

Pupil premium strategy statement – Farney Close School

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	68
Proportion (%) of pupil premium eligible pupils	47% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 until 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Ray Lau (Vice Principal)
Pupil premium lead	Ray Lau (Vice Principal)
Governor / Trustee lead	Nicki Bartholomew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,740.00
Recovery premium funding allocation this academic year	£ 3135.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£53,875.00

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils at Farney Close can have a multiple learning difficulties; pupils present with social, emotional and mental health difficulties. With a number of Pupil Premium pupils having a specific diagnosis of a neuro-diverse spectrum condition and experience social communication difficulties. A significant proportion are CLA or post adoption and experience Attachment Disorders. Prior negative experiences of education have left individuals disengaged and at risk of social exclusion.

Our intention is that all pupil's in our care, both day pupils and residential, regardless of their background, are supported to make progress across the curriculum. Alongside this, it is our purpose to develop the cultural capital of our pupils, nurturing both the academic and social aspects of their school lives and to support them being able to access the curriculum and enrichment opportunities presented to them. Additionally, to develop ambition amongst our pupils while relaying a positive sense of community in which our pupils feel part of.

Challenges

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

Challenge number	Detail of challenge
1	Numeracy, reading and comprehension levels at entry to Farney Close school.
2	A large proportion of pupils require bespoke support to be able to access the curriculum because of severe and complex SEND. Additionally, some pupils need support management to regulate their behaviour for learning.
3	Addressing individual needs relating to pupils' specific needs. Additional 1:1 specialist support and therapists to provide planned interventions on an individual basis.
4	Historic social and emotional health issues and issues around environmental home or homelife.
5	Accessing the Curriculum: National studies, such as the evidence from 'Understanding Progress in the 2020/21 Academic Year' show that loss learning of our disadvantaged pupils was significantly higher than for their non-disadvantaged peers.

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 increase those PP pupils in making at least expected or more progress in English and Maths at KS2, KS3 and KS4.	Evidence of progress through formative and summative teacher assessment information including Pupil Passports, three Data assessment collection points and against pupil entry baseline will demonstrate progress over time.
To improve Pupil Premium engagement, concentration & behaviour for learning.	Pupil Passports identify individual pupils perceived blocks to learning and strategies to support. Decrease in number of incidents in behaviour logs and physical interventions. Impact of individual interventions evaluated in termly reviews of plans [graduated approach].
To provide Pupil Premium pupils with life skills and experiences that enhances their understanding of local, national, and global cultures and learning.	Broadening and inspiring disadvantaged pupils' experiences so that they challenge themselves to further grow and develop.

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: £ 6020.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify appropriate technology to support whole school reading and writing (Accelerated Reader	Increased access and independence for all learners, especially disadvantaged	1, 2, 3 & 5

Program) and Phonics scheme program (Sounds-write), CPD training program to be delivered to staff on Accelerated Reader Program & Sounds-write Program.	<p>pupils with reading and writing.</p> <p>Supported pupils with specific needs in English [Dyslexia].</p> <p>Increased pupil confidence and attainment in reading and writing.</p> <p>Provided curriculum coverage for reading and writing from KS2 to KS4. Assistive technology will enable pupils to work at their operational level or above.</p> <ul style="list-style-type: none"> • Accelerated Reader program • Sounds-write program 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,355.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Teacher (SEND) to support our Pupil Premium pupils.</p> <p>SEND staff support: particular focus given to whole school literacy.</p> <p>Assistant to SENCO</p>	<p>Dedicated Specialist Teacher (SEND) to support pupils identified for individual 1:1 academic and social support.</p> <p>Improved self-regulation and support for Pupil Premium pupils.</p> <p>Specialist teaching time for 1:1 intervention for Pupil</p> <p>For some of our disadvantaged pupils, coaching and mentoring helps them to be motivated to</p>	1, 2, 3

	<p>succeed both academically and socially.</p> <p>A large majority of pupils can experience difficulty in self-regulating which impacts on behaviour and access to the curriculum. To minimise the impact of this, support from a qualified OT trainee to help Pupil Premium pupils regulate and access the curriculum.</p> <p>Specialist individual support to attain basic literacy skills</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities: To promote social and emotional well-being through enrichment activities and opportunities.	<p>The focus of enrichment activities is to promote a growth mind-set with our young people. Additionally, pupils will access and engage with activities that they might not normally have access to, giving them the opportunities to try new experiences.</p> <p>Activities such as: Mountain Biking, Forest School, Archery, Swimming, Duke of Edinburgh & Celebration, and commemorative events</p>	3 & 4

Total budgeted cost: £ 53,875.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

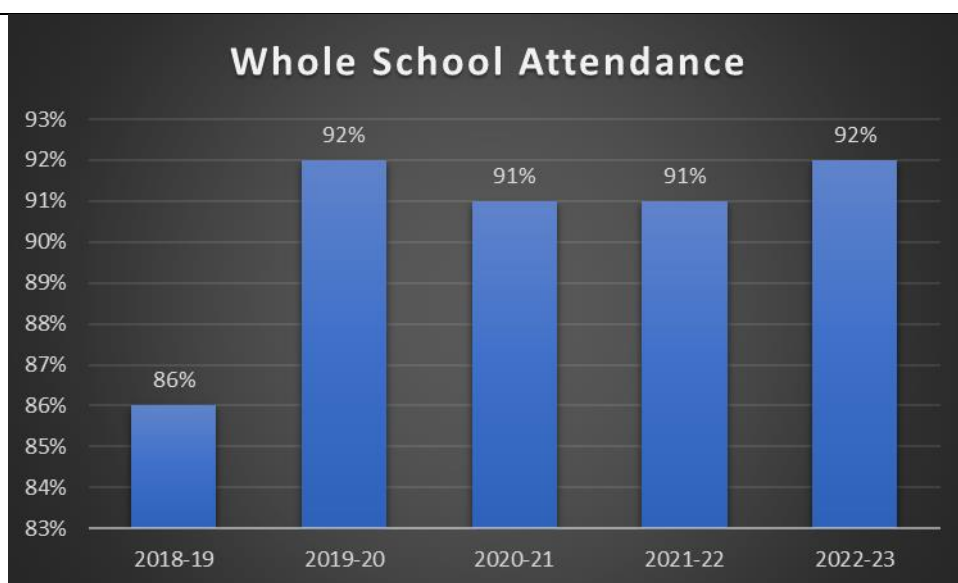
Our pupils come to FCS after experiencing extended periods outside formal education, often without records of prior attainment in national testing. Each pupil has a baseline assessment upon entry to identify word reading, comprehension, spelling and writing speed. Current standardised assessments are used. This baseline is used as an indicator of progress with three whole school assessment points in each academic year.

	Pupils eligible for PP (school)	Whole School
% Achieving progress in English	75% KS3 Pupil Premium pupils made progress in 2022-23 (78% 2021-22) 82% KS4 Pupil Premium pupils made progress in (2022-23) (100% 2021-22)	86% KS3 pupils made progress in 2022-23 (76% 2021-22) 80% KS4 pupils made progress in (2022-23) (79% 2021-22)
% Achieving progress in Maths	50% KS3 Pupil Premium pupils made progress in 2021-22 (67% 2021-22) 91% KS4 Pupil Premium pupils made progress in 2021-22 (100% 2021-22)	70% KS3 pupils made progress in 2022-23 (64% 2021-22) 70% KS4 pupils made progress in 2022-23 (74% 2021-22)

Evaluation of the impact of support in Single Word reading scores and comprehension.

- KS3 (Apr 2022) Single Word Reading 44% improved on their November 2021 scores (57%).
- KS4 (Apr 22) Single Word Reading 50% improved on their November 2021 scores (78%)

Supporting our disadvantaged pupils through the various Farney close school provisions such as weekly targeted pupil support and parental calls home with a focus on attendance and welfare, has had a positive impact on overall school attendance, particularly for disadvantaged pupils.



Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>	
N/A	
The impact of that spending on service pupil premium eligible pupils	
N/A	