

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	Futures Institute
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	19 th November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sylvia Thomas Executive Principal
Pupil premium lead	Julia Ingham Vice Principal
Governor / Trustee lead	Martin Post Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13090
Recovery premium funding allocation this academic year	£6000
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	£19090

Part A: Pupil premium strategy plan

Statement of intent

We want to support **all** students to make at least good progress and to achieve high attainment across a broad range of subjects.

We believe that disadvantage (in all of its forms) should not be a barrier to any student leaving school with the best possible qualifications and experiences as currency for their next steps. Our vulnerable students face a number of significant challenges, especially those whose families are supported by social care, those who are looked after and those who care for others themselves.

All students deserve the highest quality teaching – quality first teaching has always been at the heart of what we strive to do at Futures Institute. Research (EEF) has consistently shown that this has the greatest impact on attainment for all students and will help close the gap between disadvantaged and non-disadvantaged students.

Our plans are designed to support improvements for all students, not just those who come from disadvantaged households.

We will use school-led tutoring to complement the work we are doing to support those whose needs have been identified through the assessments we do regularly across the curriculum. We will also use other data (behaviour and attendance) to make sure that those with the greatest needs are identified early and support put in place

Challenges

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

	Detail of challenge
1	<p>Social and emotional issues</p> <p>Our observations and monitoring show that there is an increase in the number of students who are struggling to come into school because of complex SEMH needs ranging from eating disorders to anxiety and depression to other forms of self-harm. Not all of these students are from disadvantaged backgrounds of course but a higher proportion are.</p> <p>An increasing number of students in Futures Institute require additional support with SEMH needs and 7 of them currently find it too difficult to access school on a regular basis as a result.</p>

2	<p>Attendance</p> <p>Data over the last four years shows that disadvantaged students In 2018/19 attended less often than non pp. (pp 88.38% and non pp 93.8%) A focus on closing this gap over the last few years has led to clear improvements. In 2020-21 attendance was 87.45% for pp students compared to 87,2% for non pp. and in 2019-20 94.03% for pp students compared to 94.7% for non pp. Our concern is that since our return this September 2021 our pp students have been hardest hit and the gap is once again widening.</p> <p>This year September 2021 to 19/11/2021 attendance for the non pp has been 93.9% but only 84.4% for pp students. PA for PP is currently 48.15% (6 students) and non PP 25.4%. Their absence will have a long-term impact on their progress and attainment and also the opportunity to engage in the extra-curricular opportunities their peers enjoy by being in school.</p>
3	<p>Behaviour</p> <p>Our monitoring and observations show that one of the noticeable impacts of the pandemic has been on the behaviour for learning of some of our students.</p>
4	<p>Reading</p> <p>Our reading diagnostic tests show 22 (19%) of our students are currently below their chronological reading age.</p>
5	<p>Maths</p> <p>Our assessment and observation show that disadvantaged students' attainment in maths has been in the main lower than that of their non-disadvantaged peers. In 2020-2021, disadvantaged student gap for Maths 9-5: -32.9% and 9-4: -14.5% and in 2019-2020 gap was 9-5 -42.5 but 9-4: +5</p>
6	<p>Access to technology at home</p> <p>Our observation and pupil voice data show that we still have a number of students who do not have access to technology (devices or the internet) at home. This will hopefully be partly remediated by the latest government initiative with regards to providing more devices.</p>

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
<p>Social and emotional issues</p> <p>To improve pupils' wellbeing so that the number of students who are unable to participate fully in school due to complex SEMH needs is reduced.</p>	<p>100% of these cases have been signposted or referred to appropriate external agencies for support.</p> <p>Sustained high levels of wellbeing from 2024/25 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

<p>Attendance</p> <p>Improve and sustain attendance so that the gap between students who are disadvantaged and those who are not reduces year on year</p>	<p>By the end of 2021/22 the attendance gap is reduced by between 5 and 6% to return to the figures seen in 2020/21 and 2019/20</p> <p>By the end of 2024/25 the attendance gap is reduced between disadvantaged students and non-disadvantaged students to <2%</p>
<p>Behaviour</p> <p>Reduce the behaviours caused by students who are unable to access the curriculum due to a variety of factors</p>	<p>These students can access the curriculum effectively by September 2022</p> <p>The percentage of all students who are excluded being below the national average and the figure among disadvantaged student being no more than 5% lower than their peers.</p>
<p>Reading</p> <p>To improve reading comprehension amongst disadvantaged students with year on year improvement shown.</p>	<p>By 2024/25 no student leaves with a non-functional age (defined as below 11 years)</p>
<p>Maths</p> <p>The number of students who reach year 11 and are not fluent in basic numeracy reduces (at present ?? of the 2021/22 year 10 cohort have a CATs score of under 100 for numeracy)</p>	<p>GCSE attainment and Progress in maths by 2022/23 would be:</p> <p>64% Grade 5+</p>
<p>Access to technology at home</p> <p>Students who don't have access currently at home are not able to utilise the packages that we have purchased e.g. Tutor</p>	<p>All students have access to appropriate technology at home so that they have the same chances as their non-disadvantaged peers</p>
<p>Overall</p> <p>Improve attainment of disadvantaged students (over the next 3 years)</p>	<p>The outcomes for disadvantaged students in 2024/25 should be in line with their non-disadvantaged peers: an average attainment 8 score of 6.5.</p>

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised reading assessments	<p>https://www.nfer.ac.uk/media/1610/asr01.pdf</p> <p>Standardised tests can provide reliable insights into the strengths and weaknesses of each student</p>	4
All students take the CATs test to give us baseline data that is missing because they did not sit KS2 SATs	Teachers will be able to identify the most appropriate approach, intervention and grouping based on QFT and triangulated using CATS	
Maths Tutor and Complete maths	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>There has been a focus on mastery on the campus for the last few years. In addition to this the EEF research demonstrates that “There is evidence that digital technology can be used effectively to provide individualised instruction”. This is what Maths Tutor provides</p>	5
Improving literacy. Use funding to appoint a Literacy co-ordinator Thinking Reading	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The EEF research shows “Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding</p>	4

	<p>particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	
Embed the Year 12 AED programme	<p>https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf</p> <p>Evidence suggests that the most vulnerable students, and in general, benefit from supported transition programmes to the next phase of education and interdisciplinary cognition to develop knowledge and skills to underpin their foundations in KS5</p>	1, 3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The EEF research shows that “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	4, 5
Academic Mentoring	<p>EEF – impact of mentoring on students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>There is less evidence that this has a substantial impact on academic outcomes.</p>	4, 5

	However, the EEF research states “Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for groups and individuals who show vulnerabilities to develop greater resilience ELSA support	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning As above	1, 2, 3
Developing our Restorative Practice approach across the whole school Restorative practitioner	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues.	1, 2, 3
Attendance support driver for the rest of the	NFER	2

<p>2021/22 academic year</p>	<p>https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</p> <p>The research above concluded that “For the 2015/16 cohort, 55 per cent of the gap in P8 scores can be explained by the between group differences in absence, exclusion and movement rates during secondary school. This suggests that over half of the gap in outcomes between disadvantaged pupils and their more affluent peers is associated with the underlying group differences in absence, exclusion and pupil transfer rates. Improving these underlying factors for disadvantaged pupils should therefore substantially boost outcomes for the group.”</p> <p>National Centre for Education Statistics https://nces.ed.gov/pubs2009/attendance_data/chapter1a.asp</p>	
<p>Support for students who are struggling to access the mainstream classroom following the pandemic Internal Alternative Provision teacher</p>	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>See above</p>	<p>1, 2, 3</p>
<p>Reducing the impact of low level disruption on learning Parking room co-ordinator for KS4</p>	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 3</p>
<p>Engage hard to reach parents whose children are vulnerable and not accessing school effectively with our Family Support Workers We are also engaging in the LLPA</p>	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>According to the research “parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Our aim is to try to engage the parents of minority groups in the school e.g.</p>	<p>1, 2, 3,4,5,6</p>

	Pakistani Muslims, Eastern European none English speaking communities.	
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Total budgeted cost: £11690

Also have a budget line for sundries to support individual students of £2000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our TAG data for the 2020/21 cohort indicates the following:

	Pupil Premium (8/47)	Non Pupil Premium (39/47)
P8	-0.8	0.3
A8	42.8	51.1
4+ EM	42.9	66.7
5+ EM	23%	51%
A8 English	9.7	10.7
A8 Maths	8.7	10.3
A8 EBacc	8.9	12.91
A8 Open	12.16	14.48
APS	2.98	3.62
Destinations - NEET	0%	0%
Destinations – FE/6 th Form	7 students	36 students
Destinations – Work	0	0
Destinations - Apprenticeship	1 student	3 students

The Covid-19 pandemic has had an impact on the following for all of our students, but disproportionately for our disadvantaged students

1. Attendance – in the last two years the gap between disadvantaged students and their peers has been negligible although during lockdown overall attendance levels were low for all. The pandemic and lockdown have led to a significant widening of this gap since returning to school in September 2021 so promoting good attendance is a major strand of our new 3-year plan going forward.

2. Engagement online – despite teaching all of our lessons virtually during the second

lockdown, the engagement of disadvantaged students was lower than that of their peers. A high-quality curriculum was offered but not taken up by students whose parents were not encouraging them to engage online or come to school with other vulnerable children. We made considerable efforts to re-engage these students by home visiting and providing devices from school budget prior to the DfE rollout but many still made no efforts to engage at all. These students therefore have considerable learning gaps in comparison to their peers.

3. There was an increase in the number of students demonstrating wellbeing and mental health issues impacting both on attendance to school and the ability to remain in lessons. For some this also manifests itself in low level disruption and off task behaviours. Reducing low level behaviour issues is a key strand of our new 3-year plan going forward as being out of the classroom will lead to underachievement for the cohort of children continuing to display these behaviours.

4. Engagement in extracurricular activities – even when we did return to providing enrichment opportunities it was noticeable that disadvantaged students were more reticent to engage than their non-disadvantaged peers.

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.

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
None used	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Chrome book provided for online home learning support for 1 student year 10
What was the impact of that spending on service pupil premium eligible pupils?	Enabled student to complete some work at home but lack of full engagement due to mental health issues.

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded either from pupil premium or recovery premium.

1. The Y11 Nurture group are focusing on next steps including how to apply for college etc so that they do not become NEET.
2. We refer children to the Mental Health Support Team in Oxfordshire
3. We pay for a private counsellor one day per week. There is a waiting list for her.
4. We have support from a Place2B counsellor for one day per week. There is a waiting list for him
5. We employ the equivalent of two Family Support Workers
6. we employ a careers advisor and focus firstly on those students who are at risk of becoming NEET

Planning, implementation and evaluation

Our plans are based on both quantitative and qualitative data gathered before, during and post lockdown.

We have always used research to inform and develop our practice and will continue to do so, adjusting our plans over time as things change naturally as the acute impact of Covid recedes and chronic impacts become more obvious for individual students.