

Pupil premium strategy statement – Future Academies Watford

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1098
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mr Demetris Kalogirou
Governor / Trustee lead	Mr Ben Keely

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,383
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£95,111
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£446,494

Part A: Pupil premium strategy plan

Statement of intent

At Future Academies Watford, we are committed to addressing the unique challenges faced by our Disadvantaged pupils, recognising the importance of providing equal opportunities to ensure their success in both academic endeavours and life beyond the school gates. Our approach centres on closing the attendance gap, narrowing the attainment gap through quality first teaching, and bridging the experience gap through enriching educational opportunities.

Philosophy: We firmly believe that all pupils, regardless of their socio-economic background, deserve the best educational opportunities to minimise disparities in achievement. Our commitment to excellence is reflected in a challenging learning environment, a personalised curriculum delivered by specialist educators, and a stimulating atmosphere that fosters curiosity and engagement. By adopting a whole-school approach, we instil high expectations and aspirations in all pupils, with a focus on addressing the unique needs of our Disadvantaged pupils.

Early Intervention and Individualised Support: We are proactive in identifying and addressing barriers to learning, employing robust diagnostic assessments rather than making assumptions about the impact of disadvantage. Our commitment to early intervention ensures that when a need is identified, we act swiftly to provide the necessary support. This approach allows us to respond to both common challenges and individual needs, reinforcing our dedication to fostering an inclusive learning environment. A key focus of this year is to ensure Pastoral Support Officers, Deputy Head of years and Head of years to be attached to each year group, to ensure every child is known so that early intervention and support is possible.

Closing Attainment Gaps: National statistics highlight historical disparities in the academic performance of Disadvantaged pupils. To counter this, we direct resources towards those who face the greatest challenges in meeting academic targets. By acknowledging the widening attainment gaps at the primary level, we accept the responsibility to close pre-existing gaps and ensure that our Disadvantaged pupils achieve at least as well as their peers.

Inclusive Approach: We recognise that there are various forms of disadvantage, encompassing economic, social, and cultural dimensions. Our strategies are designed to be inclusive, avoiding segregation, excuses, patronisation, or any form of inadvisable favouritism. Pupils' needs are diverse across groups, subjects, and throughout their school careers, and our strategies are tailored to address this diversity comprehensively.

Highly Effective Teaching: At the core of our approach is a commitment to high-quality teaching. We challenge all pupils, including those facing disadvantage, with the same rigor and learning experiences as their peers. We believe that this approach has the greatest impact on closing the attainment gap and, simultaneously, benefits all pupils within our school community.

Enriching Educational Opportunities: To bridge the experience gap, we ensure that our Disadvantaged pupils have access to high-quality enrichment opportunities that extend the boundaries of learning. These experiences go beyond the traditional

classroom setting, providing a holistic education that contributes to personal and academic development.

By integrating these principles into our Pupil Premium strategy, Future Academies Watford aims to create an inclusive, supportive, and enriching learning environment where every pupil, regardless of background, has the opportunity to thrive and achieve their full potential. This statement reflects our commitment to closing the attendance, attainment, and experience gaps for our Disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Closing the Attendance Gap: At Future Academies Watford, our foremost challenge is to eliminate the attendance gap among Disadvantaged pupils. We recognise the critical role regular attendance plays in academic success. To achieve this, we will analyse attendance data, identify patterns, and implement targeted strategies to address barriers that may hinder regular attendance. Our goal is to ensure that Disadvantaged pupils attend school consistently, laying the foundation for continuous academic progress.
2	Narrowing the Attainment Gap through Highly Effective Teaching: A key challenge we embrace is narrowing the attainment gap by delivering high-quality teaching to all pupils, with a specific focus on those facing socio-economic disadvantage. We will invest in continuous professional development for our educators, equipping them with effective strategies to engage and support Disadvantaged pupils. Our commitment is to provide a learning environment where every pupil receives the same rigorous and enriching educational experience, along with our powerful knowledge, irrespective of background, ensuring equitable access to educational opportunities.
3	Bridging the Cultural Gap through Enriching Educational Opportunities: Another challenge we address is the cultural gap faced by Disadvantaged pupils. We will strive to provide enriching educational opportunities that extend beyond the traditional classroom setting. This includes extracurricular activities, cultural experiences, and access to resources that broaden horizons and contribute to holistic personal and academic development. Our aim is to bridge the experience gap, ensuring that every pupil, regardless of their background, has access to a diverse and comprehensive education. There is a significant overlap between SEND and Disadvantaged pupils that we are aiming to strengthen on.
4	Creating Rigid and Robust Reading Intervention Strategies: A key challenge we've addressed is divided into 3 Phases. Phase One: In our reading plan in the Autumn Term, our primary focus was on effectively identifying students' reading needs and providing comprehensive training for educators. We have implemented the following strategies:

Screening Process: Utilising the New Group Reading Test (NGRT) to screen all pupils. Those with a reading age more than three years below their chronological reading age undergo phonics screening. Pupils with reading ages 1-2 years below their chronological reading ages are screened using A.R.R.O.W. assessment. The remaining pupils have been enrolled in Lexia for targeted intervention.

Professional Development: Providing training sessions for teachers and support staff to enhance their understanding of different reading assessments, effective intervention strategies, and utilisation of resources such as Lexia. This ensures that all staff members are equipped to support students at various reading levels. Phase Two: Initiating Reading Instruction. In Phase Two since January, our focus has shifted towards addressing reading difficulties, particularly through targeted instruction in phonics, both in one-to-one settings and small groups. Key components of this phase include:

Phonics Instruction: Implementing structured phonics programs tailored to the needs of individual students. Providing differentiated instruction to cater to varying levels of proficiency. Phase Three: Establishing a High-Quality Reading Culture. Phase Three in our journey towards fostering a robust reading culture within the school will start in the Summer Term. Daily Reading Tutor Time, Staff Training and Utilisation of Reading Age Assessment to take place. By implementing these three phases, we aim to create a school environment where every student is equipped with the necessary skills and motivation to become proficient readers. Through targeted identification, effective instruction, and a nurturing reading culture, we will work towards advancing literacy and unlocking the full potential of our students.

Data and Figures:

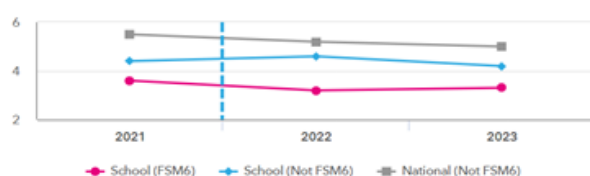
Attendance Data highlighting the need to close the gap

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	317	School	81.8%	86.5%	83.1%	76.2%	77.9%	85.8%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	-3.4%	-2.3%	-3.1%	-8.1%	-5.1%	+2.9%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	705	School	91.7%	92.7%	91.9%	92.0%	90.3%	91.2%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	-0.9%	-1.7%	-1.1%	-0.1%	-1.4%	-0.2%

Attainment Gap at Future Academies Watford

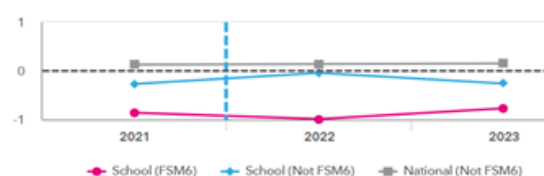
KS4 attainment for disadvantaged pupils 2023

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall)



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.

By explicitly acknowledging and tackling these challenges, Future Academies Watford is dedicated to implementing targeted strategies that will lead to measurable improvements in attendance, attainment, and overall educational experience for our Disadvantaged pupils. This commitment aligns with our vision of fostering an inclusive, supportive, and enriching learning environment for every pupil.

Intended outcome	Success criteria
Overall Progress/Attainment for Disadvantaged Students:	Ensure that overall progress and attainment for disadvantaged students align with their non-disadvantaged peers and are significantly above national averages. Demonstrate through outcomes that the gap in progress and attainment between disadvantaged and non-disadvantaged students in core subjects at KS4 has been significantly diminished.
Improved Reading Comprehension Among Disadvantaged Pupils Across KS3:	Administer reading comprehension tests that reflect improved comprehension skills among disadvantaged pupils. Observe a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Recognition of this improvement by teachers through engagement in lessons and book scrutiny.
Improved Attendance for All Pupils, Particularly Disadvantaged Pupils:	Maintain an overall attendance percentage for students consistently above 92%. Diminish the attendance gap between disadvantaged students and their non-disadvantaged peers. Ensure the percentage of students who are persistently absent is consistently lower than national averages year on year.
Improved Teaching and Learning:	Exhibit high-quality, adaptive, and responsive teaching and learning practices in lessons. Ensure that all pupils, including those facing disadvantage, can access the curriculum effectively, leading to the closure of the learning gap. Elicit feedback from teachers, pupils, and relevant stakeholders, indicating improvements in the overall teaching and learning experience.

By the end of our current strategy plan, Future Academies Watford aims to achieve these specific outcomes and success criteria. Regular monitoring, assessment, and data analysis will be employed to measure progress and ensure the effectiveness of our strategies in closing the gaps and enhancing the educational experience for all pupils, particularly those facing disadvantage.

Activity in this academic year

This section outlines our intended spending of pupil premium (and recovery premium funding) for the current academic year at Future Academies Watford, addressing the challenges identified.

Teaching (e.g. CPD, recruitment and retention)

Activity	Budgeted cost:	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Standardised Assessments (GL Assessments/GL Education): Utilise standardised assessments to inform Y7 forecast grades and guide teaching and learning across core subjects.	£9,870.67	Standardised tests (CATs, reading, and baseline assessments from GL Assessment) will offer insights into pupils' strengths and weaknesses, aiding targeted support. EEF Research to support timeline and frequency of testing and sharing with all staff during training.	1, 2
Use Arrow and Toe to Toe to Develop Literacy Skills: Implement Arrow and Toe to Toe to enhance literacy skills, supported by literacy strategies, CPD, and consistent departmental approaches.	£6000	Literacy improvements measured through recommended assessments and continuous professional development. EEF Research to support timeline and frequency of testing and sharing with all staff during training.	1, 2
Tracking and Monitoring Key Stage 4 Intervention: Implement a tracking and monitoring system for intervention attendance, intervening to close gaps for historically struggling students.	£6000	Improved intervention attendance rates, contributing to long-term memory retention and scholarly habits.	1, 3
SEN Restructure to develop SEND provision:	£100,000	Feedback from learning walks used to enhance	1

Recruit SEND Communication Role and Extra SENCO to free up more provision, informing staff development for equal access to the curriculum.		teaching practices and pupil outcomes.	
Support for Independent Revision: Provide support for disadvantaged pupils in participating in independent revision, emphasising effective revision techniques.	£ 10,000	Improved GCSE outcomes through enhanced revision skills.	1, 3

Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller Teaching Groups and Targeted Tuition: Implement smaller teaching groups and targeted tuition for pupils in Ebacc subjects, supported by after-school and holiday interventions.	Improved pupil progress and access to skills and knowledge.	1, 2

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Activity	Budget Cost	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Support for Students: Provide wellbeing support through access to Pastoral Support Officers in each year group, including point of contact to vulnerable students.	£90,000	Improved communication, support and engagement with key stakeholders.	3, 4
Access to High-Quality Personal Development Opportunities:	£49,000	Increased cultural capital, confidence, character, and employability skills.	5

Develop the Mentoring programme to offer diverse personal development opportunities, including next steps coaching.			
Contingency Fund for Acute Issues: Allocate a contingency fund to respond quickly to unidentified needs.	£ 15000	Swift and effective responses to unforeseen challenges.	All

This comprehensive plan reflects Future Academies Watford's commitment to utilising pupil premium funds effectively to address the identified challenges and improve outcomes for our disadvantaged pupils. Regular monitoring and evaluation will ensure the success of these interventions.

Total budgeted cost: £445870.67

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

The progress of pupils at FAW, has not been in line with national expectations. A progress 8 score of -0.5 is below where the new leadership team expect the school to go. That said, this is in part due to a commitment to a high expectations culture with regards to curriculum. Currently, 57% of the school complete the Ebacc, which is above the national average of 39%. The outcomes and performance of the school is adjusting to this, and we believe will step significantly forward.

Clearly, this underperformance is magnified in disadvantaged pupils, with an average progress 8 score for disadvantaged pupils at -0.78 . Equally, only 44% of pupil premium pupils achieved a 4+ in English and maths. It is believed that the attached plan will move this forward, and equally it worth noting that again pupil premium pupils are being encouraged toward the EBCC (with 52% being entered for it in the last year).

Clearly, it is believed that the attached plan will significantly increase the outcomes of disadvantaged pupils from this baseline, with new leadership team being committed to embedding these strategies to raise the performance the most vulnerable.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

A previous leadership team undertook a range of strategies laid out in their PP strategy.