



Formby High School Pupil Premium (PP) Strategy 2017-18

1. Summary information			
Academic Year	2017-18	Date of Most Recent PP Review	September 2017
Total Number of Students	118 as of 25 September 2017	Total PP Budget	£118,795

2. Attainment and Progress of the 2016-17 Year 11 Pupil Premium Cohort		
	Students Eligible for PP (FHS)	Students Not Eligible for PP (National)
Progress 8	-0.58	Awaiting data
Attainment 8	39.33	Awaiting data

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 of cohort in relation to peers as identified by Progress 8 2017 provisional figures across all GCSE subjects
Minority of cohort with poorer attitude to learning and behaviour (during lessons and with homework) than peers
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>	
Outcome	Success Criteria
Progress 8 score for PP students improves and gap is reduced	PP cohort achieves a positive P8 score (SIDP 1.2)
All current Year 11 PP students will be in education, employment or training by September 2018	There will be no NEETs
Increase opportunities for 1:1 coaching, mentoring and tutoring	All Y 11 PP cohort will benefit from 1:1 support Targeted Y10 and Y9 students will also benefit
Persistent absenteeism (PA) for the cohort is reduced	Achieve PA below 8% for PP cohort (SIDP 2.3)

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 Education Endowment Foundation (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 – concentrating 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	Curriculum Leader (RAVE)	Nov 2017 on completion of NPQSL
Creation of additional Mathematics teaching group in Year 11 and	Targeted teaching and support for students at risk of not attaining	Targeted small group teaching in the past has impacted positively on	Through Headteacher's line management of Mathematics department	Curriculum Leader / Headteacher	Aug 2018



targeted small group intervention delivered during morning tutor period by KS4 Mathematics Coordinator	grades 5 and 6 at GCSE	progress in Mathematics at KS4			
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	Assistant Headteacher (Achievement)	At Subject Leader review points
Development of Year 11 students' independent learning and revision skills	Externally delivered study skills session	Positive feedback from students and parents in previous years and practical strategies provided to students	Use external organisation with track record of effective delivery	Climate for Learning Leader (CfLL) Year 11	October 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	Senior Assistant Headteacher	Aug 2018
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?
To ensure we have an understanding of the individual needs of each PP student	Appoint Pupil Premium Coach to conduct 1:1 weekly interviews with most vulnerable cohort (Mr M Blagborough) Individualised review	Evidence shows a higher level of engagement from PP students when a more personalised approach is taken – although they belong to the same group each individual has very different needs and ability	Set times for interviews / notes taken; provision implemented accordingly and reviewed annually; needs of each individual being met with evidence of progress / improvement Critical path for each PP	Climate for Learning Leader / Deputy Headteacher	July 2018



	for each year group led by the CfLL with critical path identified for each student		student reviewed regularly during CfLL line management meetings with the Deputy Headteacher		
PP students' well-being, motivation and positivity is increased	Fund music lessons for GCSE Music cohort	Evidence suggests has positive effect on academic outcomes		Deputy Headteacher	Aug 2018
	Counselling through Brighter Horizons 4U	At times emotional well-being may require additional specialist support	Long-standing relationship with Brighter Horizons; monitoring of impact through CPOMS	Pastoral Support Manager	Aug 2018
	Pupil Premium Educational Visits	To develop a sense of well-being amongst the cohort and broaden their horizons / outlook	CfLL to oversee and discuss with Deputy Headteacher at line management meetings	CfLL / Deputy Headteacher	Aug 2018
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 Deputy Headteacher and the Headteacher	Headteacher	Aug 2018
Persistent absenteeism reduced to below 8% for PP cohort	Fund additional member of Attendance Team to focus on this area and provide additional TA support	In school variation needs to be reduced	Headteacher and Deputy Headteacher to discuss at line management	Deputy Headteacher	Ongoing
Budgeted cost	NPQSL – £4,000 Interviews and mentoring (MBL) – £9,000 Counselling – £3,300 Educational visits – £2,000 Music lessons – £3,000 Additional Maths teaching / intervention – £8,000 Headteacher rewards – £100 TA support – £7,000 TA assigned to support pastoral team to work with targeted students – £5,000 Study skills session - £1,500 Additional full time Attendance Team member – £18,000				Total – £60,900



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?
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	Deputy Headteacher / Pastoral Support Team	Aug 2018
	Take a personal approach with PP parents (for example, call parents, send prearranged meeting appointments, offer a mentor to escort PP students during evening if parents not available)	Evidence suggests attendance at Parent Consultation Evenings is lower for disadvantaged students	Reviewed 2017 successful	Deputy Headteacher / Office Supervisor	Aug 2018
Routine review of the progress of Year 10 and Year 11 PP students against target grades, focusing on students underachieving in three 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 / CfLLs	Termly
Students have a place to study after school and at lunchtime	Implement lunchtime silent study room (Monday – Friday)	Evidence shows that students who do not typically complete	Central system of tracking those students attending and comparing	Deputy Headteacher	Oct 2017



because some do not have a positive or quiet learning environment at home		homework have benefitted from the opportunity to remain after school to work and have, therefore, received fewer detentions	to their previous progress and attainment and SPR grades		
Students receive 1:1 tuition both in school and out of school	Implement range of tutoring opportunities: <ul style="list-style-type: none"> • Teachers tutoring after school ends • In school tutoring – removing from other lessons • Morning tutor period • Easter School • Explore mytutor 	EEF research suggests 1:1 support for homework and revision can be effective School to explore a range of strategies to identify what works well for us	High priority and vision communicated with colleagues	Deputy Headteacher	Aug 2018
Focus on raising reading ages in school, specifically with Year 7 PP students	Introduce IXL Maths and English during morning registration periods using intervention tutors. Can also be accessed at home and during study periods	Research shows there is a close correlation between reading age and attainment	Close monitoring and evaluation of the programme by SENCO and Deputy Headteacher through line management and assessment / progress data	SENCO / Deputy Headteacher	Data to be reviewed annually
Focus on raising reading ages and numeracy levels	Provide small group intervention for weaker students in cohort Provide reduced timetable at GCSE with additional maths and English support Provide college placements and extended work placements	Research shows there is a close correlation between reading age and attainment	Close monitoring and evaluation of the programme by SENCO and KBL through line management and assessment / progress data	SENCO / Deputy Headteacher	Ongoing to address needs of cohort
Shared vision throughout the school to drive and sustain	Increased focus on reviewing data for PP cohort and ensuring	An area where stronger leadership is required is in reducing the within school	Line management between CfLL and Deputy Headteacher	CfLL / SENCO / Pastoral	Aug 2018 Progress and



improvement for the PP cohort	timely, appropriate interventions are in place 2017-18 Teacher Appraisal has targeted PP objectives for each CfLL (Years 7 – 11), SEN(C), Deputy Headteacher and Pastoral Support Team	variation for PP students. Data and capacity exist but the system needs strategic direction	occurs weekly where there will routinely be discussion on progress / concerns of the PP cohort This will be monitored by the Headteacher through weekly line management with the Deputy Headteacher	Support Team / Deputy Headteacher	attainment data evidences narrowing of the gap
Reduction in the need to access alternative provision for PP students	Identify strategies to reduce the need to seek alternative provision for PP students	Historical data suggests the school has a high incidence of disadvantage amongst those students placed on alternative provision pathway	Early intervention from CfLL and SLT to identify alternatives to IMPACT pathway	Deputy Headteacher	August 2018
Budgeted cost		Text package – £1,000 Lunchtime and after school study supervision – £4,000 Literacy and numeracy intervention / small group teaching – £18,000 Reading programme – £1,000 After school tutoring – £8,000 Discretionary expenditure – £8,000		Total – £40,000	

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)