

Pupil Premium strategy statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to support raising the attainment of our disadvantaged students within Furrowfield School. It also gives information regarding 2023-2026.

The following 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	Furrowfield School
Number of students in school	91
Proportion (%) of pupil premium eligible students	83%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 with a focus on the next three years including further developing the curriculum
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Richard Marshall
Pupil Premium lead	Heather Scott/Andrea Atkinson
Governor / Trustee lead	Richard Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87k
Recovery premium funding allocation this academic year	£12k
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	£99K

Part A: Pupil Premium strategy plan

Statement of intent

At Furrowfield School the focus is to ensure that students have the best possible life chances by them being imaginative in their thinking, by working collaboratively sharing their ideas and their learning, by them being inquisitive, by asking questions and finding the answers, by being resilient, by never giving even when they face challenges, by being reflective, thinking how they can use what they have learnt. This is to support the students' achievement, their personal development, their social, emotional mental health and wellbeing and to help them to be empowered, thoughtful, kind and successful citizens of the future. Our focus is to ensure that all students are prepared for adulthood (PFA) and achieve highly considering their levels of special educational need and expected level of progress. Ensuring students achieve across all subject areas is of utmost importance. It must be taken into consideration the students' ability levels and the barriers to learning that they experience. These barriers include, social, emotional and mental health difficulties (SEMH) and other very complex levels of special educational needs. These can result in low levels of numeracy and literacy and poor attendance. There is a high proportion of looked after students (11%) within our cohort and the vast majority of students within Furrowfield School are disadvantaged in some/many ways. Students are central to our fundamental decision making with the aim of improving their life chances of all students in our care.

Additionally, the aim is to narrow the attainment gap for our more able students and provide realistic opportunities according to ability level. To support this there is a high level of support and intervention within all lessons to work towards removing barriers to learning in order to progress and for individual students to reach their full potential. A revised curriculum and teaching pedagogy was implemented in September 2022, assessment 2023 and curriculum rereviewed for September 2024. Our curriculum programme based on nurture principles which is additional to high level of support in lessons. The aim is to support social, emotional and mental health needs for all students and provide targeted intervention for a specified few. A high standard of teaching and learning is a priority to ensure our students achieve highly in Year 11 and progress to an apprenticeship, world of work or college placement.

All staff work to minimise the barriers to learning our students face. This involves working with teaching and associate staff to ensure students are challenged appropriately and supported to challenge underachievement. The revised teaching pedagogy and Furrowfield Wheel (September 2022 and assessment procedures 2023) with a consistent curriculum focus and teaching and learning delivery programme also support this. Additionally, each student has a dedicated keyworker who will provide weekly support and guidance to manage their social, emotional and mental health needs. The Senior Leadership Team works closely with all staff to support inappropriate behaviours displayed by students, providing training, mentoring and taking the role of critical friend so there is opportunity to develop. The Senior Leadership Team have specific job roles to support the operational and strategic development of Furrowfield School, the primary focus always being supporting student progress and social, emotional and mental health development. Ensuring high attendance of students and that their SEMH and physical needs are catered for is of a high priority. Interventions are in place to ensure these are identified quickly and intervention procedures implemented.

This will all be monitored throughout the academic year and reviewed for the following academic year.

Challenges

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

Challenge number	Detail of challenge
1	The majority of students are disadvantaged and have a baseline which is below age related expectations (ARE) and in some cases significantly lower. This widens the attainment gap exacerbated due to the Covid-19 pandemic. This is especially apparent for Years 10 (2023 - 2024) and Year 11 (2023 - 2024).
2	Students who were poor attendees prior to Covid-19 have been significantly impacted. Raising the overall attendance figure is always a key priority of Furrowfield School. Covid has added other complications.
3	13% of the student cohort are Child in our Care (CiOC). Despite priority being given to CiOC students in terms of the offer of a place in school, throughout Covid, many placements have broken down. Students within the care system have required a move as carers are no longer able to offer a place due to behaviour concerns. A number of student placements have broken down and involved a change from foster carer to children's home. This has resulted in increased levels of anxiety and negative behaviour displayed by some students.
4	A significant number of disadvantaged students have lower literacy skills which prevents students making good progress.
5	Staffing issues due to staff illness due to medical reasons
6	The Covid pandemic resulted in school closure for the majority of our Pupil Premium students. As per national guidelines school places were offered to our looked-after students and those who were victims of domestic violence, on a child protection or child in need plan. This totalled 38% of our pupil cohort. Student's progress, attendance and behaviour has been negatively affected. The impact of Covid has not been fully realised especially in our SEMH specialist provision and we will continue to monitor this, adhering to national guidelines. Strategically plans are still being implemented to close the gaps in learning in regard to this issue.
7	Low aspirations and poor self-esteem affect students' aspirations and motivation to succeed, negatively impacting outcomes through the new pedagogy and the Furrowfield Way (Sept 2022), Behaviour Way 2023.
8	Lack of engagement of some students due to lack of aspiration and encouragement from parents. Some parents would appear to support non attendance at times to avoid conflict.
9	Poor parental engagement with some families resulting in a lack of support to encourage attendance. Some of the student cohort do not have the space, correct environment or attitude to work at home. This in turn affects attendance and progress.
10	Our student cohort continues to have a lack of Cultural Capital outside of school. Previously this was compensated within the school curriculum via added value activities and experiences. Due to the implications of Covid this has been negatively impacted contributing to widening the gap and affecting academic progress. This is being addressed.

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
Improve the progress of all disadvantaged students through quality teaching and learning.	New vision and values in place – September 2022 New pedagogy in place – the Furrowfield Wheel New consistent approach to planning in place – September 2022 New assessment procedures in place Sept 2023 New revised curriculum in place 2023, 2024 Reading strategy fully in place – July 2023 Use of Reading Age testing to enhance delivery to students and promote a bespoke curriculum. CATs testing in place Expected impact – higher expectations should result in greater progress and narrow the attainment gap. Training to support improvement in quality of teaching, resulting in an increase in progress levels – National College 2023 Provision of specialist equipment to support students for example in sport and science Quality CPD for staff to support effective teaching- National College other specialist provisions
Improve the social and emotional progress of Child in our Care (CIOC) / vulnerable students	Increased access to the nurture programme and 1.1 teaching. Timetabled lessons offered to students identified through an internal referral programme via the SENCO . Training in place for MOS to attend additional training at Nurture UK Nov 2023 and in October 2024 Furrowfield Tutor Time focuses on supporting students with tutor time now embedded in the timetable. Emotional and social needs therefore supported – 2023-2024.
Attendance	Rigorous and forensic attendance tracking procedures in place including BROMCOM MIS installed. Clear attendance awards and improvement in attendance awards in place 2024

A significant number of disadvantaged students have lower literacy skills, which prevents them making good progress.	Strategic focus on Reading since July 2022. Reading high priority in the 2023-2024 timetable. Permanent Staffing Structure July 2024 includes Literacy Leader with a focus on Reading – building on positive feedback from Ofsted Nov 2022. Additional training for staff throughout 2022-202, 2023 - 2024 including 'What's this reading stuff' and phonics training 2023. Engagement in reading training Sept 2023 for TAs. Lexia trail system Sept 2023, system purchased October 2023. Main focus in January 2024 – December 2024 in school and at home.
Promote Cultural Capital	Provide opportunities for students to engage with the curriculum. Providing experiences for students to learning outside the curriculum enhancing subject content, improving social, emotional and academic progress. This includes via Wheels Hebburn, Forest School and Bill Quay Farm.

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: £29K and Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of specialist teachers including English and mathematics</i>	<i>'What happens in the classroom makes the biggest difference' – EEF</i> Improving the quality of teaching fully utilising a variety of pedagogical approaches to promote engagement and provide challenge. This links with the Furrowfield Way – Teaching Pedagogy - September 2022 launch	1, 4, 8, 10
<i>Assessment</i>	<i>'Data is valuable when it supports decision making.....for example, collecting attainment and progress of students eligible for Pupil Premium can help schools identify trends and target additional support' - EEF</i> Improve how teachers use assessment and feedback to identify gaps in learning and work towards narrowing those gaps. Training to support how teachers communicate feedback to students to support overall progress and to ensure gaps in learning are identified and intervention strategically placed. New system in place September 2023	4, 7
<i>Boxall assessments via Nurture provision</i>	<i>Boxall designed Nurture Groups to take a small group of children out of the mainstream classroom.....to model positive attachment relationships and provide opportunities for social learning and the development of emotional literacy.</i> Supporting pupil social, emotional and mental health needs through: - Improving how the Nurture practitioners communicate to the whole school pertinent aspects. Additional training Nov' 2023, ongoing 2024	3, 4, 7

Greater utilisation of EHCP	<i>'Create a positive and supportive environment for all students without exception', 'Build an ongoing, holistic understanding of your students and their needs'; 'Ensure all students have access to high quality teaching'; 'Complement high quality teaching with carefully selected small-group and one-to-one intervention'; 'Work effectively with teaching assistants' – EEF</i> Training for all staff to support all students. SENCO to disseminate relevant information to all staff to best support students in the classroom. Use of the Furrowfield Way and the revised Teaching Pedagogy – September 2022, Assessment changes 2023, implementation 2023 - 2024 SENCOs to engage with all stakeholders to ensure all are aware how best to support student progress.	1, 4, 7, 8, 9
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In **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £26K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Strategy implemented Forensic testing in place Reading interventions via targeted support during timetabled lessons.	<i>'What happens in the classroom makes the biggest difference' 'Quality of teaching has the largest impact on disadvantaged students' – EEF</i>	1, 4, 7
Numeracy intervention New Maths Scheme of Work in place for all Year Groups	<i>What happens in the classroom makes the biggest difference' 'Quality of teaching has the largest impact on disadvantaged students' – EEF</i>	1, 4, 7

One-to-one support to improve student progress Use of TAs in each classroom to provide targeted intervention to support pupil learning needs. Additional training for Teaching Assistants including from the Lead TA as part of the Permanent Staffing structure September 2024	<i>‘What happens in the classroom makes the biggest difference’ ‘Quality of teaching has the largest impact on disadvantaged students’ – EEF</i>	1, 4, 7,
Using IT to support learning Improve the IT learning package so that students can access the same learning opportunities offered within the classroom. Room 20	<i>‘Quality of teaching has the largest impact on disadvantaged students’ – EEF</i>	1, 2, 4, 5, 8
Introduction of Clubs and Societies offer Provision of added value activities to support the social, emotional and mental health development of students. This will include increased access to sporting opportunities including involvement in Wanderers and Panatholon Tournaments. Provision of targeted learning interventions to support academic learning and Furrowfield School’s Visions and Values 2022.	<i>‘Extending school time can increase learning time’ ‘Physical activity has important benefits in terms of health, wellbeing and physical development.....as well as core attainment in literacy and mathematics’ - EEF</i>	1, 2, 3, 4, 7
Provision of breakfast club for students	<i>‘Improve attainment outcomes by increasing the number of children who ate a healthy breakfast’ – EEF</i>	1, 2, 7, 9

Provision of educational outdoor visits to promote Cultural Capital. Students to visit cultural venues to support learning and understanding of the world around them. Use of outdoor experiences to utilise learning outside of the classroom and promote resilience and personal development skills. This can include Forest School access and Bill Quay Farm.	<i>‘Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy’ ‘Arts participation involves creative activities such as dance, drama, or cultural trips which can be subject barriers for students from disadvantaged backgrounds’- EEF</i>	1, 2, 7, 9, 10
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budget - £30K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance 1.Implementation of BROMCON across the school 2.Attendance Panels being established for those children who do not attend – parents invited 3.Additional Litigation processes for non attendance 4.Attendance HERO Award system in place to motivate and encourage attendance	EEF states that ‘students who attend school regularly have been shown to achieve at higher levels that students who do not have regular attendance’.	2, 7, 9
Activities 1.Activity Centres 2.Museum Visits	EEF states that the promotion of cultural learning makes a difference	1, 2, 7, 10

3.Theatre Visits 4.Sporting Tournaments	to students improving student outcomes.	
Be Kind Mentor Bullying Intervention Group	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from less economically affluent backgrounds tend to have weaker non-cognitive skills than their peers. - EEF	1, 3, 7
Provision of Alternative Education through Wheels, Hebburn Sporting Chances Forest School	Work experience placements are a common activity and there is evidence that they can have a positive impact on employability skills, motivation in education, career decision making and knowledge of the world of work - EEF	1, 2, 7, 8, 10

Total budgeted cost: £ 80.4 k

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes 2022-2024

This details the impact that our pupil premium activity had on students in the 2022-2024 academic year.

Overview - In the Summer of 2022, 2023 and 2024 Year 11 students left Furrowfield with a breadth of positive academic outcomes. This included increasing the Progress 8 and Attainment 8 statistics on the previous years. In addition, English, Maths and Science attainment increased on the previous year. Qualifications in Food Skills continued to support students' preparation for adulthood as per EHCP targets. In addition, the numbers of AQA Unit Awards students both were entered for and attained was much higher than previous years. This included qualifications in food, sport, managing money, mechanics, construction, hair dressing, health and safety and careers investigations. The strategic use of Pupil Premium funding including one-to-one tutors, Alternative Provision, breakfast club, additional lunch provision, ICT resources, poverty proofing ensured all students had equal chances. Qualifications undertaken included GCSEs, BTECs, functional skills and AQA Unit Awards.

Whilst it would be unfair to compare Progress 8 figures year on year due to the small numbers of students we are pleased that this figure year on year becomes more positive it is the breadth of the curriculum and the increase diversity of qualifications that students have which is improving year on year due to the curriculum pathways which have been developed which increase positive chances for students and preparing them for life chances are per their individual EHCPs.

In 2023 the examination results obtained were as follows - In summary 50% of our Year students have obtained GCSEs in English, Maths, 2 GCSEs in Science and a BTEC Level 2 in Home Cooking Skills. These students therefore have 5 GCSE /Equivalent qualifications.

In addition, these students also achieved BTEC Sport at Level 1, Functional Skills Level 1 in English and Maths, Certificates of Unit Achievements in Travel and Tourism and Science and the majority have over 12 AQA Unit Awards in Health and Safety, Cookery, Mechanics, Construction, Risk Assessments, Rights and Responsibilities in the Work Place, Orienteering and Hairdressing.

A further student obtained not only English, Maths, 2 Sciences, BTEC Home Cooking Skills at Level 2 but also a Level 2 in Travel and Tourism therefore attaining 6 GCSE/equivalent qualifications. Again, and in addition, this student also attained functional skills in English and Maths, BTEC Food at Level 1 and BTEC Sport at Level1

Other students with different cognitive ability levels and who were on different pathways also did well achieving combinations of qualifications in the following areas -

GCSE English GCSE Maths GCSE Science - Dual Award (2 GCSE Qualifications at Level 2)

BTEC Home Cooking Skills Level 1 and Level 2

Entry Level Certificate Qualification in Science

BTEC Level 1 qualification in Creative Digital Media Production

BTEC Level 1 in Sport

Certificate of Unit Achievement in Being Organized and Investigating Crime Evidence

Certificate of Unit Achievement in the UK Travel and Tourism Sector

Certificate of Unit Achievement in the UK Travel and Tourism Destinations

Functional Skills English at Level 1

Functional Skills Maths at Level 1

AQA Unit Awards in for example Construction, Mechanics, Hairdressing, Health and Safety, Maths and Map Reading, Design, Basic Woodwork and Bicycle Maintenance.

Comparison - Examination results were as follows for the 2024 examination series. The difference in breadth of qualifications is tangible due to the Pupil Premium funding being invested in additional opportunities within both the formal and informal school curriculum.

Year 11 students achieved highly in all their GCSE, BTEC, Functional Skills, Entry Level Certificates, Unit Certificates and AQA Unit Certificates examinations and qualifications in 2024.

Overall students entered have obtained GCSEs in English, Maths, 2 GCSEs in Science and BTEC Qualifications in Sport, Home Cooking Skills and Tourism. In addition students entered have achieved Level 1 Functional Skills Qualifications in English and Maths with some students achieving Level 2 Functional Skills Qualifications in English and Maths. Students entered achieved Step into English Silver Awards at Grade 2. Students entered also obtained Certificates of Unit achievement in the UK Travel and Tourism Sector and International Travel and Tourism Sector.

Key Headline Figures 100% of students entered achieved 4 GCSEs in English, Maths and Science 100% of students entered achieved GCSE qualifications in English 100% of students entered achieved GCSE qualifications in Maths 100% of students entered achieved 2 GCSE qualifications in Science 100% of students entered achieved BTEC Level 1 Introductory Award in Sport (Pass) 100% of students entered achieved BTEC Level 1 Introductory Certificate in Sport (Merit) 100% of students entered achieved BTEC Level 1 Introductory Certificate in Sport Distinction) 100% of students entered achieved BTEC Travel and Tourism Level 1 100% of students entered achieved BTEC Travel and Tourism Level 2 100% of students entered achieved BTEC Home Cooking Skills Level 1 100% of students entered achieved Functional Skills Level 1 in English 100% of students entered achieved Functional Skills Level 1 in Maths 100% of students entered achieved Functional Skills Level 2 in English 100% of students entered achieved Functional Skills Level 1 in Maths 100% of students entered have achieved Entry Level Certificate at Grade 3 in Maths 100% of students entered have achieved Entry Level Certificate at Grade 3 in Science.

100% of students entered have achieved Step up to English Silver at Grade 3 in English

In addition, specific students had the opportunity to study and achieve the following AQA unit awards – Hair Preparation: Curling and Styling Hair Styling: Braided Styles Introduction to Hair Care Introduction to Hair Braiding Preparing and Maintaining Work Areas in a Hairdressing Salon Roller Setting, Shaping and Styling the Hair Basic Roller Setting on Dry Hair Braiding Hair Using the Wrapping Method French Plaiting or Braiding Hair and Beauty Salon Hygiene Hair and Beauty: Plaiting Hair Hair Care: Blow Drying Hair Hairdressing: Applying Shampoo and Conditioning Treatment Hairdressing: Introduction to One Length Cutting Identifying Tools and Equipment in a Hair Salon Hair and Beauty:

Nail Art Health and Safety in a Hairdressing Salon Health and Safety in the Salon Personal Hygiene (Unit 1): Healthy Hair Risk Assessment

Additionally Motor Cycle Wheel Removal and Replacement Motor Vehicle Maintenance Car Maintenance (Unit 1): Routine Checks Car Maintenance: Refitting an Exhaust System Initial Motorcycle Inspection Introduction to Motor Vehicle Servicing Introduction to Replacing Car Components Jacking up a Vehicle Using the Correct Method Weekly Vehicle Check Writing Simple Questions Bicycle Maintenance Bicycle Renovation Basic Mechanical Skills: Use of Tools Identifying and Using Motor Vehicle Tools Introduction to Safety in the Workshop Introduction to Safety Measures Removing and Replacing a Motorcycle Front Wheel Removing and Replacing a Motorcycle Rear Wheel Basic Fire Lighting Basic Science: Solids and Liquids Earth in Space (Unit 3) Electronic Products: Health and Safety Encountering line and space Experiencing changing sounds

In Science - Experiencing the construction of an insect shelter Exploring Trees Health and Safety at Work Healthy eating with support Human body systems (Unit 2) Introduction to metals at work Introduction to acids Introduction to Bouldering Introduction to food chains Introduction to metals at work Introduction to science experiments Investigating healthy and unhealthy foods (Unit 1) Learning about and exploring rocks Light and Shadows Living Things (Unit 1) Living things and simple classification (Unit 1) Magnets and Magnetism Making Garden Furniture from a Pallet Naming parts of the body Science: Earth, Sun and Moon Science: Healthy Lifestyles Science: Human growth and change Science: Investigating Light (unit 1) Science: Investigating Light (unit 2) Science: Shadows and reflections Sensory Science (Unit 1) Uses of water Using science to learn about food and diet.

As you can see students not only benefit from a formal based curriculum within Furrowfield School but students have also benefitted from informal linked courses where additional qualifications including the AQA Unit Awards were obtained. The Pupil Premium has been used to support students formal and informal learning by giving additional opportunities for students at Forest School – nurture education, Wheels at Hebburn – vocational education, Foundation for Good – neurodiversity support and Sporting Chances with a focus for those students with ADHD. In addition, funding for the Be Kind Mentor has improved relationships between some students. The additional curriculum and Be Kind mentor supported by Pupil Premium has also increased attendance by 1.4% on previous years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

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?	Non applicable
What was the impact of that spending on service pupil premium eligible students?	Non applicable