

# Pupil premium strategy statement (Finham Park 2)

The pupil premium grant is received from the Government by schools for two purposes:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The money is provided for pupils in years 7-10 who have received Free School Meals at any point over the last 6 years and for those children who are Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order also receive funding as do pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence are also eligible.

For the year 2018-19 the Disadvantaged student funding has a value of £935 per eligible pupil and £2300 for LAC. Neither the government or any government agencies have dictated how the money should be spent, however the money should be used to promote strategies which raise the attainment of our disadvantaged students.

Finham Park 2 is part of the Finham Park Multi Academy Trust and opened in 2015. In 2018-19 we have years 7-10 and have 120 students in each year group. Progress checks are completed regularly and the progress of pupil premium students is monitored both in terms of academic achievement and attitude to learning. The strategy has been developed through the analysis of data as well as knowledge of the student and their individual needs. Interventions will be planned to be most appropriate have the most impact on each individual and may be adapted as the reviews are completed during the year.

1. Summary information					
<b>School</b>	Finham Park 2				
<b>Academic Year</b>	2018	<b>Total PP budget</b>	£138K	<b>Date of most recent PP Review</b>	June 18
<b>Total number of pupils</b>	480	<b>Number of pupils eligible for PP</b>	136	<b>Date for next internal review of this strategy</b>	Nov 18

2. Current attainment (end of July 2018)						
	English	English	Mathematics	Mathematics	All subjects	All subjects
	DA	Non DA	DA	Non DA	DA	Non DA

Year 7	81%	90%	76%	84%	93.8	98.8
Year 8	83%	90%	78%	85%	90.4	97.3
Year 9	100%	95%	97%	93%	50	65.8

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Lower academic starting point in KS3 than peers which is also linked to SEND and LAC needs
<b>B.</b>	Higher attaining pupils eligible for PP funding are making less progress than other high attaining students.
<b>C.</b>	Reduced access to creative curriculum meaning that they are less able to make good progress in creative/practical subjects
<b>D.</b>	Lower reading scores meaning that students are less able to access the curriculum
<b>E.</b>	Behaviour issues for a small group of Year 8 and 9 students having a detrimental effect on their academic progress

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	Lower attendance rates of PP students which means reduced hours and causes them to fall behind
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### 4. Desired outcomes *(desired outcomes and how they will be measured)*

#### Success criteria

<b>A.</b>	Students with lower academic starting points 'catch up' and make excellent progress.	LA students catch up and at least meet or exceed expected grades. Interventions are targeted and monitored regularly by Hub and Pastoral team to ensure rapid progress is being made.
<b>B.</b>	High ability students are able to reach their full potential and we see increased rates of progress especially at KS4	High attaining students are making at least expected or higher levels of progress. Interventions are put into place and monitored at each progress check by HODs
<b>C.</b>	Increased access of PP eligible students to the wider curriculum	Progress is in line or better than their peers within the practical/ creative subjects as well as trips and OOSHL. Interventions are in place and are monitored closely

<b>D.</b>	Reading scores increase rapidly with high levels of progress identified in English.	Eligible students make more progress than 'other students'. This could be evidenced through regular ARP assessments.
<b>E.</b>	Behaviour interventions are in place and students are able to make progress.	Fewer behaviour incidents recorded for these students and increased levels of rewards achieved.
<b>F.</b>	Increased attendance rates for pupils eligible for PP	Reduce the PA figure among PP eligible students and increase attendance figures to be in-line with 'other' pupils and above the National Average – our target is 97%

## 5. Planned expenditure and Action Plan

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & costs	When will you review implementation?
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<p>Reading scores increase rapidly with high levels of progress identified in English.</p>	<p>Additional classes in English (7-10) to allow for greater support and in class intervention.          Within year 7 classes there has been additional TA support working with individual students          ARP embedded into the curriculum-library lessons –interventions such as read with members of staff – accessing appropriate texts, leader boards to promote test completion, sticker rewards and prizes          Reading promoted across all subjects –CPD for all staff including WAGOLL Wednesday          Reading as part of the mentor programme, daily reading          Library stock developed to allow access to wide range of reading material-purchase of new texts such quick reads          CPD provided for all staff to ensure understanding of reading scores and supporting students with reading across their subjects.</p>	<p>Additional English groups have allowed for students to be set and more targeted intervention approaches used. Smaller class sizes with additional TA support allow for students to get more personalised teaching and therefore make more rapid progress</p> <p>ARP has been used by other partner schools and has been seen to have had a positive impact. The pilot last year also demonstrated that students make rapid progress. Sutton Trust identifies that this approach could add 5+ months and is relatively low cost.</p>	<p>Moderation through regular progress checks and data reviews.          Learning walks and lesson samples by HOD and LT</p> <p>ARP scores are regularly monitored and fed back to HOD of English.          Learning walks of mentor time are monitored by the Pastoral team. Peer observations by staff of colleagues developing reading strategies in lessons.</p>	<p>HOD English with support from SENCO</p> <p>Costs:          additional hours of English teaching by subject specialists</p> <p>HOD and Librarian          Costs:          purchase of new books for ARP scheme          Additional librarian hours</p>	<p>Reviewed termly</p>
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<p>High ability students are able to reach their full potential and we see increased rates of progress especially at KS4</p> <p>Students with lower academic starting points 'catch up' and make excellent progress.</p>	<p>Increased number of groups in yr 8-10 English and Maths allowing for setting. Subject intervention targeted at specific students. This will include peer mentoring and mentor time supported activity sessions. After school intervention groups offered through OOSHL activities to targeted students</p> <p>Provision of revision guides to support homework and catch up.</p> <p>Responsive teaching CPD focusing on stretch and challenge</p> <p>Whole school T&amp;L target <b>PIXL</b>.</p> <p>Additional 1:1 intervention for LAP pupils in English and Maths. Access to additional tutoring through the Virtual School for LAC and PLAC students.</p> <p>SAM learning and increased access to other online resources for revision</p> <p>Increased staffing allowing for groups to be smaller and more dynamic. Teachers can provide more differentiated support.</p>	<p>CPD to develop more responsive teaching –ensuring staff are focusing on core areas of subject knowledge</p> <p>All staff will improve their knowledge of effective Teaching and Learning and therefore improving the quality of T&amp;L.</p>	<p>Learning walks and lesson samples will be monitored. HODs to complete joint observations.</p> <p>Data point (progress check) reviews completed by all subject leaders.</p> <p>CPD evaluated as at least 90% good or better.</p> <p>Share best practice through the PIXL network.</p>	<p>LT and HODS</p> <p>Costs: PIXL membership for access to aps (£50 per subject app). Resources for intervention activities and rewards</p> <p>SAM Learning subscription</p> <p>Additional TA hours</p> <p>Revision materials such as revision guides.</p>	<p>Reviewed termly and at each progress check by MLs</p>
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**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
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<p>Students with lower academic starting points 'catch up' and make excellent progress.</p>	<p>Targeted use of TAs to support learners both within lessons and during homework OOSHL. Creation of learner profiles to support teaching staff. CPD to ensure teaching staff have a wider range of strategies that can be used,</p>	<p>TAs, when used effectively, can support both teachers and students. TAs will work with staff to create an agreement about how they will work with each class. Pupil profiles created and shared so that staff can differentiate more effectively.</p>	<p>Learning walks and book trawls used to monitor progress of students.</p>	<p>SENCO and Assistant SENCO Costs: additional TA hours</p>	<p>Following each progress check</p>
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<p>High ability students are able to reach their full potential and we see increased rates of progress especially at KS4</p>	<p>CEAIG programme developed to support learners develop understanding of the world of work.  Careers advisor employed to provide individual support.  Range of speakers and guests.  Visits to universities and places of work  Access to the Big Bang Show/  World Skills Show  Additional support and guidance for arranging work experience placements</p>	<p>Increased aspirations can lead to students being more motivated in lessons.</p>	<p>Monitored through Gatsby audit progression.  Pupil voice and observations.</p>	<p>DHT and careers advisor  Costs:  additional hours for careers advisor  Warwickshire Work Experience  Service costs  Travel and entrance costs for CEAIG visits</p>	<p>Monitored termly</p>
<p>Behaviour interventions are in place and students are able to make progress.</p>	<p>Introduction of a Restorative Justice Lead.  Increased range of behaviour strategies in place and a reduction in consequences received and an improvement of ATL in lessons.</p>	<p>Targeted interventions linked to a students specific circumstance helps to reduce repeat behaviours.  Restorative approach has been shared by lead practitioner from Finham Park</p>	<p>Behaviour logs monitored and reviews of ATL completed after each progress check.</p>	<p>AHT  Pastoral team  Costs:  Learning Mentor/  Restorative justice hours</p>	<p>Half termly monitoring and feedback to LT</p>
<p><b>iii. Other approaches</b></p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costs	When will you review implementation?
Increased access of PP eligible students to the creative curriculum	Students provided/subsidised with resources required to access the creative/practical subjects (Art, Food, Music)	Allow pupils to access to homework (art packs) as well as improve their ability to participate in the lessons through provision of resources such as ingredients and instruments.	HODs will identify where there is need with Pastoral team and monitor progress at PC points.	HODs Costs: art packs for KS4 students Ingredients for Food Prep and nutrition. Subsidised instrument lessons and instrument hire for KS4 musicians.	Implementation will be reviewed at each Progress Check and fed back to LT.
Increased attendance rates for pupils eligible for PP	Learning mentor to work closely with Pastoral team and EWO to ensure families are engaging with school. First Day intervention in place. Home visits used when appropriate. Counselling provided where needed. Access to other healthcare/social care provision signposted. Provision of uniform and school equipment where specific need arises	Attendance is key to progress. If students are not attending then their ability to progress is limited. The Learning mentor and EWO has built effective relationships with families and this has already shown a positive impact. Students who have access the Counsellor have improved their attendance and been more able to access the full curriculum	Use of CPOMS and PARS to ensure that records show accurate story of attendance	AHT and Pastoral team Costs: Learning mentor hours Counsellor hours Uniform and equipment provision	Attendance report to LT half termly. Governors report termly.

Increased access of PP eligible students to the wider curriculum	Provide financial support for trips and visits.	Students will be able to experience their subjects in context and develop a greater understanding of them. Help develop an understanding of the wider world and develop life skills.	Work with Learning mentor to identify need as well as monitor progress of students on their return	Trip Leaders and DHT Costs: financial support for school visits within curriculum time	Termly monitoring

Previous Academic Year			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Students with lower academic starting points catch up and achieve or exceed their targets.	Additional staffing to provide additional support in Maths and English lessons. Extra staffing was used in order to divide the set 2 classes into 2 smaller groups for more individualised attention and support.	Year 7 students below 100 in Mathematics -29 students <ul style="list-style-type: none"> <li>All students met their targets by PC5</li> <li>27 students met or exceeded their targets</li> </ul> Year 7 below reading score of 100 <ul style="list-style-type: none"> <li>24 students</li> <li>All students met their targets by PC5</li> </ul>	Rather than placing two teachers into one class for some lessons the timetable would be improved if there could be smaller groups for all lessons with a TA supporting a specialist teacher. Plan to have 6 groups rather than 4 at KS3

Increase levels of literacy	Introduction of ARP through pilot programme. Increase staff awareness of reading ages.	Rapid progress of readers and increased access to reading materials. ARP and library funding - 86% of DA students are reading and quizzing above their ATOS level. The ARP was successfully launched with all students and there was a successful uptake with engagement being high. Having reading ages made available on PARS has allowed staff to differentiate more effectively for students. Raised awareness of reading has also been noticed in learning walks and lesson samples.	Launching ARP within English lessons has worked well as time is available for students to complete quizzes. The reading awards have also added an element of competition and this is to be promoted further this coming year.
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Students with lower academic starting points catch up.	Intervention groups and use of TAs.	Those PP eligible SEND students all made progress (with the exception of one student who has moved to a Special School)	TAs work most effectively when they build relationships with staff and the students they are supporting. In 2018 we will increase the number of TAs inline with growing intake. We will ensure that there is a good CPD programme in place to help

Improve attendance of PP students	Learning mentor and EWO involvement to provide support for families	PP student attendance was 92.4% compared to non PP 96.4%. The PP cohort included a number of students with medical conditions that required long periods of treatment through the year. Where this occurred staff successfully supported the transition back into school so they could return as soon	The use of CPOMS is critical to ensuring that communication between staff is effective and that support is coordinated. With increased Pastoral staff this should ensure that as numbers of pupils grow interventions are timely.
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Increase access to creative/ practical curriculum	Provision of resources for music, art and food tech	Students supported with music lessons have gone on to take the subject at KS4.	This approach will continue next year as students are able to be more prepared for learning and also are engaging with their subjects at home.
Increased access to the wider curriculum	Provision of financial support for trips and visits	Student and teacher voice tells us that students gained in confidence and were able to develop wider life skills whilst participating on the trip. Academic progress was identified but was difficult to attribute solely to attending a trip.	Funding allowed students to build their confidence and also widen their horizons. Trip leaders need to evaluate the impact that this funding has.

Improve attendance of DA students	Monitoring and support from EWO and Learning Mentor	Intervention strategies did see an improvement in attendance although this continues to be an area for development.	The Virtual School provided additional support for LAC students and also monitored attendance closely working with the school and care placements
Increase wellbeing of students	Access to school counsellor two days a week and Learning mentor. Provide a broader Pastoral support programme with outside speakers.	Those students who accessed the counsellor saw an improvement in their attendance and confidence in attending lessons when in school.	Counselling sessions needed to be coordinated through the Learning mentor as demand could often exceed provision. Additional support was gained through the School Nursing service and also through the Family Hubs. As Counselling draws to a close it is important to consider the transition
Increase access to academic support in the family home	Provide access to SAM learning, additional revision guides and books.	Departments that supported the provision of revision guides and books felt that students were better prepared for their exams. SAM was used by most departments for HWK tasks	We will need to monitor costs of printed text books and check that they are being used. On-line tools such as through PIXL may be more interactive and more effective

## 6. Additional detail

Costings for 2017/2018

19 hours of additional maths = £15,216

44 hours of additional English= £ 23,510

Learning mentor support and part of Behaviour mentor's time = £30,170

TA salary=£17,758

Counselling support=£2,502

SAM learning/ARP software and resources=£2,500

Other -trips, visits, equipment and resources = £103,700

Income =£103,700



