

# Pupil premium strategy statement – Futures Institute

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	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 – you must still publish an updated statement each academic year</b> )	September 2024-August 2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Julia Ingham Principal
Pupil premium lead	Jayne Jones Associate Assistant Principal
Governor / Trustee lead	David Herbert Director of Education and school Improvement

## Funding overview (provisional)

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

At Futures Institute, our intention is that all students make good progress irrespective of their background. We believe that disadvantage should not be a barrier to any student leaving school with the best possible qualifications and experiences. Therefore, our ultimate goal for the pupil premium strategy is to raise the attainment of disadvantaged students and reduce the gap between them and their non-disadvantaged peers.

The key to us achieving this is to ensure that our staff have a collective understanding of all our disadvantages students and the barriers and challenges they face as only then can we support them in raising achievement and improving their progress. The needs of these students will be at the forefront of every strategy the school implements.

When devising our pupil premium strategy we have adopted an evidence based approach based on research from the EEF and therefore our focus will be on quality first teaching as this has been shown to have the greatest impact on closing the attainment gap. We will focus on knowing our pupil premium students, observing them in class and the work they produce to allow us to implement effective strategies to support them. The CPD we will deliver our staff with, will enable the barriers our students face to be minimised and provide our staff with the skills and strategies they need to support disadvantaged students. The impact of this CPD will be rigorously evaluated so impact can be assessed and appropriate action taken. We believe supporting our disadvantaged students to progress is everyone's responsibility and therefore the outcomes of our observations and investigations will be routinely shared with staff.

## Challenges

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

	Detail of challenge
1	<b>Attendance.</b> Our attendance data indicate that attendance amongst disadvantaged students is lower than their non-disadvantaged peers as of June 2024 attendance of disadvantage pupils was approximately 8% lower than their non-disadvantaged peers
2	<b>Behaviour</b> Our monitoring of behaviour data indicates that although behaviour is improving there is a greater percentage of our disadvantaged students receiving internal exclusions Observations and work scrutiny also indicate that our disadvantaged students are less engaged in lessons and are more likely to learn passively
3	<b>Attainment</b> Our attainment data indicates that our disadvantaged students perform less well than their peers
4	<b>Lack of aspiration</b> Our observations and conversations with students indicate that there is a greater lack of aspiration amongst our disadvantaged pupils, this can therefore affect their motivation and lack of engagement in school
5	<b>Literacy</b> Our observations indicate that disadvantaged students have lower levels of literacy than those students from a non-disadvantaged background.

	<p>These observations are supported by our reading diagnostic tests that show 19% of students are below their chronological reading age</p> <p>Review of books indicate that students have gaps when it comes to both substantive and disciplinary knowledge</p>
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## 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
To improve the attendance of disadvantaged students, thereby reducing the gap between disadvantaged and non-disadvantaged students	No gap between the attendance of disadvantaged and non-disadvantaged students (SLT Lead: CCO)
Improvement in the behaviour of disadvantaged students	Suspension rates show no gap between disadvantaged students and their peers (SLT Lead: AOK)
Improved attainment amongst disadvantaged students across the curriculum	To significantly reduce the attainment gap between disadvantaged and non-disadvantaged students (SLT Lead JCH)
Improvement in the aspirations of disadvantaged students so they value the impact education can have and are motivated to do well	<p>Increased involvement of disadvantaged students in extra activities and educational trips (SLT Lead: CFO)</p> <p>Increasing the percentage of students achieving aspiration points (SLT Lead: AOK)</p> <p>Student and parent voice indicates that there is increased participation in school activities (SLT Lead: CFO)</p> <p>work scrutiny indicates that output by disadvantaged students is equal to that of their non-disadvantaged peers (SLT Lead: SRO)</p>
Improvement in reading ages, vocabulary and oracy	Data indicates that there is an improvement in the comprehension of students and there is an improvement in all written work

## 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
<p><b>Develop self-regulation and metacognitive skills in all students</b></p> <p>Training to be provided to staff so metacognitive and self-regulatory strategies are explicitly taught as part of lessons</p> <p>Training will be provided to both</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils</p>	<p>3,4</p>
<p><b>Feedback</b></p> <p>Continued focus on the importance of good quality feedback in department meetings and staff training</p>	<p>Feedback studies tend to show high effects on learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes</p>	<p>3</p>
<p><b>Improve literacy in all subject areas</b></p> <p>Training provided by literacy lead on how to build strategies to improve literacy in lessons</p>	<p>Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. (EEF)</p>	<p>5</p>
<p><b>Development of Quality First teaching</b></p> <p>Continued training through the use of WalkThrus, use of Step lab and instructional coaching</p>	<p>The EEF states that high quality teaching is the most powerful way for schools to improve attainment, particularly for socio-economically disadvantaged pupils</p>	<p>1,2,3,4,5</p>
<p><b>Implement the use of Pupil Premium profiles</b></p> <p>Pupil premium profiles will be created for all of our disadvantaged pupils to enable staff to understand the barrier students face and how these can be overcome</p>	<p>Having a thorough knowledge of disadvantaged students' needs is the most effective way to develop a successful pupil premium strategy</p>	<p>1,2,3,4</p>

**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
<p><b>Nurture provision</b></p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3</p>
<p><b>Targeted homework club</b> Support for students who may find it difficult to complete homework</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p>	<p>3,4</p>
<p><b>Peer tutoring</b> One to one and small group support to be provided in mentor time by Sixth Formers</p>	<p>According to the EEF peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. there is some evidence that pupils who are low-attaining and</p>	<p>2,3,4</p>

Student helper to support in homework club	those with special educational needs make the biggest gains.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Increase arts participation</b> Provision workshops, extra-curricular clubs and cultural experiences</p>	The EEF have reported that arts participation has a positive but moderate impact on learning as well as wider benefits such as more positive attitudes to learning and increase well-being	1,3,4,
<p><b>Engage hard to reach parents whose children are vulnerable and not accessing school effectively</b></p> <p>Assign a direct point of contact for parents of disadvantaged students</p> <p>Specifically invite parents to key events such as parents evenings</p> <p>Use meetings venues outside of school for parents who may struggle to get to school</p>	The EEF has reported that 'parental engagement has a positive impact on average of 4 months additional progress	1,3,4

**Total budgeted cost: £25875**

**Also have a budget line for sundries to support individual students of £3800**

