

## Annex 2d: Pupil premium strategy statement (secondary)

Summary information					
<b>School</b>	Fareham Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£192,285.00	<b>Date of most recent PP Review</b>	Ofsted Feb 2016
<b>Total number of pupils</b>	842	<b>Number of pupils eligible for PP</b>	246 (29%)	<b>Date for next internal review of this strategy</b>	Sept 2022

1. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 4-9 in English and Maths</b>	<b>38.2%</b>	<b>67.8%</b>
<b>% achieving 5-9 in English and Maths</b>	<b>17%</b>	<b>36.8%</b>
<b>Progress 8 score average</b>	<b>-0.51</b>	<b>0.24</b>
<b>Attainment 8 score average</b>	<b>3.91</b>	<b>5.2</b>
2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Teaching and Learning: Quality First Teaching	
<b>B.</b>	Enrichment opportunities	
<b>C.</b>	Academic and Social engagement/ sense of belonging	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance of DS students was 93.83 in 2020 which is below the average of 95%. This impacts on their school hours and impacts on their learning and progress	
3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Teaching and Learning: Quality first teaching	Through quality first teaching we strive for high expectations for all, subject expertise and evidence of where teachers have forged positive relationships.

		<p>To achieve this we have continued with the employment of an English KS2 and maths KS2 teachers to support transition and improve literacy and numeracy at Year 7.</p> <p>At Fareham Academy we aim to avoid expecting less from our Pupil Premium students and never conflate low prior attainment as limited potential. Students eligible for PP at KS3 and KS4 will we strive to ensure they make progress in line with other students so that students meet their set target grades.</p> <p>This year in support of helping students to catch up we have developed the use of tutors to support raise academic progress of disadvantaged school either in small group or one to one support. We have also employed a whole school DS teaching and Learning lead: to focus on improving the teaching and learning provision for disadvantaged students and removing those barriers to learning.</p> <p>Teachers forensically knowing their students so they can proactively intervene in lessons to close any gaps in learning. This raises the importance of maintaining high expectations for all as a means to avoid the 'soft bigotry of low expectations'. The purchase of Provision mapping as a whole school strategy to provide a more personalised approach to intervention and support.</p> <p>Employment of a Pupil Premium Admin Assistant to manage and oversee the Provision for disadvantaged students</p>
<b>B.</b>	Enrichment opportunities	<p>Students eligible for PP funding will have greater opportunities to engage in enrichment opportunities to raise aspirations and motivation of students within the classroom and become more accountable for their learning. International trips/ national trip are problematic under the current COVID guidelines so we have reduced the amount of money from this barrier to learning.</p> <p>We are though looking to provide all Pupil Premium students with access to the National Theatre online and an online library in our strive to maintain enrichment.</p>
<b>C.</b>	Academic and Social engagement/ sense of belonging	<p>Students eligible for PP will have access to all resources to secure academic success and sense of belonging; loan of laptop, PE equipment, academic resources, music lessons, uniform, use of EMTAS to support EAL students to feel safe and involved in our community</p>
<b>D.</b>	Increased attendance of students eligible for PP	<p>Reduce the number of persistent absentees among students eligible for PP. Attendance for PP July 2018: 91.17 and in July 2019: 93.83 and 2020: 90.39% therefore to increase to be in line with NA expectations.</p> <p>We are rolling out a PP attendance liaison lead who will be a home/ school link to improve relations and engagement for those harder to reach families</p>

#### 4. Planned expenditure



**Academic year**

**2020-2021**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### **i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Teaching and Learning: Quality First teaching</p>	<p>To provide personalised CPD to enable staff to have a greater vested interest in their area of need to raise standards and their aspirations</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>We want to secure the PP rational outlined in the EEF teaching and Learning toolkit which outlines a +8 months success criteria</p> <p>Ofsted feedback report( February 2016) that feedback is ‘acted upon swiftly to enable opportunities for students to improve their understanding and knowledge’.</p> <p>Below are the many government guidelines that Fareham Academy use to inform their spending for PP students.</p> <p> Pupil_Premium_Guidance_iPDF.pdf</p> <p><a href="http://www.sec-ed.co.uk/best-practice/schools-that-succeed-with-disadvantaged-pupils/">http://www.sec-ed.co.uk/best-practice/schools-that-succeed-with-disadvantaged-pupils/</a></p> <p>How well your child does at school depends very much on the individual teachers they have, not just on the school they go to. Teachers are what matters. This is why we need to focus much more than we are on recruiting and training good teachers.</p> <p>SEC article written by Barnaby Lenon</p> <p> EEF-Implementation-Guidance-Report.pdf</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.</p>	<p>Use INSET/ CPD sessions to deliver training to staff</p> <p>Whole school book scrutiny to evaluate effectiveness of marking of books to ensure that feedback demonstrates a positive dialogue and constructive guidance as to how to improve</p> <ul style="list-style-type: none"> <li>• Online learning platforms</li> <li>• PPE moderation</li> <li>• Provision Mapping</li> <li>• Hinterland challenge for all and using high challenge/low risk resources</li> <li>• Boys don’t try</li> <li>• Mary Myatt: High Challenge/ Low Risk</li> <li>• Remote learning</li> <li>• Reading the Whole School Approach</li> <li>• Teach to the Top:</li> <li>• the PIXL approach</li> <li>• Behaviour for Learning: Restorative language</li> <li>• DS teaching and Learning</li> </ul>	<p>Deputy Head Lead on Teaching and Learning Lead on teaching and Learning and High Attainers lead and for SEND</p>	<p>January 2021 July 2021</p>
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<p>Targeted academic support.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>DoF research brief on supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015) indicates that paired/on to one tuition was one of the most successful support mechanisms</p> <p>The EEF guide to Pupil Premium suggests:</p> <p>Structured interventions</p> <p>Small group tuition</p> <p>One-to-one support</p>	<p>Employment of two Primary School teacher to teach phonics/ raise literacy and engagement of reading and the other teacher to improve numeracy in students to Age related expectations</p> <p>Surplus teachers for 2020-2021 in English and Maths to reduce class sizes</p> <p>Purchase of Provision Mapping as a whole school strategy to support intervention and personalise approach to remove barriers to learning.</p>	<p>Deputy Headteacher: and led by Head of English, Head of maths</p> <p>High Impact Learning tutoring</p> <p>DS lead for Teaching and Learning</p> <p>Admin assistant for DS/LAC and manager of Provision Mapping</p>	<p>July 2021</p>
<p>One to one and small group tuition</p>	<p>In terms of absolute effectiveness one-to-one tutoring continues to be the best intervention strategy available, and here at Third Space Learning we've managed to make it both more impactful and affordable than ever before. Schools that interact with tuition highlights how 'pupils who receive tuition disproportionately come from better-off backgrounds' and calls for more to be done in school to 'level the playing field' between those from 'high affluence' and 'low affluence' households.</p>		<p>Use of Tutoring online in science, Maths for one to one support to raise standards</p> <p>Employment of KS4 tutors for Maths, English and History. To support DS students after COVID</p>		<p>Reviewed termly</p>

**Total budgeted cost = £139500**

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Target Academic support  <a href="#">Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.</a>            (Closing the Attainment Gap: key lessons learned in the EEF's first six years)</p>	<p>KS2 teachers for English and Maths            Personalised Student literacy And intervention support to support students to catch up through Paired/one to one tuition</p> <p>KS4 Maths and English tutors to improve attainment outcomes for students</p>	<p>To conform to new GCSE English language exam grades for literacy (16 marks for technical accuracy). We also have noted through the Teaching and Learning EEF that Reading Comprehension strategies have a +5 months</p>	<p>Progress talks            Data tracking            Standardised testing            Lesson observation            KS2 literacy teachers            Whole school literacy programme            Fareham Academy Reading programme            SALT</p>	<p>Deputy Headteacher            T&amp;L lead for teaching and Learning            English HOD            Maths HOD            High Impact learning</p>	<p>July 2021</p>

<p>A, Improved classroom monitoring of attainment, progress and pastoral care to provide key relevant enrichment opportunities to support students academically and socially.</p> <p>B, improved classroom teaching that demonstrates an individualised approach tailored to students needs to raise attainment and this will be monitored by HOD in PP template submission to Headteacher.</p> <p>C, Heads of Core have identified key DS students that need small group or one to one tutoring to raise standards and prepare them for GCSE in English and Maths</p> <p>D, Provision Mapping enables teacher to recognise student barriers to learning and their golden thread for learning on a shared platform</p>	<p>Updated PP list online to ensure all parents are aware of them in the classroom. Personalised Teacher trackers used to record progress/intervention Preparation sheets Progress talk template</p> <p>Personalised CPD to raise standards of teaching and outcomes for students</p> <p>Tutoring for students at KS4 to improve outcomes in English and Maths</p> <p>Provision Mapping: as a whole school approach to sharing information about students to remove barriers to learning and provide provisions to be embedded in developing whole school approach to closing the gap.</p>	<p>From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) finding showed that DS students progress improved as '<i>they made every effort to understand every pupil and individual and tailored their programmes accordingly</i>' (p4).</p> <p>The belief is that as a result of improved data tracking and personalised classroom teaching intervention would happen quickly '<i>intervened quickly to address learning needs</i>'.</p> <p><i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.(EEF closing the attainment gap: key lessons over 6 years)</i></p>	<p>CPD training on tracking Trackers to reflect progress Data captures KS2 data target setting Progress talks Lesson observations Dept meetings HOD meetings SLT analysis Curriculum analysis: relevance Marking and feedback Interventions to feed student tracking Departmental reviews</p>	<p>ALO NBU AFA HGR SLO HODs HOY All teaching staff</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<b>£35,385</b>
<b>iii. Other approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Attendance rates	<p>School Bus</p> <p>Governor Attendance Panels</p> <p>Employment of a Attendance liaison: to create a home school link between school and home to create a relationship with those hard to reach families</p>	<p>From 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015)</p> <p><i>Evidence found that 'schools with higher levels of pupil absence had lower performance among disadvantaged pupils. NFER briefing for school leaders identifies addressing attendance as a key step</i></p> <p>The governors who served on the panels were employers who could emphasise the effect of poor employment on job prospects and college places or parent governors use to dealing with difficult teenagers.</p> <p><i>The school conveys clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.</i></p> <p><i>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.</i></p> <p><i>Have a designated attendance champion in with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.</i></p>	<p>Absence tracker Attendance officer Progress tracking</p> <p>Documented meetings</p> <p>Trial has started in Autumn term 2 after attendance team have identified students whose attendance is a cause for concern,</p>	<p>Attendance officer for school: Head of Student Support Services Deputy Head Governors Attendance liaison lead DBU</p>	<p>July 2021</p> <p>Jan 2021</p>



		from Gov.uk 1 September 2020: Improving school attendance: support for schools and local authorities,			
Broader curricular opportunities will impact on PP children ability to draw on experiential learning opportunities	To provide students with a sense of belonging to the Fareham Academy community: Broader curricular opportunities will impact on PP children ability to draw on experiential learning opportunities	In the EEF arts participation has an impact of +2. In the article 'supporting the attainment of disadvantaged pupils: articulating success and good practice' (Nov 2015) it notes that key barriers to success for disadvantaged students was ' <i>low expectations</i> '.	Survey monkey EBP liaison to raise aspirations Mentoring on Careers: feedback Uniforms - £5,000.00 Resources – Revision Guides - £3,500.00 Chromebooks - £2,500 Springboard SLA – Speech & Language support - £3,300 ACA – ELSA hours 3 pw for academic year approx. £1600.00 (Salary) Maths/Sci/Art Equipment/Stationery - £1,500	Deputy Headteacher Head of Finance Heads of Department	July 2021
<b>Total budgeted cost</b>					<b>£17400</b>

5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To improve literacy levels of students</p>	<p>Extra literacy lessons incorporated into the curriculum On arrival to Fareham Academy: in 2017-18 cohort 38% of our DS are below ARE from KS2 texts in English 21% of our Other are below ARE from KS2 in English</p>	<p>Data for last year in terms of KS2 outcomes for students was skewed as a result of the COVID lockdown as Year .</p>	<p>literacy will remain a focus for the school as we feel that if students have weak literacy they cannot fully access the curriculum. We are now developing by employing a primary school teacher where students will come out their classes to have small group support on their area of weak literacy which has been identified by the English department. It is due to the learning success of the PP students that we have continued with a Primary school teacher of literacy and employed a KS2 maths teacher.</p> <p>We are developing the literacy based support to include SALT as we feel this is an barrier to learning. Videos have been created on key words to support students in the Blooms higher order words: these are being rolled out in January 2021 as part of the PDL programme.</p> <p>We are also adding to intervention of support by the recruitment of tutors for English and Maths</p>	<p>£12,700</p>
<p>To target students to improve student engagement and to maximise opportunities to target students not making expected progress</p> <p>To embed the support of DS as a whole school approach with each member of staff having a responsibility to diminish differences for the DS they teach</p>	<p>Provision Pathway: departmental intervention with focus on DS/ text books/ laptops/ extra revision sessions</p>	<p>The Achievement for All programme completed a number of activities with staff over the academic year 2018-2019 to develop whole school approach and this will be developed in 2019-2020. First element of 2019 was in November with CPD to all staff on structured conversations. This was developed throughout the year but was stopped early due to lockdown.</p> <p>The Girls Network (2018), once again focussed on student engagement and improving self-esteem. The finalisation of the data for impacting outcomes was stopped due to lockdown.</p>	<p>We are not continuing with the Achievement for all Programme. The focus of this is to eradicate barriers to learning: structured conversation training to develop parent engagement is a barrier that we wish to overcome did not really work as a whole school focus. It did however provide us with a opportunity to fine tune our expertise of personalised intervention We feel that students work well at Fareham academy with adults.</p> <p>The Girls Network will be re-established for the year 2021/2022 as it has been temporarily put on hold due to COVID due the problematic nature of face to face meetings.</p> <p>The purchase of Provision Mapping as a whole school programme to create a personalised approach to teaching and learning will aim to undertake the foundations set by Achievement for All..</p>	<p>£99,258</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>To improve behaviour of students to re-engage in education</p>	<p>SPACE centre alternative provision/ external provider support/ Core tutors</p>	<p>The SPACE centre closed for during COVID and became a provision in Student support service for vulnerable and key workers</p>	<p>SPACE Centre: The SPACE Centre re-opened in November 2020 and continues to provide an alternate choice to KS3 students who are at risk of permanent exclusion or managed move. The aim of the SPACE Centre is to provide an opportunity, through extensive intervention, for students to develop their behaviour and complete a reintegration back in to school. Students will typically be at the SPACE Centre for a term, with a slow reintegration back to school which would include monitoring, clear target setting and continued emotional support and strategies provided to staff within school.</p> <p><b>Interventions include:</b></p> <p>ELSA – we have trained Emotional Literacy Support Assistants who will work alongside the students on a one-to-one basis to help develop the emotional regulation to support their reintegration back to school.</p> <p>Mindfulness &amp; Yoga – we have trained staff in the delivery of mindfulness sessions to allow students to develop skills to be calm and aware of their environment in order to take control of their behaviour and mindful of the impact their behaviour is having on others</p> <p>Stepping Stones Sessions – these are the cognitive development sessions led by SPACE Centre staff where students' behaviour is challenged and students are introduced to strategies to develop their behaviour to support reintegration back to school.</p> <p>Life Skills sessions – The sessions, led by SPACE Centre staff, tackle key skills and areas that students need to be aware of in order to access or remain safe. Such areas include drug awareness, finance, health and nutrition and many others.</p> <p>Animal Therapy – students will be visiting a farm once a fortnight to work alongside staff, handle animals and take care of them. This provides students with a level of responsibility and value, in addition to this students' have to be fully aware of their behaviours, body language and tone in order to allow the animal to feel safe and protected</p> <p>Gym session – students will be visiting the gym once a week, this is to allow them to develop both their physical and mental health. This is delivered by qualified personal trainers and students track their progress to see the level of improvement. This also plays a key role in the students' resilience and ability to take on challenges</p> <p>Food Tech – students will visit ASDA once a week to complete shopping, this will allow them to develop key life skills. In addition to this, students have to monitor the nutrition of the food they are purchasing. We then access the food tech room where students cook their food and develop these skills. This session provides the students with a tangible outcome to their hard work and a level of achievement and pride</p> <p>Outdoor activities – students will be accessing Woodmill Activity Centre once every two weeks. This is to complete outdoor activities such as raft building and high ropes. The aim is to challenge the students, put them out of their comfort zones and allow them to develop their ability to cope in different and difficult situations.</p>	<p>£5556</p>
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To improve parental engagement	To send email and create regular contact with parents to remove the barriers to three tier relationship with school, home and child.	I feel this worked well and demonstrated as a result of lock down the importance of those home school relationships. Student support service team forged really positive relations with all vulnerable DS students. DBU shared with families the FSM vouchers and also ALO undertook a laptop survey and distributed laptops to the most vulnerable students who did not have access to any technology	We have developed the need for parental engagement further by trialling the use of an attendance liaison to work with ahrd to reach families  We are rolling out a whole school laptop scheme for parents to purchase laptops; PP laptops will be subsidies under the PP funding	£11940
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise aspirations	University visits, national and international trips, theatre trips, social trips	We will continue with our focus to raise aspirations in our commitment to meet the needs of the high achieving DS students to raise aspirations but this was hampered by Lockdown and COVUD which meant all trips had to be cancelled.	We will continue with our focus to raise aspirations in our commitment to meet the needs of the high achieving DS students to raise aspirations once we are allowed to do so in a safe manner  We are instead investigating the purchase of a student subscription for the National theatre and also providing PP students with an online library resource.	£8150
To improve attendance to be in line with Others of 95%	Mini-bus and taxi trial/ bus passes/ uniform/ sports kit	By developing the the mode of transport and to offer a school bus has worked well and continues to be a success. We eradicated the use of the taxis as data implied that the impact on attendance was minimal in comparison to cost.  We also continue to provide uniform and PE kit to all DS students who need it to ensure that they feel embraced into the Fareham Academy community.	We will continue to use our school bus system to enable more students to go on the school bus, the school bus has increased DS attendance from 91% to 93% in 2019. Attendance data for 2019-2020 is skewed due to lockdown but we believe this is still a successful spend but came in at 90.39%  For 2020 we are trialling a home school link to improve attendance for those PP students whose attendance has become a cause for concern.	£24280

## 6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



