



THE FARNLEY ACADEMY

An exceptional student experience for all

Pupil Premium Strategy Statement

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	The Farnley Academy
Number of pupils in school	1450
Proportion (%) of pupil premium eligible pupils	39.2% (568)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022, September 2022, April 2023, September 2023, April 2024.
Statement authorised by	Chris Stokes
Pupil premium lead	Scott Cosgrove
Governor / Trustee lead	Ralph Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£508,016
Recovery premium funding allocation this academic year	£70,000
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	£578,016

Part A: Pupil premium strategy plan

Statement of intent

The Farnley Academy recognises that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their potential, particularly in EBacc subjects; this includes building cultural capital and engaging all students in the highest standards of literacy and numeracy.

Our aims are simple but highly effective:

1. Maximise progress and attainment
2. Improve attendance
3. Improve Behaviour and Engagement (where required) including robust inclusion support for students who may struggle with barriers from external sources
4. Increase participation in wider school life/ extracurricular activities; particularly those that increase social mobility
5. Prepare students in a highly effective manner for the next steps in their education or employment

At The Farnley Academy we prioritise the attainment and progress of those eligible for the Pupil Premium to ensure that they are stretched and challenged at all times and supported to do their very best in all aspects of academy life.

Disadvantaged students have been most effected nationally by the global pandemic; we strive through high quality first wave teaching, impactful interventions and holistic support around each child to undo lost learning time and rebuild resilience that may have been reduced.

As part of The GORSE Academies trust we take a particularly proactive approach to ensuring that we do all that we can to lead disadvantaged students to a position of advantage. Central to the mission of the Trust is to ensure that we play a significant role in removing the stubborn link between poverty and academic underperformance. Consequently, our students and our professionals are in the vanguard of the national drive which seeks to prove that where teaching is excellent, leadership inspiring and behaviour standards exemplary all children excel regardless of background.

Challenges

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

Challenge number	Detail of challenge
1	Aspirations A lack of history of success at school in previous generations and a lack of aspiration from families for their child is evident. Until 2009 the community had a local school that had underperformed for years and had less than 30% of students achieving grade C in English and Mathematics. Our most disadvantaged students often come from families with no history of university attendance or experience of higher education. They often need tailored support through Key Stage 3 and 4 to ensure that they are confident to be successful in their next stage of education, employment, or training.
2	Impact of COVID-19 Pandemic Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial COVID-19 school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, this has particularly effected students' ability to self-regulate and show resilience. This is fully supported by the work of our inclusion and behaviour support teams; however, a small proportion of disadvantaged Key Stage 3 students demonstrate that they are not yet able to self-regulate their behaviour and consequently, this could potentially have a detrimental effect on their academic progress.
3	Attendance and Punctuality National attendance of disadvantaged students is significantly behind that of their peers. Whilst at TFA we are well ahead of the national picture we have a gap between those eligible for the Pupil Premium and those not. The four-year pattern is 2017-18 92.8%, 2018-19 93.3%, 2019-20 90.1% and 2020-21 91.3%. We have set the attendance target for those eligible for the pupil Premium to be above 94%.
4	Literacy & Numeracy Our students arrived to us in Key Stage 3 some way behind national averages, this is particularly evidence within reading; of our current Year 11 cohort 62.3% of students achieved the expected score of 100, compared to a national average of 72%. This is also evident in mathematics where 70% met the expected standard of 100 compared to 75% nationally. All year groups which have completed KS2 testing are well below average in all areas. Those that are disadvantaged are significantly further behind.

5	Enrichment Experiences Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish, and it is a process that can span years. Many of our students come from low-income households whereby opportunities to gain experiences beyond the local community are limited. This can negatively impact on a child's aspirations and what they believe that they can achieve.
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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
We have set a target for 0% NEET for 2022. This is supported by exceptionally strong CIAG advice and guidance underpinned by face-to-face experiences from Year 8 onwards.	100% of students to have appropriate applications submitted to providers by December 2021. - All students to have had over 12 meetings or experiences with providers and employers in Key Stage 4 by the end of 2022. 100% of students to secure an appropriate Post -16 provider or employer and to sustain this during 2022-24.
A reduction in sanctions for Pupil Premium Students in respect to exclusions and Isolations.	- Reduction in all year groups for students accessing isolation from the previous year. - Reduction in exclusions of students in all year groups from previous year. - Exclusions to be below the national average
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged cohort pupils.	- Sustained high attendance year on year for our disadvantaged cohort of above 94%, this will be complemented by a reduction in Persistent Absentees to below 10%. - Reduce the gap between disadvantaged students and their peers.

Improved attainment and accelerated progress among disadvantaged pupils across the curriculum with a focus on EBacc subjects.	• By the end of the current plan in 2022 over 80% of KS4 students will have started studying EBacc subjects. • Key Stage 4 national measures will show that: • Over 50% will achieve a grade 5 in mathematics and English. • Over 70% will achieve a grade 4 in mathematics and English. • Progress 8 will be above +0.4 • Progress 8 for the EBacc group of subjects will be above +0.3
All disadvantaged students to be involved in an exceptional student experience in all years. Cost should never be a barrier.	• All Pupil Premium students to be proportionally or more involved in the wider life of the academy. This includes: • Student Leadership team • Trips or visitors • Extra-Curricular • Rewards events

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: £ 233,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Teaching body to ensure that teacher to student ratio is reduced, particularly in English, mathematics, and Science	High quality, personalised wave 1 teaching is the most impactful form of support for disadvantaged young people. Having a highly effective teacher in front of each student, who has greater time to spend with each student will accelerate progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2 and 4

Forensic Reading Programme to support students accessing high level text and resources to build cultural capital and vocabulary.	Reading is a key tool to access the entire curriculum, having a coastal shelf of knowledge and wider appreciation of the world and key concepts brings a greater understanding of the wider world. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2 and 4
Departmental allocated funding to target Pupil Premium students with specific activities.	Teams use funding to ensure that all disadvantaged students benefit from a wide range of activities that support the delivery of the curriculum. This may be through visits or resources.	1, 4 and 5
Purchase of CATS assessments. Training will be provided for staff to ensure assessments are interpreted correctly and utilised to accelerate progress	In the absence of KS2 we are using baseline assessments to ensure that students have a clear starting point and appropriate targets for their ability. This is used to set and refine our grouping to maximise progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming	2 and 4

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

Budgeted cost: £ 189,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the length of the school day for Year 11 students via the introduction	The greater curriculum time with our very best teachers, 7 lessons a week for all core subjects will directly impact the progress of our disadvantaged students, as well as raising their aspirations for Post-16 through a feeling of success in their studies.	1, 2 and 4

of Period 7 on Tuesday – Thursday.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
Summer school interventions for Year 10 and Year 6 students to ensure that their transitions is effective and barriers identified early.	Transition for Year 6 is an incredibly important event to ensure that Year 6 students make a strong start to their secondary education but also allowing our staff to build good relationships. https://www.nfer.ac.uk/media/2243/wtn01.pdf The utilisation of Year 10 Summer school, working with small groups to address areas of weakness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3 and 4
In school intervention sessions with skilled teachers in small group ratio.	The use of Study Plus in Year 11 will assist students in “catching up” or addressing areas of misunderstanding and weakness. In addition, funding will be used in Key Stage 3 to ensure that gaps in Literacy and numeracy are addressed early to remove potential barriers to accessing the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 4
Weekend Tutoring post-Christmas to ensure that any remaining gaps from the pandemic are removed ahead of summer examinations	In response to mock examinations tutoring will be available for students to develop greater understanding on topics that are identified as weaknesses. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Homework and Catch-up club will run weekly to ensure that students are not falling behind in their learning.	Absence from school or a lack of HW can be a potential barrier to progress of disadvantaged young people. This initiative removes this barrier and offers all students access to high quality ICT provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 3 and 4

This is supported by appointing an additional senior leader responsible for Key Stage 3 achievement plus other additional TLR roles in Curriculum areas.		
Hard copies of key texts and textbooks are purchased for students at GCSE level. Digital licenses are also secured where possible. Online platforms such as Quizlet, Heggarty Maths, Language-Nut and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home. Where necessary, laptops and data cards are given to students without technology at home. Students have access to the Library and IT Rooms after	We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.	2 and 4

school to ensure that they can complete homework and extend their learning.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 167,601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure attendance is above 94% for disadvantaged young people, through the appointment of attendance officers and rewards attached to 100% and 97% attendance.	Students who attend the academy more make significantly higher progress; our internal analysis for the last 4 years demonstrates attendance has a strong positive correlation with progress made. This includes the on-going remote engagement when a child is absent from the academy due to self-isolation but wishes to complete work.	1, 2 and 3
Ensure standards of behaviour and engagement are high through the implementation of the behaviour tiering system and the associated colleagues. This extends to in school Counselling.	The Behaviour and Inclusion teams are primarily focused on supporting disadvantaged young people in order for them to make good decision that impact positively on their education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 3 and 5
CEIAG support developed across KS3	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer	1, 2 and 5

and KS4 through use of the START programme, and participation in the Teach First Careers Leader programme.	backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	
Supporting achievement fund to support in any event as contingency	The Supporting achievement fund is available to parents where finance is a barrier to any school activities, this ranges from uniform to trips abroad.	1, 2, 3, 4 and 5
Ensure that disadvantaged students have a wealth of experiences to build cultural capital.	A range of TLR positions have been put in place to ensure the prioritisation and support in the personal development of disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2, 4 and 5

Total budgeted cost: £ 590,801

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.

Whilst it is difficult to make comparisons in such an unorthodox academic year we strongly believe that our Pupil Premium cohort of students continued to do very well in respect to all national data.

PP Attendance finished at 90.1% which is the lowest attendance for the cohort in 4 years but significantly higher than national data derived from FFT figures. The lower absence was largely attributed to some students not attending during lockdown when asked to, leading to C codes being used for these students. Whilst absence was higher than we would want Pupil Premium students engaged well in remote learning attending on average 5.3 out of their daily 6 lessons.

Progress 8 for Year 11 based on SISRA data collaborations indicates a score of +0.31 with 48% achieving grade 5 or above in English and mathematics and 66% achieving Grade 4 or above. All measures are well above the SISRA collaboration data (-0.36, 35% and 58% respectively).

Inclusion supported continued to benefit students and the number of disadvantaged students accessing the tiering system. Exclusions dropped by 30% and Isolations dropped 30% from 2018/19. We will continue to push forward in this area as a matter of urgency as we continue to ensure the best possible provision for our disadvantaged cohort.

The resilience of a small number has been significantly affected by the pandemic, these will benefit from enhanced support in the PLC, through Inclusion support and via in school counselling in our new plan.

Students in Year 7 saw significant improvement in both numeracy and literacy as a result of low teacher to student ratios, small group interventions and Teaching Assistant support within the Learning Support Centre. Over 80% made significant improvements from KS2 end points supplied by primary providers. CAT4 Testing allowed us to baseline understanding and make significant progress, especially in Reading.

Attainment data in all year groups saw significant reductions in attainment gaps as a result of priority focus on disadvantaged students through targeted questioning, priority feedback and targeted interventions. This was extended throughout any periods of remote learning.

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Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Inclusion support was specifically made available to one student in the form of a regular meeting to address any concerns or worries.
What was the impact of that spending on service pupil premium eligible pupils?	The individual has been highly successful in the academy, he was part of the Student Leadership Team and has an extremely positive attitude towards his education.