



Review of Pupil Premium expenditure 2019-2020 – Finham Park 2

TOTAL EXPENDITURE £138k

Due to COVID-19 and the school closure from March 2020 data was not collected for final progress checks or end of year examinations. This has meant it has been difficult to measure the impact of certain strategies in this report as some student data was not available.

Strategy Used	Cost	Chosen action / approach	Estimated impact:	Lessons learned
Additional classes and support in English for years 7-11	£11058.70	<ul style="list-style-type: none"> Additional classes in English (7-11) to allow for greater support and in class intervention. Increased staffing allowing for groups to be smaller and more dynamic. Teachers can provide more differentiated support. 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 	<ul style="list-style-type: none"> Reading evident in mentor walks and library proving very popular in social time. New stock in the library is being accessed by students with new reading rewards in place. WAGOLs and CPD have encouraged staff to focus on vocabulary and literacy support and this is evident in lesson observations. CAGs highlight a gap for those students eligible for PP funding which will be monitored closely in 2020-2021. 	<ul style="list-style-type: none"> AR data used more strategically 19-20 to ensure impact of reading ages/score can be measured for impact. Where possible due to COVID-19 PP students to take part in OOSHL sessions after school. All HPA PP students not making expected progress are part of elevate 18 group in 19/20. This gave additional mentoring and intervention support. Brilliant Club for HPA students All Year 11 English students to have personalised action plan.
Additional classes and support in Mathematics for years 7-11	£15271.54	<ul style="list-style-type: none"> Additional class in Maths (7-11) to allow for greater support and in class intervention. Increased staffing allowing for groups to be smaller and more dynamic. Teachers can provide more differentiated support. After school intervention groups offered through OOSHL activities to targeted students Provision of revision guides to support homework and catch up. Responsive teaching CPD focusing on stretch and challenge 	<ul style="list-style-type: none"> Data for disadvantaged students on 4Matrix shows diminishing gaps for some measures within years 9-10. Further details on 4matrix. In year 7 and 8 the expected progress between PP and non-PP students are -18.65% and -37.04% respectively. CAGs highlight a gap for those students eligible for PP funding which will be monitored closely in 2020-2021. 	<ul style="list-style-type: none"> Where possible due to COVID-19 PP students to take part in OOSHL sessions after school. All HPA PP students not making expected progress are part of elevate 18 group in 19/20. This gave additional mentoring and intervention support. Ensure all Year 11 PP students have a personalised action plan in Maths.



		<ul style="list-style-type: none"> • Access to additional tutoring through the Virtual School for LAC and PLAC students. • Purchase of CGP exam papers for year 11 to support with exam practice leading up to mocks • PiXL Strive for 5 conference for year 11 students on the 4/5 borderline • Grade 6-7 conference at Warwick University 		<ul style="list-style-type: none"> • Brilliant club for HPA students – year 7 and 8 • Wider use of PiXL Maths for all students. • Gaps in year 7 and 8 for expected progress to be monitored carefully by class teachers and subject leader in Maths.
Targeted use of Teaching Assistants	Proportion of £40248.05	<ul style="list-style-type: none"> • 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 to support learners needs within the classroom. 	<ul style="list-style-type: none"> • Learner profiles in place for all SEN PP pupils and accessible on Frog which has led to improved planning for SEN PP pupils identified in lessons. • Targeted time in lessons allowed students to make progress quickly across a range of subjects. • Support for SEN PP students in lessons has led to an increase in progress for some students. • CAG grades indicate that for SEND students there is a gap in progress and attainment – the gap will be closely monitored with national trends but due to COVID national data is currently not available. Looking at previous national gaps the in school gap for SEND students is lower than the national picture for 2019. 	<ul style="list-style-type: none"> • Profiles to be completed and remain updated for all other PP students in every year group. • Continued collaboration between staff and TAs in planning the most effective use. • Continue to review the most effective use of TAs to ensure the maximum impact is made for all students and particularly those eligible for PP funding.
Dedicated Careers advisor to support students CEAIG	£6975.6	<ul style="list-style-type: none"> • The number of visits and trips to skills shows/big bang etc was reduced this year due to COVID-19. • CEAIG programme developed to support learners develop understanding of the world of work. • Careers advisor employed to provide individual support for all students, in 	<ul style="list-style-type: none"> • All HPA students in year 10 and 11 have received careers guidance. • PP students prioritised for careers interviews and given additional support for work experience placements. 	<ul style="list-style-type: none"> • Continue to focus on year 11 PP students to ensure every student has a personalised pathway for post 16 routes. • Introduce Careers programme for year 12.



		<p>particular those students in years 10 and 11.</p> <ul style="list-style-type: none"> Guidance meetings provided to all year 11 students. Careers fair for all year 11 students – over 30 stalls available (universities, companies, training providers and colleges) 	<ul style="list-style-type: none"> All year 11 students attended Careers fair. Personalised support was provided virtually (phone and teams) to all year 11 students following the release of CAGs. This has led to all pupil premium students having access to further education either in college/6th form or apprenticeships. No students eligible for the pupil premium are NEET. 	
<p>Dedicated Restorative Justice Lead in place to support students with behaviour interventions.</p>	<p>Proportion of £38290.81</p>	<ul style="list-style-type: none"> Increased range of behaviour strategies in place and a reduction in consequences received and an improvement of ATL in lessons. There are two sides of Refocus. One is the refocus room where students come and discuss where they have been going wrong while out of circulation from the rest of the school. The students must complete any work/tasks set for them and be in silence unless refocus discussions are taking place. These discussions can be around any individuals' behaviour or general behaviour and strategies around how to change these or avoid the situation going forward. The idea behind this is to help the student understand how they can fix things and not display the same behaviours going forward. The other is the Restorative Justice side, where the RJ Lead conducts impartial conversations with the 'victim' and the 'perpetrator'. The idea behind this is so the 'perpetrator' gets to hear how the 'victim' feels/felt and the victim hears why the other person did what they did in the first place. By allowing both voices to be heard there is a mutual understanding from both parties and this is used to set goals/targets for them to 	<ul style="list-style-type: none"> Average number of C3s for PP students in 19-20 Out of 187 visits to refocus during the 2019-2020 school year, 77 of these were made by pupil premium students. 11 of these were repeated times and 66 of these were one-time visits. On average PP students achieved 78 stickers compared to Non-PP achieving 100. On average PP students were given 11.8 behaviour C3s across the year compared to 6.7 for Non-PP students. 	<ul style="list-style-type: none"> Restorative lead to continue to work with all students in refocus in reducing repeated patterns of behaviour. The use of restorative justice to remain a priority across the school. Increased CPD for new staff where appropriate. Detention System reviewed in 2020 but put on hold in Sept 2020 due to COVID restrictions.



		move forward and the conflict/incident to not happen again.		
Learning Mentor working with students focussing on positive learning behaviours and access to curriculum.	Proportion of £38290.81	<ul style="list-style-type: none"> Significant proportion of students receive a variety of interventions and support including; Compass, CAMHS, Rise, Hypnotherapy, SC, EHA. 	<ul style="list-style-type: none"> A significant number of PP students received a wide range of personalised and targeted interventions enabling them to engage positively in lessons and with other students. Details available within school. During lockdown in 2020 the level of support and interventions provided to any vulnerable students remained in place – this was also the case for PP students requiring interventions or support during lockdown. Details for individual 	<ul style="list-style-type: none"> High Impact and will continue into 2020-2021.
Participation in the Brilliant Club – increasing aspirations	£3840	<ul style="list-style-type: none"> 12 students from year 10 completed the Brilliant club scholarship programme. Students participated in a launch event and then a 6-week tutorial programme at school. 12 students from year 7 started the Brilliant club scholarship programme and will continue with their programme in 2020-2021 due to a delay from COVID. 	<ul style="list-style-type: none"> All students in year 10 received a participation certificate. Of the 12 students that started the course 2 students received a 1st, 3 students received a 2:1 and 2 students received a 2:2. Impact report from Brilliant Club highlights the positive effect on those students who fully engaged with the programme. 	<ul style="list-style-type: none"> Track the destination of students who took part in the programme to identify the impact in year 11. Selection of students is important. Due to COVID only one scholarship programme running in 2020-2021.
Increased access of PP eligible students to the creative curriculum – Music Tuition	£8000	<ul style="list-style-type: none"> Students provided/subsidised with resources required to access Music lessons within school. 	<ul style="list-style-type: none"> 81 PP students out of 166 students accessed the Music Scholarship scheme – this is an increase from 2018-2019. Current Music cohort in RSL level 2 qualifications and BTEC have increased due to the take up in the scholarship scheme. 	<ul style="list-style-type: none"> Music tutors to record progress across the term. Attendance at Music lesson to be monitored closely. Provision to continue for PP students into 20-19-2020.



			<ul style="list-style-type: none"> • PP Progress 8 score 1.03 for Music BTEC level 2 (4 students) • PP Progress 8 score for level 3 grade 6 vocals was 3.75! • There are significant cognitive development benefits for all students learning a musical instrument leading to cross curricular benefits in other subjects. Significant links with Mathematical and spatial reasoning, improved reading and verbal skills. An increase in long term memory and improved working memory. • Feedback from tutors providing the teaching for PP students is very positive. Tutors state that all students make progress and that this in turn has a positive impact on other subjects. (Details contained in PP Music Tuition report) 	
Increased access of PP eligible students to the creative curriculum – Art	Proportion of £3467.99	<ul style="list-style-type: none"> • Students provided/subsidised with resources required to access Art lessons within school. 	<ul style="list-style-type: none"> • Students were provided with the material packs needed for their coursework and their homework activities in Year 10 and 11 and all printing costs and materials for final pieces. • GCSE CAG grades were excellent and showed a significant impact for PP students, the progress 8 figures for Art (0.6) and Photography (1.04) were very positive – source FFT data dashboard 2020. 	<ul style="list-style-type: none"> • Significant impact made for student progress in KS4, provision to be extended to KS3 for 2019-2020. •
Increased access of PP eligible students to the creative	Proportion of £3467.99	<ul style="list-style-type: none"> • Students provided/subsidised with resources required to access technology lessons within the school. 	<ul style="list-style-type: none"> • Students were able to access the Food and Nutrition curriculum and fully engage in lessons leading to good 	<ul style="list-style-type: none"> • Continue to provide contributions for this area. •



<p>curriculum – Technology</p>			<p>progress for PP within this area. The number of PP students choosing Food and Nutrition as a GCSE option has increased due to the contribution to this area.</p> <ul style="list-style-type: none"> • CAGs highlighted very positive P8 score for Food and Nutrition (+0.46) source FFT data dashboard 2020. 	
<p>Increased access for PP students to guidance and advice from school counsellor.</p>	<p>£3957.57</p>	<ul style="list-style-type: none"> • Students to access School Counsellor service where appropriate. 	<ul style="list-style-type: none"> • Using Core YP as a measurement tool PP student who accessed the service displayed a significant decrease in anxiety levels following their sessions. • Counselling sessions continued during the lockdown period remotely for those students who needed to access these. 	<ul style="list-style-type: none"> • Counselling service to continue into 2020-2021 with a possibility of increased hours
<p>Librarian Support and accelerated reader.</p>	<p>Proportion of £4530.70</p>	<ul style="list-style-type: none"> • PP students to all access AR programme with resources provided within school library. • Silent reading to take place for in mentor time for all students every day with the aim of increasing literacy and reading levels across KS3. • Library stock developed to allow access to wide range of reading material- purchase of new texts such as quick reads. • CPD provided for all staff to ensure understanding of reading scores and supporting students with reading across their subjects. 	<ul style="list-style-type: none"> • STAR reading tests show that pupil premium students made more reading progress than non-PP students. The data was only from Sept-Jan due to lockdown. • Reading evident in mentor walks and library proving very popular in social time. New stock in the library is being accessed by students with new reading rewards in place. 	<ul style="list-style-type: none"> • AR subscription to be renewed and continually used for all year groups. • Progress in reading data to be collected on a termly basis to identify key students who need intervention for reading.
<p>Increase attendance rates for pupils eligible for PP</p>	<p>£3500</p>	<ul style="list-style-type: none"> • 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. 	<p>Figures for attendance are provided from Sept 2019 – March 2020 due to Lockdown:</p> <ul style="list-style-type: none"> • The overall attendance figure for all students was 94.4%. For Non-PP students this figure was 95.1% and for PP students 	



		<ul style="list-style-type: none"> • New learning mentor to increase capacity of home visits and support for attendance of PP students. • Provision of uniform and school equipment where specific need arises 	<p>this figure was 91.6%. The key focus is for year 9 moving into 2020-2021</p> <ul style="list-style-type: none"> • Absence is followed up on the first day. Our Learning Mentor and EWO have tracked long term absence and put intervention plans in place. • All interventions for PP students are detailed in separate report. 	
Increase the access of PP eligible students to the wider curriculum	£710	<ul style="list-style-type: none"> • Provide financial support for trips and visits. 	<ul style="list-style-type: none"> • Students received additional funding to enable them to access the wider curriculum through trips. The number of trips and visits that took place in 2020 reduced significantly due to the effects of COVID-19. • The World Skills Show trip was also fully funded for all PP students. 	<ul style="list-style-type: none"> • To continue in 2020-2021 as and when required although this is likely to be reduced due to COVID-19
Uniform	£100	<ul style="list-style-type: none"> • To ensure all PP students have access to the correct school uniform. 	<ul style="list-style-type: none"> • Any significant uniform issues were dealt with rapidly through the use of this contribution to ensure PP were present in all lessons. 	<ul style="list-style-type: none"> • To continue for 2020-2021 as and when required.
Canteen/food	£996	<ul style="list-style-type: none"> • Ensure that all PP students have access to a healthy meal every day including those students not on free school meals. 	<ul style="list-style-type: none"> • Ensuring all students have readily available access to a nutritional, healthy meal has a clear positive impact on learning behaviours within the classroom. 	<ul style="list-style-type: none"> • To continue for 2020-2021 as and when required.
Departmental Resources	£430	<ul style="list-style-type: none"> • To ensure that all PP students have access to the relevant resources across all departments at all times. 	<ul style="list-style-type: none"> • Equipment provided to students enabled them to access particular aspects of courses where required. 	<ul style="list-style-type: none"> • To continue for 2020-2021 as and when required. Focus specifically on Year 11 PP students and revision materials where appropriate.