

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Finham Park 2
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers.	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Russell Plester
Pupil premium lead	Andy Ditch
Governor / Trustee lead	Michelle Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,898
Recovery premium funding allocation this academic year	£23,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,457
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	£198,355

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at Finham Park 2, irrespective of their background or the challenges they may face, make excellent progress and achieve high attainment across the curriculum. A significant proportion of students study the EBacc and there is also a focus on creative subjects such as Technology, Art, Music and Drama.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal. We want to ensure that any barriers to students' learning are removed and that all students can achieve the best possible outcomes and successfully progress into post-16 studies.

The main focus of our approach is high quality teaching and learning. In the EEF 3-tiered approach this is highlighted as a key ingredient in of success and therefore a proportion of the pupil premium funding is allocated to this area, it will also benefit non-disadvantaged students as well. There is also a relentless focus on individual students eligible for pupil premium funding at a whole school, department and classroom level providing targeted academic support where appropriate. The third tier highlights specific interventions and wider strategies that are used on a personalised basis to remove barriers to learning. Regular pupil premium strategy group meetings with all relevant stakeholders ensure a holistic approach to these interventions.

Also highlighted in this document is the approach for the wider school plans for education recovery.

Our approach will be driven by data and not assumptions. The whole school focus on data driven instruction and responsive teaching will ensure:

- Disadvantaged students are challenged in every lesson and make excellent progress
- Timely interventions are put in place when identified through data review sheets
- All staff take responsibility for the outcomes of disadvantaged students and champion their success.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of disadvantaged students in Mathematics is generally lower than that of their peers. Students (in particular those who are high prior attainers) eligible for the pupil premium funding have historically made less progress than other students. Limited data is available for 2021-2022 but historically data has shown there are gaps in problem solving skills and key numeracy techniques. These gaps are evident when students start school and although are beginning to narrow are still evident in GCSE CAG data. 45% of disadvantaged students achieved within 2 subgrades of their FFT20 target compared to 68% of their peers.
2	The attainment and progress of disadvantaged students in English is generally lower than that of their peers. Disadvantaged students tend to have less awareness of the wider world and the issues that affect us all. They also tend to have lower levels of 'general knowledge' which would, in terms of reading, allow them to make connections and interpret what they are reading in a meaningful way. This is illustrated through lower results in GCSE English Literature for disadvantaged students. 26% of disadvantaged students achieved within 2 subgrades of their FFT20 target compared to 54% of their peers. This is compared to 45% achieving their FFT20 target in English Language compared to 68% of their peers.
3	Current in school progress check data shows that higher prior attaining disadvantaged students are making less progress than other high attaining students.
4	Disadvantaged students in year 7 arrive with lower academic starting points in KS3 when compared with their peers. In 2020 baseline assessment of year 7 students showed that on average disadvantaged students were achieving a sub grade lower than their peers in particular in English, Maths and Science. There is a significant overlap of students who are disadvantaged and also have SEND needs. It is recognised through teacher assessments and in discussions with students that significant support is required to support these students in closing the attainment and progress gap.
5	Attendance data over the previous 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. In 2020-2021 24% of disadvantaged students have been 'persistently absent' compared to 13.7% of their peers during that period. Our assessments, learning walks and internal observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. During the lockdown periods of 2020-2021 disadvantaged student' attendance to live lessons was lower than that of their peers despite

	over 110 electronic devices and over 30 internet modems being provided to students within 2 weeks of lockdown beginning.
6	Assessments of students in creative subjects, student voice and feedback from parents has shown that disadvantaged students have a reduced access to creative curriculum and less cultural capital. Disadvantaged students are less likely to understand the meaning of key words and cultural references within texts and other media. In turn, this means that disadvantaged students are less able to make good progress in creative/practical subjects.
7	Through discussion with families, teacher assessments and mentor wellbeing checks with students, it has been identified that families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This increased significantly throughout the lockdowns during COVID. It is also driven by lost learning time and lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. There has been a significant increase in the number of disadvantaged students receiving small group support or individual counselling sessions.

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress of disadvantaged students across the curriculum with a focus on English and Mathematics.	2021-2022 .The gap in attainment and progress between disadvantaged students at Finham Park 2 and Nationally has significantly decreased. 2022-2023. Attainment 8 and Progress 8 results show that there is no gap between disadvantaged students at Finham Park 2 compared with disadvantaged students nationally. 2023-2024. Disadvantaged students at Finham Park 2 achieve attainment and progress 8 results that are in line with non-disadvantaged students nationally.
Improved reading comprehension across all disadvantaged students in KS3.	Star reading tests show that reading comprehension skills have improved for disadvantaged students and there is a smaller gap between disadvantaged students and their peers. Engagement data shows a significant increase in the amount of books disadvantaged

	students are accessing, either via the school library or online using MYON. Staff will see a marked improvement within lessons and internal data will also reflect this improvement.
The attendance of all students will improve and in particular disadvantaged students' attendance will improve and the improvement will be sustained.	By 2023-2024 the attendance of disadvantaged students will be no more than 2% below that of non-disadvantaged students. The persistent absence of disadvantaged students will be no more than 5% below that of non-disadvantaged students. The attendance of disadvantaged students will be above or in line with that of disadvantaged students nationally.
The mental health and wellbeing of disadvantaged students will improve and be sustained.	This will be evidenced through pupil voice surveys termly over the next two years (2021-2023). Increased and sustained attendance to and engagement in Finham Park 2's OOSHL (out of school hours learning programme).
The number of students studying subjects in the creative curriculum will improve and be sustained, particularly for those students who are disadvantaged.	Student numbers in Music, Technology, Art Photography and Drama continue to increase proportionally depending on the number of disadvantaged students present in each cohort.

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: £65,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff provide excellent feedback to students. Training and development is focused on responsive teaching to support this activity.	Feedback is information given to the learner about the learners' performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3,4
Class sizes in English and Mathematics are reduced.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2
Training and development of teachers is	Instructional coaching is a nationally recognised technique to rapidly improve teaching and learning for all	1,2,3

focused on a clear programme of instructional coaching and data driven instruction.	staff. Together with data driven instruction this will enable all teaching staff in Mathematics and English to identify students quickly and ensure strategies in class and externally are in place to improve progress and attainment.	
Homework is structured, clear and impactful for all students with a focus on those who are disadvantaged.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – this will be considered in the approach at Finham Park 2 through the comprehensive OOSHL programme and numerous homework clubs within this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

A targeted programme of reading for all disadvantaged students to improve reading comprehension and target vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Mentoring of students by PP premium school lead and other key members of staff across the academic year.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,5,7
Students who have SEND and are disadvantaged receive targeted support by teaching assistants.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
Engagement with The Brilliant Club Scholarship programme to raise student aspirations.	The Brilliant Club works with schools and universities across the UK. They mobilise the PhD community to support students who are less advantaged to access the most competitive universities and succeed when they get there. The Brilliant Club is a nationally recognised programme.	3,7
Increase access for disadvantaged students to the creative curriculum (Music, Art, technology)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students have access to small group support and 1-2-1 support with a school counsellor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
Students engage in a positive restorative justice programme within school.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5,7
Students receive targeted and dedicated careers advice.	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The dedicated careers support will ensure students have the knowledge and skills needed to progress towards their aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,2,7
Embedding principles of good practice set out in DfE's Improving School	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers have been appointed to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example, this could include providing uniform, access to trips and travel support as examples.	All

Total budgeted cost: £ 198,355

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments during 2021-2022 suggest that the in-school gap between disadvantaged and non-disadvantaged students is not prevalent in year 7 and 8. When looking at the average performance across all subjects in year 7- 52.76% of disadvantaged students were within 2 subgrades of their target at the end of the year compared to 45.61% of non-disadvantaged students. In year 8 these figures were 62.16% for disadvantaged students and 57.78% for non-disadvantaged students. The gap starts to emerge in year 9 where students begin GCSE subjects. In year 9 40.67% of disadvantaged students were within 2 subgrades of their target compared to 41.65% of non-disadvantage students. This gap then widens when analysing GCSE CAG internal data. The in-school gaps for progress and attainment are particularly prevalent in Maths and English and the 9-5 and 9-4 Basics measure where for 9-5 29.03% of disadvantaged students achieved 9-5 compared to 46.59% of non-disadvantaged students. At 9-4 these were 51.61% and 67.05% respectively. There remains a significant amount of funding towards English and Mathematics to ensure the targets mentioned above are realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. It proved very difficult to implement intervention plans as usual and the partial closure and lockdowns, as evidenced in schools across the country, were most detrimental to our disadvantaged students. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum. All members of staff delivered live online lessons (which were regularly quality assured by middle and senior leaders) throughout the lockdown periods. A comprehensive programme of ICT was provided also provided to students. Teaching and pastoral staff maintained a clear programme of contact and support with all students throughout the lockdown period where possible.

Use of internal assessment data highlighted all students who had been most impacted by the pandemic and NTP tutoring was provided online for these students using the tuition partners, PET-XI, The Brilliant Club and TUTE. The impact of these interventions was strong where students attended. However due to the online nature of the sessions the impact was lower for students completing sessions after school. This will be reviewed when engaging with the NTP programme of tuition in 2021-2022.

Although overall attendance in 2020/21 was lower than in proceeding years at 92.5%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers and persistent absence 11% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Regular contact through mentors and the pastoral team demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding and the COVID catch up funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan with the use of the recovery funding and the pupil premium grant.

Externally provided programmes

Programme	Provider
The Brilliant Club Scholarship programme	The Brilliant Club
NTP - The Brilliant Club tutoring programme	The Brilliant Club
NTP – TUTE tutoring programme	TUTE
NTP – Pet-Xi tutoring programme	Pet-Xi

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback across all subject areas. This is part of Finham Park 2's teaching and learning principals. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- a sustained and focused approach to student voice throughout the year to ensure that all students understand the measures in place to help them 'catch-up'.
- regular strategy group meetings involving all key stakeholders to discuss all disadvantaged students across all year groups individually.
- a clear focus from all teaching staff on disadvantaged students in teaching groups across all subject areas. This will be supported by the 4Matrix database and internal spreadsheets. Teaching staff will be supported by middle leaders in identifying these students and working with them to narrow any gaps.
- ensuring all teaching staff 'know their disadvantaged students really well' which is another of the ten teaching and learning principles at Finham Park 2. This will be achieved through a clear programme of data driven instruction and instructional coaching.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. The OOSHL programme will encourage all students but with a focus on those who are disadvantaged to participate. Activities will focus on building life skills such as confidence, resilience, and socialising.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. In 2020-2021 an external Pupil Premium review highlighted some key areas that now form part of the strategy for disadvantaged students.

Internal data is used to target students but this is also triangulated across other schools in the Finham Park MAT to share best practise. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. The EEF framework and guidance is at the forefront of planning the pupil premium strategy and we will continue to use this though the implementation of all activities.

The plan at Finham Park 2 is robust but will be regularly monitored and reviewed to ensure that the best possible outcomes are achieved for disadvantaged students.

