

Formby High School Pupil Premium Strategy November 2016 – August 2017

1. Summary information			
Academic Year	2016-17	Date of Most Recent PP Review	Aug 2016
Total Number of Students	155	Total PP Budget	£108,460 for 2016-17

2. Attainment and Progress of the 2015-16 Year 11 Pupil Premium Cohort		
	Students Eligible for PP (FHS)	Students Not Eligible for PP (National)
Progress 8	-0.40 (cohort size 32)	0.10
Attainment 8	43.8 (cohort size 32)	53.3

3. Barriers to Future Attainment and Progress (for students eligible for PP)
In-school barriers <i>(issues to be addressed in school)</i>
Lack of engagement and investment in learning amongst students, and low aspirations
Poor performance in the EBACC element of Progress 8, due to limited coverage of the curriculum and poor progress in EBACC subjects
Students often poor attitude to learning and behaviour (during lessons and with homework)
External barriers <i>(issues which also require action outside school)</i>
Attendance and persistent absence rates lag behind the non-PP cohort
Lack of parental engagement with some PP families



Desired Outcomes <i>(and how they will be measured)</i>	
<i>Outcome</i>	<i>Success Criteria</i>
Progress 8 score for disadvantaged students improves to -0.10 in summer 2017	Progress 8 will improve by -0.10
The progress of high ability disadvantaged students will improve so they achieve a positive Progress 8 score in summer 2017	Progress 8 will improve at least 0.01
All current Year 11 PP students will be in education, employment or training by September 2017	There will be no NEETs
Relaunch of the school's PP strategy with effective systems in place to ensure monitoring of the PP cohort at individual level and timely interventions implemented by classroom teachers, subject leaders and CfLLs	Reduced within school variation across a wide range of indicators (including attendance, PA, punctuality, attendance at parents' evening, behaviour, progress, SPR indicators (ATL, HW, etc)

4. Planned Expenditure					
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	When will you review implementation?
Colleagues are aware of the very best practice, developing metacognition skills for PP cohort and academic peer coaching	Use of NPQSL cohort to lead on elements of EEF proven strategies to raise attainment of cohort	The school invests resources into the NPQSL cohort and previous cohorts have delivered effective system improvements In school variation will only be reduced with a whole school approach	NPQSL coaches meet regularly with the cohort to review progress and action plans	NPQSL coaches	Nov 2017 on completion of NPQSL
Focus on developing meta-cognition – focusing on most able PP students	Whole school training and follow through across all curriculum areas	Evidence from EEF highlights meta-cognition as one of the most effective strategies for PP students	Learning Walk feedback, Book Looks and student voice groups	AWA	Nov 2017 on completion of NPQSL



Use of data tracking in all departments to support PP students	Responsibility devolved to Subject Leaders	Supporting PP to achieve the highest outcomes	Peer observations, SEF and SLT mid-year review meetings and line management	PSL	Aug 2017
Teachers clearly knowing their PP students The adoption of simple, low cost teaching strategies to promote engagement (questioning / written feedback)	Responsibility devolved to Subject Leaders and classroom teachers	Supporting all PP students to engage in positive behaviour for learning	Lesson observations and Learning Walks	SCO	Aug 2017
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	When will you review implementation?
PP students have knowledge and understanding of higher education, different career paths and post-16 pathways	Careers programme from Years 7-11, additional PP workshops, provision from Careers North / Mark Blagborough tailored to students' needs, university trips and guest speakers	There is careers provision but there needs to be a more consistent approach focusing on what advice PP students may benefit from receiving	Close monitoring and evaluation of the programme; students to participate in a survey before and after workshops	SCO / BHA	Aug 2017
Year 11 PP students have a career path for September 2017	Close monitoring of Careers North's engagement with PP in Year 11	Ensure PP students have an achievable pathway for September 2017	PSL to monitor through Year 11 RAP	PSL / BHA	May 2017
To ensure we have an understanding of the individual needs of each PP student	1:1 interviews with RSI / AWL Individualised review for each year group led by the CfLL with	Evidence shows a higher level of engagement from PP students when a more personalised approach is taken – although they belong to the same group	Set times for interviews / notes taken; provision implemented accordingly and reviewed annually; needs of each individual being met with evidence	RSI CfLL KBL	Review impact in August 2017 (including seeking the views of students and parents)



	<p>critical path identified for each student</p> <p>Activity supported by surveys and targeted workshops focusing on motivation</p> <p>Findings to be shared with all staff</p>	each individual has very different needs and ability	<p>of progress / improvement</p> <p>Critical path for each PP student reviewed regularly during CfLL line management meetings with KBL</p>		
To increase PP students' well-being, motivation and positivity	<p>Raise self-esteem of PP cohort through:</p> <ul style="list-style-type: none"> • Regular mentoring • Sixth Form academic mentoring • Home Group 	<p>Knowledge of individual students recognises lack of positivity, self-esteem and engagement in school – especially in older years</p> <p>Research shows that many students are feeling anxious and suffering from mental health issues as a result of pressure of school life / work</p>	Identify a key lead within school to lead on delivery of these programmes with regular feedback to KBL	KBL	Aug 2017
	Increase lunchtime sport options to increase sense of belonging and engagement for boys	Ensuring boys at KS3 are invested in school is a key priority for future progress and achievement			
	Counselling through Brighter Horizons	At times emotional well-being may require additional specialist support	Long standing relationship with Brighter Horizons; monitoring of impact through CPOMS	STA	Aug 2017
	Pupil Premium educational visits	To develop a sense of well-being amongst cohort and broaden their horizons / outlook	CfLL to oversee and discuss with KBL at line management meetings	CfLL KBL	Aug 2017



Successes of the PP cohort recognised and celebrated	Headteacher to lead on celebrating the success of the cohort (for example, through letters to parents)	Increase investment in education and positivity through recognising and celebrating achievements	Agenda item at line management meetings with KBL / Headteacher	Headteacher	Aug 2017
Budgeted cost		NPQSL – £4000 Interviews and mentoring (RSI/AWL) – £9000 Counselling – £1500 CEIAG (Careers North / Mark Blagborough) – £3000 Educational visits – £1500			Total – £19,000
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recognise best practice in similar schools	KBL to visit alternative successful providers	Visit to Ripley St Thomas – PP National Award winner in Lancaster – to see how a similar school achieves success	To be included in KBL's appraisal; PP plan updated accordingly	KBL	Jan 2017
Increase in parental engagement	Text package purchased to enable a range of messages to be targeted towards parents (to celebrate success, inform about homework, forthcoming examinations, parents meetings, etc)	Evidence from EEF identifies this approach as effective	Seek views of parents, effective communication with colleagues to ensure information is received in a timely manner	KBL Well-being Team	Aug 2017
	Review approach to Parent Consultation Evenings – take a personal approach with PP parents (for example, call parents, send prearranged meeting	Evidence suggests attendance at Parent Consultation Evenings is lower for disadvantaged students	Trial with Year 7 Parent Consultation Evening (January 2017) and review success	KBL JMA	January 2017



	appointments, offer a mentor to escort PP students during evening if parents not available)				
Routine review of the progress of Year 10 and 11 PP students against target grades, focusing on students underachieving in 3 or more subjects	Department interventions for Year 11 after school or in class strategies and approaches; for example, targeted questioning of PP students	Subject Leaders and classroom teachers are best placed to drive on progress and engagement of students within their subject area	Close liaison with CfLLs for Year 10 and Year 11 Raising achievement meetings for Subject Leaders with SLT to review the data and progress of targeted students with (February / March 2017)	Subject Leaders CfLL	Termly
	Sixth Form mentoring programme – most able students are mentored in an academic capacity in English, Mathematics and / or Science	Evidence from EEF suggests this can be an effective strategy for most able students	Feedback from staff and Year 11 PP students on the effectiveness of Sixth Form mentoring	AHA to work with Subject Leaders on implementation and monitoring	Aug 2017
Students have a place to study after school and at lunchtime because some do not have a positive or quiet learning environment at home	Implement a study support session three times a week Implement lunchtime silent study room Monday – Thursday	Evidence shows that students who do not typically complete homework have benefitted from the opportunity to remain after school to work and have, therefore, received fewer detentions	Central system of tracking those students attending and comparing to their previous progress and attainment and SPR grades	PSL	Effectiveness to be reviewed in August 2017 Parents and PP students views to be sought
Focus on raising reading ages in school, specifically with Year 7 PP students	KRA to lead on intervention for cohort through PP paired reading programme	Research shows there is a close correlation between reading age and attainment	Close monitoring and evaluation of the programme by KRA and KBL through line management and assessment / progress data	KRA	Data to be reviewed annually

<p>Shared vision throughout the school to drive and sustain improvement for the PP cohort</p>	<p>Increased focus on reviewing data for PP cohort and ensuring timely, appropriate interventions are in place</p> <p>2016-17 Teacher Appraisal has targeted PP objectives for each CfLL Years 7 – 11, SENCo, Deputy Headteacher and Well-being Team</p>	<p>An area where stronger leadership is required is in reducing the within school variation for PP students. Data and capacity exist but the system needs strategic direction</p>	<p>Line management between CfLL and Deputy Headteacher occurs weekly where there will routinely be discussion on progress / concerns of the PP cohort</p> <p>This will be monitored by the Headteacher through weekly line management with KBL</p>	<p>CfLL SENCo Well-being Team KBL</p>	<p>August 2017</p> <p>Progress and attainment data evidences decline in within school variation</p>
<p>Budgeted cost</p>		<p>Text package – £1000 Lunchtime and after school study supervision – £4000 Reading programme – £1000</p>			<p>Total – £6000</p>

For the purpose of this document PP refers to all disadvantaged groups:

- Students registered as eligible for Free School Meals at any point in the last 6 years (FSM and Ever 6)
- Looked after continuously for 1 day or more (LAC or Previously LAC) – entitled to Pupil Premium Plus funding
- Adopted from care
- Services children

Where a students is in receipt of Pupil Premium Plus, their Climate for Learning Leader will produce an individualised Personal Education Plan (PEP)