

# Pupil premium strategy statement Year 3 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	109
Proportion (%) of pupil premium eligible pupils	9.3% (currently on role, PP recipients)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-August 2024
Date this statement was published	19 <sup>th</sup> November 2021
Date on which it will be reviewed	July 2024 (July 2022/July 2023)
Statement authorised by	Sylvia Thomas Executive Principal
Pupil premium lead	Julia Ingham Vice Principal
Governor / Trustee lead	Mandy Lancy Regional CEO

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25875
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25875

# 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><b>Social and emotional issues</b></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 a small number of them currently find it too difficult to access school on a regular basis as a result.</p>

2	<p><b>Attendance</b></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>Last year for the period September 2022 to July 2023 attendance for the non pp has been 95.5% but only 85.4% for pp students. PA for PP is currently 45.5% (5 students) and non PP 29.9%. 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><b>Behaviour</b></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><b>Reading</b></p> <p>Our reading diagnostic tests show 22 (19%) of our students are currently below their chronological reading age.</p>
5	<p><b>Maths</b></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 2022-2023, disadvantaged student gap for Maths 9-5: -50% and 9-4: -70% and in 2020-2021 gap was 9-5 -32.9 but 9-4: +5: -14.5%</p>
6	<p><b>Access to technology at home</b></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 has partly been remediated in previous years by the government initiative of providing more devices but this issue remains for a number of our families.</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><b>1) Social and emotional issues</b></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"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<b>2) Attendance</b> Improve and sustain attendance so that the gap between students who are disadvantaged and those who are not reduces year on year	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  By the end of 2024/25 the attendance gap is reduced between disadvantaged students and non-disadvantaged students to <2%
<b>3) Behaviour</b> Reduce the behaviours caused by students who are unable to access the curriculum due to a variety of factors	These students can access the curriculum effectively by September 2023  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.
<b>4) Reading</b> To improve reading comprehension amongst disadvantaged students with year on year improvement shown.	By 2024/25 no student leaves with a non-functional age (defined as below 11 years)
<b>5) Maths</b> The number of students who reach year 11 and are not fluent in basic numeracy reduces	GCSE attainment and Progress in maths will reach or exceed: 64% Grade 5+
<b>6) Access to technology at home</b> Students who don't have access currently at home are not able to utilise the packages that we utilise eg Sparx/Google classroom	All students have access to appropriate technology at home so that they have the same chances as their non-disadvantaged peers
<b>7) Overall</b> Improve attainment of disadvantaged students (over the next 3 years)	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.

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## 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: £5875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised reading assessments	<a href="https://www.nfer.ac.uk/media/1610/asr01.pdf">https://www.nfer.ac.uk/media/1610/asr01.pdf</a>  Standardised tests can provide reliable insights into the strengths and weaknesses of each student	4
Sparx Maths Platform	EEF 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	5
Improving literacy. Use funding to appoint a Literacy co-ordinator Thinking Reading	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  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	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>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></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

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for groups and individuals who show vulnerabilities to develop greater resilience</p> <p>ELSA support</p>	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>As above</p>	1, 2, 3
Developing our Restorative Practice	EEF	1, 2, 3

<p>approach across the whole school</p> <p>Restorative practitioner</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>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:</p> <ul style="list-style-type: none"> <li>-Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>-Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>-More specialised programmes which are targeted at students with specific behavioural issues.</li> </ul>	
<p>Family support workers</p>	<p>NFER</p> <p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></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</p> <p><a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a></p>	<p>2</p>
<p>Support for students who are struggling to access the mainstream</p>	<p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 2, 3</p>

classroom following the pandemic ELSA/Family support workers	See above	
Reducing the impact of low level disruption on learning Parking room co-ordinator for KS4	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">Etps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 3
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	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  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. Our aim is to try to engage the parents of minority groups in the school e.g. Pakistani Muslims, Eastern European none English speaking communities.	1, 2, 3,4,5,6

**Total budgeted cost: £25875**

**Also have a budget line for sundries to support individual students of £3800 with a focus on intervention.**



## 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 2022 to 2023 academic year.

Our data for the 2022/23 cohort indicates the following:

	Pupil Premium	Non Pupil Premium
P8	-3.18 (provisional)	-0.77 (provisional)
A8	14.95	42.76
4+ EM	0%	52.5%
5+ EM	0%	14%
A8 English	2.6	8.6
A8 Maths	3.4	9.3
A8 EBacc	6	14.1
A8 Open	2.95	10.76
APS	1.3	3.75

## 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)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details

## 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 three 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.