

Pupil Premium Strategy and plan for expenditure 2020-2021

1. Summary information					
School	Finham Park 2				
Academic Year	2020-2021	Total PP budget	£137	Date of most recent PP Review	October 2020
Total number of pupils	632	Number of pupils eligible for PP	167	Date for next internal review of this strategy	October 2021

2. 2020-21 Cohort information			
Year Group	Cohort size	DA cohort size	Proportion of the year group
7	119	46	38.66%
8	120	31	25.83%
9	120	42	35.00%
10	116	19	16.38%
11	119	29	24.37%
12	35	4	10.26%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Progress of disadvantaged students in Mathematics and English. Students (in particular those who are high prior attainers) eligible for the pupil premium funding have historically made less progress than other students within these key subject areas. This is still a key area for development when analysing data from 19-20 and the GCSE CAG data.
B.	Lower reading scores meaning that students are less able to access the curriculum. PiXL wave data for English indicates this remains a priority – this may be more prevalent due to COVID-19 lockdown.
C.	Higher attaining pupils eligible for PP funding are making less progress than other high attaining students – this could also be emphasised due to COVID-19 lockdown.
D.	Lower academic starting points in KS3 when compared with peers, this is also linked to SEND and LAC needs. Progress and attainment of SEN students to remain a key priority in 2020-2021.
E.	Reduced access to creative curriculum and less cultural capital meaning that disadvantaged students are less able to make good progress in creative/practical subjects.
F.	Behaviour: Where standards of behaviour do not meet expectations, this can have a detrimental impact on student progress.
G.	Aspirational and educational ambition. Students arriving at Finham Park 2 eligible for pupil premium funding may arrive lacking aspirational and educational ambition when compared to other students.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
H.	Lower attendance rates of PP students which means reduced hours and causes them to fall behind. Access to funding for school uniform also provided.

4. Planned expenditure					
Academic year		2020-2021			
Key Area and cost	Action Required	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A – Progress of disadvantaged students in English</p> <p>Cost - £20733</p>	<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. Compulsory OOSHL sessions for year 11 3 days a week focussing on key students – where possible due to COVID-19 Responsive teaching CPD focusing on stretch and challenge Whole school T&L target Personalised action plans for all students in English in year 11. 	<ul style="list-style-type: none"> There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (EEF Toolkit) CPD to develop more responsive teaching – ensuring staff are focusing on core areas of subject knowledge All staff will improve their knowledge of effective Teaching and Learning 	Rigorous QA cycle for all Subject leaders and leadership team.	LT and Subject Leaders	Reviewed termly.



		<ul style="list-style-type: none"> • Share best practice through the PIXL network • OOSHLs will also enable students to be provided with extra support/peer support and homework in order to achieve the required level (EEF Mastery learning). 			
<p>A – Progress of disadvantaged students in Mathematics.</p> <p>Cost - £22517</p>	<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. • Compulsory OOSHL sessions in place for year 11 three days a week based on progress in Yr 10 • Wider use of PIXL Maths for all students. • Responsive teaching CPD focusing on stretch and challenge • Whole school T&L target • Personalised action plans for all PP students in year 11. 	<ul style="list-style-type: none"> • There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (EEF Toolkit) • CPD to develop more responsive teaching – ensuring staff are focusing on core areas of subject knowledge • All staff will improve their knowledge of effective Teaching and Learning • Share best practice through the PIXL network • OOSHLs will also enable students to be provided with extra 	<p>Rigorous QA cycle for all Subject leaders and leadership team.</p>	<p>LT and Subject Leaders</p>	<p>Reviewed termly.</p>



		support/peer support and homework in order to achieve the required level (EEF Mastery learning).			
<p>B – Lower reading scores meaning students are less able to access the curriculum.</p> <p>Cost £4779</p>	<ul style="list-style-type: none"> DA students to all access AR programme with resources provided within school library. Silent reading to take place in 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. 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Subject Leader for English + LT line manager	Reviewed termly.
<p>A, F, G – New Whole School PP Lead – TLR 2c</p>	<ul style="list-style-type: none"> Personalised Pupil profiles created for all students in years 7-11 and uploaded onto FROG for central access PP lead to meet regularly with year 11 students to ensure correct actions are in place within each department. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Regular line management meetings with DHT with overall responsibility for Pupil Premium students. 	<ul style="list-style-type: none"> DFN 	<ul style="list-style-type: none"> Every Half term.



	<ul style="list-style-type: none"> • PP lead to work with key group of year 11 students 'elevate 18' in order to raise their profile with staff during the year and ensure all students are making progress. • PP lead to work with PP students in years 7-10 at key stages across the year (options process, work experience etc). • PP lead to support in lessons with key PP students (as and when COVID-19 restrictions allow). • PP lead to research the most effective national strategies for effective interventions and introduce across the school strategies as and when appropriate. 				
<p>C,G – Higher attaining pupils eligible for PP funding are making less progress than other students.</p> <p>Cost - £1920</p>	<ul style="list-style-type: none"> • All HPA PP year 11 students not making expected progress are part of elevate 18 group in 19/20. • Brilliant Club for HPA students in year 7 – there is also a legacy group from year 7 (current year 8) who are continuing to complete their scholarship programme from 2019-2020. 	<ul style="list-style-type: none"> • For the last three years, The Brilliant Club has worked with the Universities and Colleges Admissions Service (UCAS) to evaluate the impact of The Scholars Programme on progression to highly-selective universities. • Each year, UCAS found that pupils who completed The Scholars Programme were significantly more likely to apply to, receive an offer from 	<ul style="list-style-type: none"> • In collaboration with the brilliant club, monitored by DHT. 	<ul style="list-style-type: none"> • DFN 	<ul style="list-style-type: none"> • Reviewed termly.



		and progress to a highly-selective university than pupils in control groups matched for prior attainment and socio-economic factors. (The Brilliant Club)			
<p>D - Lower academic starting point in KS3 than peers which is also linked to SEND and LAC needs</p> <p>Cost £22511</p>	<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. Targeted small group intervention with specific students. 	<ul style="list-style-type: none"> 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 can be created and shared so that staff can differentiate more effectively. 	<ul style="list-style-type: none"> Quality Assurance cycle 	<ul style="list-style-type: none"> SENCO, DHT and Subject leaders 	<ul style="list-style-type: none"> Following each progress check
<p>E – Reduced access to the creative curriculum for students (ART)</p> <p>Cost - £2000</p> <p>E – Reduced access to the creative curriculum for students (TECHNOLOGY)</p> <p>£1000</p>	<ul style="list-style-type: none"> Students provided/subsidised with resources required to access Art lessons within school. Students provided/subsidised with resources required to access technology lessons within the school. Students provided/subsidised with resources required to access Music lessons within school. 	<ul style="list-style-type: none"> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for 	<ul style="list-style-type: none"> HODs will identify where there is need with Pastoral team and monitor progress at PC points. 	<ul style="list-style-type: none"> Subject Leaders 	<ul style="list-style-type: none"> Implementation will be reviewed at each Progress Check and fed back to LT.



<p>E – Reduced access to the creative curriculum for students (MUSIC)</p> <p>Cost - £9000</p>		<p>disadvantaged pupils. (EEF toolkit)</p> <ul style="list-style-type: none"> Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. (EEF toolkit) Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF toolkit) 			
<p>F – Where standards of behaviour do not meet expectations this can have a detrimental impact on student progress.</p> <p>Cost - £24870</p>	<ul style="list-style-type: none"> Restorative Justice Lead to continue working with students Increased range of behaviour strategies in place and a reduction in consequences received and an improvement of ATL in lessons. Learning Mentor working with students focussing on positive learning behaviours and access to the curriculum. Significant proportion of students receive a variety of interventions and support including; Compass, CAMHS, Rise, Hypnotherapy, SC, EHA. Significant proportion of students receive a variety of interventions 	<ul style="list-style-type: none"> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted 	<ul style="list-style-type: none"> AHT and College Leaders to monitor and feedback to LT. 	<ul style="list-style-type: none"> AHT + College Leaders and wider pastoral team 	<ul style="list-style-type: none"> Half termly monitoring and feedback to LT.



	<p>and support including: Compass, CAMHS, Rise, Hypnotherapy, SC, EHA.</p>	<p>interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time. (EEF toolkit)</p> <ul style="list-style-type: none"> • On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF Toolkit) 			
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<p>F - Increased access for PP students to guidance and advice from school counsellor.</p> <p>£15840</p>	<ul style="list-style-type: none"> Students to access School Counsellor service where appropriate. 	<ul style="list-style-type: none"> Students who have accessed the Counsellor have improved their attendance and been more able to access the full curriculum On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF Toolkit) 	<ul style="list-style-type: none"> Counsellor to keep detailed logs, use of CPOMS where appropriate. 	<ul style="list-style-type: none"> SENCO, College Leaders and pastoral team 	<ul style="list-style-type: none"> Liaison with AHT/SENCO regularly
<p>G – Aspirational and Educational ambition.</p> <p>Cost - £7709</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. There is limited evidence of impact on the EEF toolkit however effective approaches almost always have a 	<ul style="list-style-type: none"> Careers advisor to keep updated logs and reports for all student meetings. Reference to Gatsby benchmarks. 	<ul style="list-style-type: none"> DHT – curriculum and support 	<ul style="list-style-type: none"> Liaison with DHT regularly



		significant academic component.			
<p>H - Increasing attendance rates of Pupil Premium students.</p> <p>Cost – approx. £3500 (uniform and equipment) other costs detailed above for counselling.</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. • Provision of uniform and school equipment where specific need arises 	<ul style="list-style-type: none"> • Ensuring all PP students have access to the curriculum is vital in ensuring they make rapid progress. Removing any barriers for attendance are therefore very important. 	<ul style="list-style-type: none"> • EWO to regularly update AHT and College Leaders on attendance of PP students. Focussing particularly on students who are PA. • Interventions to be recorded and fed back to LT 	<ul style="list-style-type: none"> • EWO/Learning mentor/AHT - Support 	<ul style="list-style-type: none"> • Regular reports to be shared with LT. Figures to be provided on a fortnightly basis for PP and Non-PP students for attendance and Persistent Absence.