year 7 and 8 Literacy and Numeracy tuition (LWH)	<ul style="list-style-type: none"> - Small group tuition in English and mathematics. - Student identified using CATs – bottom quartile. - One lesson of Maths and English, after school, delivered by teachers or tutors. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
Year 9 English, maths and science tuition (LWH)	<ul style="list-style-type: none"> - Small group tuition in English, maths and science. - Students identified from autumn assessments. - One lesson per subject, per week, delivered by teachers or tutors. 	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Year 11 GCSE workshops (LSU)	<ul style="list-style-type: none"> - Academic support sessions to run from January. - Period 7 provision each evening during Weeks 1 and 2 of a three-week teaching cycle. - Students identified using three-weekly assessments. 		

Wider strategies for current academic year (Budgeted spend: £255K)

Priority (Lead)	Activity	Evidence that supports this approach	Challenge
Priority 1 Attendance intervention (LWH)	<ul style="list-style-type: none"> - Disadvantaged student intervention strategy implemented by the Attendance Manager alongside the academy Attendance Consultant, to focus on disadvantaged students. - Attendance incentive rewards focused on students, alongside aspects focused on families input. - Commando Joe to focus on aspects of attendance for two years – allocated groups of students per term. 	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	7
Priority 2 Behaviour intervention (BSA)	<ul style="list-style-type: none"> - The DEN disadvantaged student intervention groups – mentoring to take place with one group each week, for each year group (Assistant Head of Year role). - Aspirations and motivation programme to be led by Heads of Year – each Head of Year focuses on five identified students per term. - Commando Joe to focus on aspects of behaviour for two years – meeting with allocated students each week. 	This intervention would use the guidance within the EEF toolkit for behaviour but also build on the work Commando Joes have already done in other schools.	6
Priority 3 Social and emotional support and mental health interventions provided (LWH)	<ul style="list-style-type: none"> - Breakfast Club to be offered to identified students once per week delivered by Commando Joes. - Individual support packages implemented as required using professional services available. - Worry Box provision and immediate response system in place. 	This intervention will be personalised to individual students. The strategies and impact of these will form individual case studies.	5
Priority 4 Supporting families with uniform, educational supplies, etc (LWH)	<ul style="list-style-type: none"> - Provide the required support for students, parents and guardians when requested or when need is identified. - Free breakfast for disadvantaged students. 	Although a small part of the plan, providing resources for disadvantaged students when they have limited access to the basics for learning is key for individuals. Access to enrichment activities.	5
Priority 5 Ensure PP students are accessing the enrichment programme (MFA)	<ul style="list-style-type: none"> - All students accessing the comprehensive programme of speakers and visits. - Disadvantaged students targeted for enrichment activities and individual barriers to engagement addressed. - All students can learn a musical instrument or receive sport coaching. - Careers programme includes specifically targeted strategies for disadvantaged students. 	It is key that disadvantaged students have access to a wide range of opportunities that may not be available to them outside of school.	8

Year 7 Summer Academy (Summer 2022)	<ul style="list-style-type: none"> - One-week summer academy for new Year 7. 	<p>The academy will implement a similar summer school as last year which was very well-attended and received positive feedback from parents and students.</p> <p>Key points from the EEF Summer School Toolkit are incorporated into the programme.</p>	
Individual support for vulnerable students from supporting professionals	<ul style="list-style-type: none"> - Directed intervention for vulnerable students using the Commando Joe team and additional supporting professionals such as counsellors, art therapists and mental health support. 	<p>Providing invaluable, and specific, professional input for vulnerable students.</p>	

Part B – Review of outcomes in the previous academic year.

Externally-provided programmes – the academy did not use any externally provided programmes last year.

Service Pupil Premium – the academy did not receive any Service Pupil Premium funding.

Due to COVID-19, performance measures have not been published for 2019-20 or 2020-21.

The end of 2020-21 was the first year of the academy three-year Pupil Premium plan; the strategy above has two more years for implementation and for the full impact on the disadvantaged students to be seen.

In the first year, the new strategy positive impact can be seen in the following aspects:

- There is evidence of improved behaviour with lesson call-outs and internal exclusions reducing considerably for disadvantaged students.
- The number of Pupil Premium students entered for all components of the EBacc has increased; this figure is 59% for the current Year 10 (2022-23 cohort), a significant increase compared to the current Year 11 (29%) and above the national figure of 38%. The average EBacc aps increased by 0.29 in 2020-21.
- Attitude to learning scores for disadvantaged students increased during 2020-21 compared to previous years.
- Homework scores for disadvantaged students increased during 2020-21 compared to previous years.
- Attendance figures indicate that there is still a gap between disadvantaged students and non-disadvantaged students, and therefore a more targeted approach is required.
- The percentage of disadvantaged students achieving a grade 5+ in English and mathematics increased by 13 percentage points (to 36%) in 2020-21.