

Friars Academy Pupil premium Strategy Statement 2022-2025



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Friars Academy |
| Number of pupils in school | 148 students 143 (years 7-11) 6 (P16) |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Mr D Gay |
| Pupil premium lead | Miss N Rogers |
| Governor / Trustee lead | Mr M Fargher |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £60,085 |
| Recovery premium funding allocation this academic year | £16,836 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £31,290.28 |
| 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 | £108,211.28 |

Part A: Pupil premium strategy plan

Statement of intent

At Friars Academy we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a contrast in outcomes for students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

To do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to student's outcomes so that they are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to students eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

Our strategies target the individualised needs of our students in receipt of Pupil Premium, with the main aim being that these students do as well as their peers with similar starting points, who not eligible for the Pupil Premium. We aim for them to achieve to the best of their ability, addressing any barriers to learning that may present themselves.

All staff at Friars Academy are committed to ensuring that all our disadvantaged students, receive teaching which is at least good in every lesson and that disadvantaged students who have either 'fallen behind' their peers, or require addition emotional support, receive frequent intervention and daily support.

It is our intention that students in receipt of Pupil Premium have elevated levels of attendance and receive support for this where it is necessary. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We also aim for our students to have as many opportunities as possible to experience co-curricular activities and educational trips. We will also provide disadvantaged students with

support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all, regardless of barriers to this.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. Expenditure is reviewed, planned, and implemented by academic year as shown within this strategy plan

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lack of parental engagement – children dealing with CP / family issues sometimes leading to behavior / engagement or attendance issues – All (11) EHA / TAF / CIN / family concerns related to PP students. |
| 2 | Attendance of Students/ attendance in lessons of some students adversely affects outcomes. |
| 3 | Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Some PP students are on the edge of care due to difficult home circumstances, which has an impact on learning outcomes. Through observations and conversations with pupils and their families, we find that disadvantaged pupils have fewer opportunities to develop the essential knowledge that young people need to prepare them for their future success outside of school |

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| 4 | High proportion of safeguarding and welfare issues contribute to social and emotional issues – Some students in receipt of PP funding show weaknesses in learning behaviours. These students physically and emotionally lack self-belief, determination, resilience, and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. |
| 5 | Our observations and conversations with students and their families indicate that disadvantaged students often require additional support to develop personal skills, e.g., independent travel. |
| 6 | Our assessments, observations and discussions with our families demonstrate that the wellbeing and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies. |

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 |
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| <ul style="list-style-type: none"> That families will have improved engagement with the Academy and outside agencies to work together to achieve the best outcomes for students. | <ul style="list-style-type: none"> Monitoring of engagement of families to identify those they may require further support. Audit and assessment of ways that we engage with families to make sure that we are engaging in a wider variety of easy to access methods. Development of a parental engagement team. Holding events on the premises that allows them to engage in a non-threatening way. |
| <ul style="list-style-type: none"> That disadvantaged students will meet national expectations for attendance and persistent absence. | <ul style="list-style-type: none"> Disadvantaged students will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Deputy Head teacher and contact from family support worker brings about and increase in PP pupils' attendance and a decrease in persistent absence. Working with the Academy's Education Inclusion officer will help to support persistently absent students. |

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| <ul style="list-style-type: none"> • All students are exposed to a breadth of experiences that enable them to contextualise their learning. • Students love learning and have access to an engaging, broad, balanced and varied curriculum • All students have access to appropriate technology at home when required. | <ul style="list-style-type: none"> • The revised Friars Academy curriculum will provide pupils with and exciting, varied opportunities. • Teachers and support staff will plan a wide range of visits events and experiences to inspire and enhance learning and make it memorable, (when appropriate and safe to do so). • Students will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Home learning, reading and access to TT rockstars, my maths and reading wise will be offered to students who need support during lunchtime so that they can use the internet and devices that are available in school. • All students within the Academy to have access to reading materials at home and school. • Students are given regular opportunities to change their home reading and/or school library book. • Home learning is organised in a grid style menu with a variety of subjects and activities to pick from, to support the link between home and school to enrich the students learning experiences more. |
| <ul style="list-style-type: none"> • All students will have opportunities to develop resilience, determination, and self-esteem skills. • They will be able to work with confidence. | <ul style="list-style-type: none"> • Students to be aware of the school values and understand the meaning of our Restorative behaviour approach. • Teachers teach and model these behaviours. • Students to demonstrate these behaviours throughout the school day and use the strategies and principles in their lives outside where possible. • Monitoring tasks, such as learning walks and discussions with students show that they are being encouraged to be independent by all staff. • Students show that they are resilient and able to learn from mistakes. |

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| | <ul style="list-style-type: none"> • Teachers are modelling this behaviour when they are ‘thinking aloud.’ • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Forest school sessions and the protective behaviours curriculum are used effectively to develop these learning behaviours. • Implementation of the ‘Thrive approach’ from licensed practitioners within the school and class teachers |
| <ul style="list-style-type: none"> • Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. | <ul style="list-style-type: none"> • Students will have the opportunity to engage in travel training and interacting appropriately in the local community. • Open dialogue with pupils and their families • observations |
| <ul style="list-style-type: none"> • Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, Work Experience and opportunity. | <ul style="list-style-type: none"> • All disadvantaged students are able to access high quality work experience and careers mentoring. • Access to meals, clothing and support. • By the end of 2024/25, disadvantaged students are progressing to further education at the end of KS5 in the same numbers as their peers. |

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: £33000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD for teaching staff on developing pupils' mental models. | Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered. College) | 3 / 4 / 5 / 6 |
| CPD for all staff on key principles to be adopted throughout the school: PB's / attachment / RA | As above | 3 / 4 / 5 / 6 |
| CPD on Forest schools and the role out throughout the school Holistic assessment being implemented to track effect of rollout of forest schools on pupils wellbeing. | EEF toolkit: Outdoor adventure learning | 3/4 |

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

Budgeted cost: £23000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| One to one tuition where required in English (KS4 prioritised). | EEF Toolkit – One to One tuition / small group tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils | 3 |

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| | <p>or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| One to one tuition where required in English (KS4 prioritised). | EEF Toolkit – One to One tuition | 3 |
| Engaging with the National Tutoring Programme to provide a blend of tuition and guidance provided by the pastoral team) and mentoring for students by house staff, whose education has been most impacted by the pandemic. A significant proportion of these students who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: | 5 / 6 |
| Personalised learning support for identified students | EEF Toolkit –Digital Technology / Internal data / one to one or small group support | 2 / 3 / 4 / 5 / 6 |
| 20 minute sessions on language comprehension from a lead practitioner for disadvantaged students that require further support. Each pupil to receive at least one session per week for one term | EEF toolkit Oral language interventions: Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Centre on Improving Literacy | 3 / 6 |

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

Budgeted cost: £36430

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Enhancing the sensory regulation and sensory circuit equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p> | <p>EEF toolkit – collaborative learning / individualised instruction: We have observed that sensory equipment and resources such as lap pads, tunnels, ear defenders, weighted jackets and additional proprioceptor equipment can be effective at providing support for our students with sensory needs.</p> | <p>2 / 4 / 6</p> |
| <p>Improved sensory regulation and access to learning</p> | <p>EEF toolkit: Behaviour interventions / feedback, self-regulation and social and emotional learning: Pupil's individual behaviour data (behaviour watch and monitoring of Key stage leaders and behaviour lead combined with collaboration with the pastoral team will show progression</p> | <p>2 / 4</p> |
| <p>Families accessing advice and training to allow them to support their SEN young person in the home. - Resilient Families Programme working with parents and carers to develop effective home learning environments and increased self-expression. Families accessing support available to</p> | <p>EEF toolkit Parental engagement: Families feel that they have enough of the correct information to be able to support their young person's development at home. Encouragement of breakfast club The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, take part in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> | <p>1/ 2 / 6</p> |

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| them through the school and outside agencies | Families accessing FSM / breakfast / afterschool clubs etc Support to access to outside agencies | |
| Training identified Year 9–11 pupils to use public transport. This will involve CPD and release time for at least two staff members. | EEF toolkit, Aspirations and social and emotional learning: Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk) | 5 |
| Family support worker | EEF toolkit parental engagement / school uniform; Providing families with advice and support with all aspects of school life to enable our students to be supported at school and at home. | 1 / 2 / 6 |
| Purchasing Thrive programme to support the wellbeing of students | EEF toolkit - Metacognition and self-regulation A whole school approach to mental health. | 3/4 |

Total budgeted cost: £92430

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 2021 to 2022 academic year.

Teaching:

- **Developing pupils' mental models:** staff have access to the national college to access up to date CPD sessions in order for them to help pupils develop their mental models.
- **Key models used by staff CPD: PB's, Attachment, RA, Thrive:** We have trained staff at the academy who are able to deliver high quality training in the above and disseminate to whole staff cohort.
- **Forest Schools:** Forest schools is becoming embedded across the academy to support pupils resilience, wellbeing and mental health. Staff are being continuously trained and guided during sessions with the forest school lead. Although this is still in its early stages, we are seeing positive feedback from pupils. Holistic assessment is being implemented this year.

Targeted Academic Support:

- **1:1 tuition in English KS4 Priority:** Target groups were identified at the start of KS4 and supported in small group sessions with English lead. Outcomes in the accredited courses will show if the interventions have been successful
- **National Tutoring Programme:** School led tutoring has supported staff and pupils to re-engage in aspects of learning that were missed during the pandemic. We decided on a school led approach due to pupils finding it difficult to engage with unfamiliar adults. We have worked with pupils to develop their life skills which enhances their preparation for adulthood through re designing the life skills curriculum. Social interactions which were limited during the pandemic have been reintroduced and pupils who were isolated have been able to re-integrate with their peers effectively through social times, breaks, lunches and extra-curricular activities.
- **Personalised learning support:** Pastoral team leading 1:1 intervention sessions for pupils who have been identified by class teachers as needing support have been effective at re-engaging in lessons. Sensory circuits for selected groups of pupils are able to work on fine and gross motor skills and communication allowing progression throughout different subject in the curriculum. We have widened the range of intervention techniques to include drawing and talking, thrive, group social skills sessions and friendship group sessions.
- **20mins on language comprehension for pupils requiring extra support:** Use of Nessler reading by all pupils for 45 minutes per week at least is improving reading age in specifically identifies groups of pupils.

Wider Strategies:

- **Sensory regulation/ sensory circuit equipment:** New equipment has allowed us to facilitate Sensory circuits for selected groups of pupils are able to work on fine and gross motor skills and communication allowing progression throughout different subject in the curriculum. We have widened the range of intervention techniques to include drawing and talking, thrive, group social skills sessions and friendship group sessions.
- **Improved sensory regulation and access to learning:** Constantly changing the range of items we have for pupils to access and use has allowed more pupils to not only remain in classroom during lesson but to help focus and re-engage in their learning.
- **Support for families/ Resilient families:** Increasing rates of Covid meant we were unable to have external visitors into the school and complete any sessions with parents. We hope to re start this initiative in the coming year.
- **Public transport training for identified pupils in years 9-11:** Increasing rates of Covid meant we were unable to have external visitors into the school and complete any sessions
- **Family support worker:** Due to our current Family Support Worker retiring we have recruited a new member of staff for this role who is and will continue to support families by completing EHA assessments, helping with application forms, being part of the annual review team and supporting in any way families need.
- **Thrive programme:** We now have two staff members who are licenced Thrive practitioners, they are able to complete interventions, profile individual pupils, profile groups of pupils and work with parents to increase pupils' mental health and wellbeing, resilience, social skills and readiness to learn.

Further information

Additional actions:

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables students to have first-hand experience of work in where they can be supported at a level that is suitable for them to achieve success.
- Planning, implementation, and evaluation in planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We used the EEF's families of schools database to look at the performance of students in school like ours.
- We looked at several reports and studies about effective use of Pupil Premium for young people with SEND. We also looked at several studies about the impact of the pandemic on disadvantaged learners.
- The pandemic has also given us deeper insights into family life for those from a range of backgrounds and have been working hard to forge stronger relationships with parents/guardians as a result.
- In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit.
- We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.
- We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to adjust and quality improvement to secure better outcomes for students over time.
- We have invested in the national college programme to compliment our staff CPD, this has a wide range of training available for specific staff or academy staff as a whole.