

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Farnborough Spencer Academy
Number of pupils in school	808
Proportion (%) of pupil premium eligible pupils	47.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Graeme Smith
Pupil premium lead	Graham Johnston
Governor / Trustee lead	Luke Parmenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,105
Recovery premium funding allocation this academic year	£47,995 (331 students)
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	£364,100

Part A: Pupil premium strategy plan

Statement of intent

The Farnborough Spencer Academy is located Clifton, an area of Nottingham with high levels of deprivation, with a much higher proportion of PP students than national. All **members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs** within a caring and nurturing environment. We intend that each child will develop a love for learning and acquire the skills and knowledge commensurate with fulfilling their potential as an adult and finding meaningful employment.

The staff of the Academy make this pledge to our students and families:

- *We believe in your right to receive a first-class education.*
- *We show pride in our academy community by valuing everyone for who they are.*
- *We recognise and nurture your talents and abilities, supporting you to achieve in all that you do.*
- *We have consistently high expectations of our whole academy community.*
- *We create an environment where all feel safe, secure and supported.*
- *We want your eyes opened to life's opportunities so that you aim high.*

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Challenges

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

Challenge number	Detail of challenge
1	PP students achieve less well than their peers
2	PP students are more likely to receive FTEs and to have repeat offenses
3	PP attendance is significantly lower than non PP
4	PP students generally have lower aspirations than their peers
5	PP students report lower mental health & well being

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
Disadvantaged students attainment is improved	PP students achieve in line with non PP students
Disadvantaged students behaviour is improved	Behaviour incidents and FTEs are lower and in line with non PP students
Improved attendance	PP attendance in line with national all
More PP students engaged in higher education	More students attending linked academy 6 th forms studying courses that allow them to access Further education opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in English/Maths/Science	EEF Reducing class size shows that quality first teaching and smaller group sizes has a positive impact on the attainment of PP students	1
Regular CPD - all staff	Whole school CPD sessions to focus on TLAC strategies and embed good teaching	1, 4, 5
Contribution towards additional LSA's	Supporting targeted students with developing literacy and reading skills	1, 4, 5
Contribution to SLT team for specific lead in T&L	Research by the Sutton trust and many others all show that the greatest impact on disadvantaged students is the quality of teaching. Having a senior leader responsible for T&L ensures that it is always a main focus of the academy.	1, 4
All staff provided with high quality CPD materials (TLAC and Walkthrus)		1, 4

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

Budgeted cost: £ 84,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention tutors in English, Maths & Science	EEF individualised instruction, homework (secondary) and feedback all have positive impact on the rate of progress.	1, 4
Purchasing of high quality revision materials	EEF Homework (secondary) suggests that homework has to be supported by high quality materials to be effective, both physical and digital materials can be equally useful.	1, 4
Online software to support home learning	EEF Digital technology review shows that well used and managed online learning can lead to a 4 month increase in learning outcomes.	1, 4, 5
Accelerated reader across KS3	EEF Reading comprehension strategies shows a very high impact for a relatively low cost.	1, 4
Purchase equipment for all students	Reduces the impact of students not being prepared for lessons. Also enables students to work at home.	1
Purchase of sports equipment/uniform for targeted students	EEF Sports participation shows a +2 month impact on rate of progress.	1, 2, 5

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trent House seclusion unit staffing	Support to educate behaviour, good behaviour in the class room leads to good learning. Small group bespoke intervention is shown to have a greater impact.	2, 3
Breakfast club	Supports attendance & wellbeing. Prevents students from being hungry and distracted during lessons.	1, 3, 5
Contribution towards School counselling team	Supports wellbeing and mental health, a student that is suffering with poor well being will struggle to learn. Oxford Impact Educational Research states "There is convincing evidence of a relationship between student wellbeing and achievement – as supported by numerous research projects nationally and internationally" .	5
Non-teaching Heads Of Year	DfE inspiring leaders shows that HOY availability can have a large impact on the attendance and attainment of all students, particularly those of a disadvantaged background.	2, 3
Non-teaching DSL	A safeguarding team that is quick to recognise and respond can reduce the likelihood and severity of impact on students, both in terms of their safety and wellbeing. This can also have a measurable impact of the behaviour of students.	2, 5
Contribution to in house careers support	Research from the Joseph Rowntree Foundation shows that having high aspirations has a clear correlation with high attainment	4
Uniform support payments	Reduces stigma and improves well being of students	2, 5
Contribution to attendance officers	Non teaching attendance officers have the time and resources required to support students getting into school. Allows home visits and the ability to drive school minibus to bring students to school	2

Contribution towards trips	Trips and visits are shown to have positive impacts on aspirations and well being. EEF Outdoor Adventure learning meta-analysis shows a +4 month impact on learning.	4, 5
Provision of music tuition for targeted PP students	EEF Arts participation indicates a +2 month impact on learning. PP students are less likely to receive music lessons – by using PP money will support disadvantaged students to access.	1, 2, 4, 5
Contribution towards cashless catering system	Reduces the perceived stigma of being identified as FSM. Encourages more parents to apply for FSM as they know that their child/ren won't be singled out in the dinner line. Eating healthy food is shown to have a beneficial effect on all areas of academy life.	1, 2, 3, 4, 5

Total budgeted cost: £ 316,105

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 pupils in the 2020 to 2021 academic year.

- Trent house provision enabled students to have an alternative route to support their learning. As a result, the proportion of disadvantaged students receiving FTE's showed a large reduction from 63% to 38% in 19/20. This translates to a total of 109 days of FTE's for PP students in 18/19 down to a total of just 8 days in 19/20. This was mostly down to the small group and bespoke packages of support that were provided for students.
- TH staff were also able to support some students with longer term packages to help rehabilitate them back into main stream education. Data shows that 58.6% (17 of 29) students attending TH are disadvantaged. Of those students 70.6% (12) have now returned to main stream education. 2 have left (Y11), 1 is currently a school refuser and 2 have returned to TH this year on another package.
- Attendance also showed improvement pre-Covid. The total PP attendance for 18-19 was 90.27% which rose to 91.36% in 19-20. The gap between PP and non-PP also reduced from 3.67% gap in 18-19 to a 2.24% gap in 19-20.
- Following lockdowns analysis from FFT-aspire attendance reports shows that FSA was consistently above national average attendance both during and following lockdowns, resulting in a +1.25% difference with national attendance for PP.
- During lockdown PP students were all provided with ways to access online learning using a combination of government provided laptops and school purchased laptops.
- Counselling team has been increased allowing more students to be identified, triaged and provided with the most appropriate support. Counselling also continued over lockdowns via telephone calls and google classroom meets. All students were surveyed following the lockdowns and evidence shows that the majority of students felt supported and ready to return to school.
- We were also able to continue to safeguard our students throughout the lockdowns with home visits, telephone calls and on-site provision.
- All students received a 1 to 1 meeting with a careers advisor to support them with next steps – this was vital in ensuring that students still had destinations following the lockdowns. Destination data TBC October 2021.
- Impact from intervention programmes and support for home learning:
- In 2021 Farnborough Spencer Academy saw another increase in overall grades. PP students also displayed a modest increase, though the rate of increase was slower than non-PP students which has led to a widening gap between the 2 cohorts.

- Based on TAGs PP cohort saw an increase in A8 of 0.24 to 3.58 from 19/20 to 20/21.
- English/Maths 4+ figure increased from 32.4% in 19/20 to 49.1% in 20/21
- English/Maths 5+ figure increased from 17.6% in 19/20 to 30.9% in 20/21

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
Brilliant Club (Virtual)	Brilliant Club Charity

Further information (optional)