

Pupil premium strategy statement – Fareham Academy

This statement details our school's use of pupil 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	887
Proportion (%) of pupil premium eligible pupils	37.74
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25-2026/27 Year 1
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Chris Prankerd
Pupil premium lead	Carol Roberts
Governor / Trustee lead	Mrs H Churchill Mrs C Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£301,800

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our overarching aim is to grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. We want staff to cultivate a desire for learning and self-improvement and for students to feel safe and supported in order to aspire to achieve far beyond their own expectations.

Our intention is that all students, irrespective of their background or the challenges they face, have the same chance. This strategy aims to improve outcomes and accelerate progress for all disadvantaged students at Fareham Academy and acknowledges the importance of the cognitive and digital disadvantage too.

Quality First teaching is at the heart of our approach, married with an effective and well-planned curriculum which recognises the impact of literacy, application and retrieval practice.

We will achieve this by:

- Prioritising the improvement of literacy for all learners – through implementation of EEF's literacy recommendations for secondary schools
- Ensuring quality First teaching every lesson, every day.
- Implementing highly impactful interventions
- Keeping aspirations high
- Broadening cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Attendance – disadvantaged students have lower levels of attendance than their advantaged peers. Persistent absence is a higher proportion of PP students.
2	Literacy – high numbers of disadvantaged arrive below age-related expectations for literacy, although these gaps reduce through the school they also persist.
3	Disadvantaged outcomes – PP students outcomes are lower than non-PP students. In 2024 the P8 gap was -0.52 and basics 4+ was 29%

4	Wellbeing – mental health concerns in secondary school students continues to rise with those from disadvantaged backgrounds 4.5 times more likely to suffer.
5	Parental engagement – Routine and high-quality engagement with all families remains a priority. Parents evenings last year saw a 75% average attendance with a high proportion of PP family proportion of PP family proportion of PP families not attendings not attendings not attending

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
Improved number of Year 7 students at or above age-related expectations	<ul style="list-style-type: none"> ▫ 90% of Year 7 at or above age-related expectations. ▫ Rigorous reading testing implemented at least twice yearly to evidence progress. ▫ Well-placed intervention supports progress to age-related expectations ▫ 100% of students to read during tutor time at least once a week to improve literacy ▫ 100% improvement in literacy and numeracy of students receiving intervention for English and Maths.
Improve and sustain attendance figures for disadvantaged, including a reduction in persistent absence.	<ul style="list-style-type: none"> ▫ 25% increase in disadvantaged students with 96% attendance or above. ▫ Persistent absence rate for PP will be in line, or lower than national averages. ▫ Attendance monitoring rigorously tracked through the attendance team with clear actions for review, resulting in a reduction of persistent or poor attendance. ▫ % of PP parent attendance to parents and curriculum evening is the same as non-PP.
Improved student wellbeing for all, including disadvantaged	<ul style="list-style-type: none"> ▫ Student surveys shows 95% of students overall wellbeing is good or better. ▫ Use of GEM (Guidance for Emotional well-being and Mental Health) programme to ensure that students receive effective, personalised support. ▫ RAK days (Resilience, Aspiration & Kindness) clearly support MHWB and student surveys find them supportive. ▫ Tutor time and Personal Development Learning (PDL) sessions to support student awareness of MHWB. ▫ Parental engagement opportunities to discuss MHWB are well attended.
Improve and accelerate progress of disadvantaged	<ul style="list-style-type: none"> ▫ Disadvantaged students make progress in line with or above Fareham Academy average. ▫ Disadvantaged P8 gap closes year on year compared to non-PP
Gap between disadvantaged and non-	<ul style="list-style-type: none"> ▫ Gap closes 5% year on year.

disadvantaged in percentage 4+ gaining English & Maths closes	<ul style="list-style-type: none"> ▫ PP students to achieve, or exceed, 4+ basics, 5+ basics and 7+ basics, in line with national average for all students ▫ PP students to achieve, or exceed, P8 averages, in line with national averages for all students. ▫ PP attainment 'closes the gap' year on year.
Improve cultural capital offer for PP students to support engagement and wellbeing	<ul style="list-style-type: none"> ▫ 100% of disadvantaged students engage in trips, extra-curricular clubs and workshops. ▫ 100% of PP students attend a meeting with the careers officer in year 11. ▫ PP students offered free peripatetic music lessons ▫ All KS4 PP students to access a careers fair to encourage high aspiration.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching with CPD focus on: Literacy Oracy Reading Adaptive teaching Driven through regular CPD	<ul style="list-style-type: none"> ▫ Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF improving literacy guidance ▫ Quality first teaching is proven to be a large factor in improving outcomes for disadvantaged DfE briefing paper ▫ Speak for Change enquiry report (2021) indicates there has been a 44% decline in the use of spoken language for those eligible for FSM https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf ▫ Oracy focus EEF T&L Toolkit +6months ▫ Use of voice 21 to improve students Oracy skills https://voice21.org/ 	1, 2, 3, 4
Implementing rigorous reading testing of Y7	<ul style="list-style-type: none"> ▫ The ability to read is a fundamental life skill. By testing reading we can accurately identify gaps in reading knowledge NGRT Reading testing and case studies ▫ Teaching reading explicitly and supporting weaker readers EEF Reading comprehension 	2, 3

Tutor reading programme	<ul style="list-style-type: none"> As reading confidence improves students are motivated to read in class Supporting struggling readers in secondary school Teaching reading explicitly and supporting weaker readers EEF reading comprehension +6months 	2, 3, 4
Recruitment and retention of high quality, proven staff	<ul style="list-style-type: none"> High quality teachers and quality first teaching impacts on every child. EEF guidance Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. DfE briefing paper 	1, 3, 4
After school intervention as extension of school day	<ul style="list-style-type: none"> Small group tuition according to the Education Endowment Foundation is identified to have a +4 month impact. Similarly teaching assistant intervention has been seen to have the same impact on outcomes. Extending school day +3 months 	1, 2, 3

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

Budgeted cost: £ 75,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for Horsforth quadrant students	<ul style="list-style-type: none"> Clearly structured programmes with high expectations, training and support have successful outcomes. EEF Mentoring +2 months 	1, 3, 4, 5
Targeted intervention	<ul style="list-style-type: none"> Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and qualified teachers EEF one to one tuition +5months 	1, 2, 3
Homework strategies to support knowledge retention and recall	<ul style="list-style-type: none"> Homework includes activities such as homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and flipped learning' models, where pupils prepare at home for classroom discussion and application tasks. Homework +5 months Homework based around retrieval practice and knowledge recall and long-term memory 	2, 3, 4
Books and revision guides provided to PP students in Y11	<ul style="list-style-type: none"> Social stigma FSM claimed The Pupil Premium: How schools are spending the funding successfully to maximise achievement? 'One successful aspect they developed was to set aside a 'pot' of money from the Pupil Premium fund and involve staff closely in making decisions about what 	2, 3, 4, 5

	<p>pupils need in order to improve their achievement. They had a system of bids for funding from subject leaders and tutors to support individual resource needs, such as text books that pupils could use at home, revision guides, revision materials, memory sticks, or the resources to run one-to-one tuition for a specific purpose’.</p> <ul style="list-style-type: none"> ▫ To facilitate independent study and engage parental support. EEF suggest +7 months progress for metacognition and self-regulation. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 75,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beyond the curriculum offer of culturally rich, experientially-led activities for students to engage with (incl. DofE)	<ul style="list-style-type: none"> ▫ EEF found that arts participation can have a positive impact on outcomes if linked appropriately Arts provision +3months ▫ EEF suggest that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. Physical activity +1month ▫ Youth Endowment foundation – after school provision ▫ Trips boost student success 	1, 4, 5
Recruitment and retention of specialist trained staff, PSW, attendance officer	<ul style="list-style-type: none"> ▫ Being in school is important to your child’s academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people’s educational, economic and social outcomes. DfE paper ▫ Importance of pastoral roles – A well-structured pastoral care system yields numerous benefits for students, schools, and the wider community: Enhanced Student Wellbeing: Students with strong pastoral support experience improved emotional, social, and mental wellbeing, leading to reduced stress, anxiety, and behavioural issues. teach first article 	1, 4, 5
Financial support for uniform	<ul style="list-style-type: none"> ▫ Social stigma surrounding FSM remains high, we explicitly offer support and do additional 	1, 4, 5

	behind the scenes (all uniform is subsidised) FSM claimed	
Communicating with and supporting parents and carers	▫ Tailor school communications to encourage positive dialogue about learning. EEF Parental engagement +4months	4, 5

Total budgeted cost: £ 301,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As this marks the end of a previous strategy plan each intended outcome has been evaluated.

Improve attainment among our PP students across the curriculum at the end of Key Stage 4.

In the academic year 2023-2024 Year 11 had 36.17% students categorised as Pupil Premium. We have seen a decrease in PP achieving 4+ 5+ 7+ across the last 3 years, however across a couple of these years the gap between PP and non-PP did see a decrease but it was not sustained. Pupil Premium students P8 and A8 scores saw mixed results but over the 3 years A8 for PP has seen the gap close by 4.0. Our P8 score in 2023 for disadvantaged was 0.01 away from national and our P8 gap in 2023 was smaller than national. These results demonstrate that when students attend regularly, they have all the support and provision to succeed.

Improve literacy and numeracy levels so that pupils can access the whole curriculum.

The tutor reading programme has engaged every Year 7 – 10 students with reading collectively for 25 minutes a week. With the exception of 12 outliers, all students passed their spoken language exam. KS3 LUCID testing shows word recognition (KS3 average 85% of students word recognition 84 or above) to be stronger than reading comprehension (KS3 average 83% of students reading comprehension accuracy 84 or above) for PP students. Of the students who engaged in literacy and numeracy intervention PP students averaged 71.3% accumulative total across the eleven interventions compared to 73% for the non-PP counterparts.

Improve Oracy and student use of tier 3 language so that pupils are able to access the whole curriculum.

With a large focus on Y11 and their spoken language exam results show all students (with the exception of 12 outliers) passed this element of their exam. This shows all students are benefitting from our focus, but it is acknowledged that there is more still to be done.

Improve attendance levels

Attendance remains a priority for students at Fareham Academy and we are working to continue to identify and overcoming persistent barriers. PP attendance over the duration of this PP strategy has been fairly consistently between 83%-85% whereas PP persistent absence has seen a slight increase. Our dedicated attendance officers have

been able to improve positive communication with families with regards to attendance and reasons for absence. As a school raising attendance figures is key area of focus for all students, as well as our disadvantaged students, as such it remains on our plan this year.

Provide meaningful support to pupils with Mental Health and WellBeing (MHWB)

Our wellbeing team conducted 332 pastoral check-ins throughout the academic year 23/24 and 394 in 22/23. These include, but aren't limited to, mentoring, ELSA, wellbeing, bereavement support, counselling, outside agency, CAHMS referrals, MOTIV8.

Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience

Every PP student in Year 11 received a careers meeting with our careers practitioner. Furthermore, all PP in Year 10 (barr 2) had a 1-hour careers meeting with our careers practitioner and will also have another in Year 11. Every student in the school had access to the careers fair. Across all of the trips that were offered, 35% of the spaces were taken by PP students. One international trip was run and 29% of students on that trip were PP. All PP students are offered peripatetic music lessons for free and of those students doing peri music lessons 17% are PP.

Whilst we have seen some nominal improvements in some areas of our plan, we are keen to ensure that our new 3-year plan continues to address our main areas of focus with rigour and purpose that will effect change and drive improvement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.