



Pupil Premium Strategy September 2018 -2019

1. Summary information			
Academic Year	2018-2019	Date of Most Recent PP Review	External review June 2019
Total Number of Students	126 as of 27/09/2018	Total PP Budget	£123,384

2. Attainment and Progress of the 2017-18 Year 11 Pupil Premium Cohort			
	Students Eligible for PP at FHS (15 students)	Students Eligible for PP (National)	Students Not Eligible for PP (National)
Progress 8	-0.47	-0.40	0.13
Attainment 8	38.8	38.2	50.6

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, and low aspirations amongst students
Poor performance of a small minority of the PP cohort in relation to peers as identified by P8 2018 provisional figures across most 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	Evaluation September 2019
P8 score for PP students improves so gap is reduced	PP achieve a P8 score of at least -0.15 (SIDP 1.1)	Provisional Progress 8 indicates PP cohort have outperformed non-disadvantaged peers +0.07 (27 students) against +0.04 for non-PP students.



All current Year 11 PP students will be in education, employment or training by September 2019	There will be no NEETs (Not in Education Employment or Training)	26/27 in employment or training. One student in receipt of Education from the Complimentary Education Service due to ongoing ill health.
Increase opportunities for 1:1 coaching, mentoring and tutoring	All Y11 PP cohort will benefit from 1:1 support Targeted Y10 and Y9 students will also benefit	Introduced through Maths tutoring, Nurture Triage, Achievement Leader after-school support, RAP interventions
Persistent absenteeism for the cohort is reduced	Achieve below 8% PA for the PP cohort	2018-19: Y7– Y10 PA for cohort is 12.2% To 17 May 2019: Y7–Y11 PA for cohort is 12.9%

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?	Comments	Continue?
Colleagues are aware of the very best practice, developing metacognition skills for PP cohort	Whole school CPD priority	In school variation will only be reduced with a whole school approach	Provision of high quality CPD Whole school appraisal objective Twilight time assigned to enable teachers to research, share practice and develop resources	Evidence metacognition is being implemented in lessons during Closing the Circle feedback sessions and Festival of Education (June 2019).	To continue as a school priority
Use of data tracking in all departments to support PP students	Ensuring data is readily available to subject teachers and Subject Leaders through SISRA to achieve the highest outcomes	Accurate and timely data allows for effective intervention	Conversations during line management meetings and interim subject review meetings (February 2019)	Successful strategy now embedded as custom and practice. All staff SISRA trained. Continued focus in line management meetings.	Yes
The adoption of simple, low cost teaching strategies to promote engagement (go to first / questioning / written feedback / 'no excuses')	Responsibility devolved to classroom teachers	Supporting all PP students to engage in positive behaviour for learning	Lesson observations and Learning Walks Weekly review of behaviour data	In response to external review of PP, Class Charts implemented to reinforce.	Yes; reinforce through Class Charts and PRIME approach



Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Comments	Continue?
To ensure we have an understanding of the individual needs of each PP student	<p>PP Coach (Mark Blagborough) to conduct 1:1 weekly interviews with most vulnerable cohort</p> <p>Raise aspirations through more regular contact with parents</p>	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 Report 'The School Culture and Practice 2018' suggests engagement and high aspirations impact positively upon PP progress	<p>Set times for meetings with PP Coach with actions agreed and notes taken</p> <p>Provision implemented accordingly and reviewed annually</p> <p>Needs of each individual being met with evidence of progress / improvement</p>	PP Coach to be retained following positive Progress 8 score and very low incidence of NEET for cohort.	Yes; with additional time secured for 2019-20
To increase PP students' well-being, motivation and positivity	Fund Music lessons for GCSE Music cohort and LAC students	Evidence from 2017/18 suggests this has positive effect on academic outcomes	Monitored by KBL who will liaise regularly with the Music department	3 Year 11 students received PP funding for lessons; GCSE grades 3, 4 and 9 achieved. Students all engaged in extra-curricular Music activities.	Yes
	Targeted counselling through Brighter Horizons 4U and mindfulness workshops	At times emotional well-being may require additional specialist support	<p>Long standing relationship with Brighter Horizons 4U</p> <p>Monitoring of impact through CPOMS</p>	Key support mechanism for PLAC students. Welcomed by parents and students.	Yes
	Pupil Premium Educational Visits	To develop a sense of well-being and aspiration amongst cohort, and broaden horizons / outlook	CfLL / Careers Coordinator to oversee and agree programme of activities with KBL during line management meetings	Key priority to widen opportunities to extend cultural capital for cohort through extending this programme 2019-20.	Yes



To increase PP students' well-being, motivation and positivity (cont)	Introduce Leadership Pupil Premium Programme	To give learners the skills and knowledge to lead on sporting activities – improving investment in education	Programme is already successfully embedded in school with proven positive impact on small cohort of PP students	Continue to develop in conjunction with PE department.	Yes
Successes of the PP cohort recognised and celebrated	Headteacher to lead on celebrating the success of the cohort (through fortnightly letter to parents) Weekly PP texts to be sent home	Increase investment in education and positivity through recognising and celebrating achievements	Agenda item at SLT meeting each fortnight KBL weekly message to all staff to remind about the importance of sending regular text messages to parents of PP students	Successes to be more widely shared with parents through Class Charts. Text messages to continue weekly.	Yes
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	KBL to review with Attendance team during weekly attendance meetings Monitoring of weekly attendance data KBL and Headteacher to discuss and monitor through line management	Attendance and persistent absence remains below that of non-disadvantaged peers and will remain a key priority for 2019-2020.	Yes
Targeted intervention and support for individual PP students with behaviour concerns	Focused intervention and support provided by specialist TA	Behaviour data shows increased prevalence of poor behaviour choices by some PP students that disrupt learning and progress	To be monitored by KBL through weekly review of behaviour data and through liaison with TA and CfLLs	Introduction of Nurture Triage has supported cohort. Reduction in moderate behaviour breaches.	Yes
Close monitoring of the progress of the PP cohort through the Year 11 RAP	Half termly progress data capture Monitoring of cohort through SISRA Progress of PP students reviewed during RAP meetings Use of Step Up and Form Tutor support	Impact of RAP support for individual students evidences improved progress	Progress of PP cohort and agreed interventions reviewed on a fortnightly basis by PSL (SLT lead) and AHA (Achievement Leader)	Fully embedded and recognised in positive Progress 8 score.	Yes



LAC students make the best possible progress through targeted use of LAC Premium	Individual PEP document to be completed with focus on individual need	To support in line with KCSIE guidelines	KBL to quality assure PEPs KBL and Virtual School to monitor quality of PEPs	All PEPs with appropriate interventions in place.	Yes; statutory requirement
PLAC students make the best possible progress through use of PLAC Premium	CfLL to ensure PLAC students receive support they may require	To support in line with KCSIE guidelines	KBL to monitor through regular liaison with CfLL	More staff training regarding attachment disorder required.	Training to be arranged
Budgeted cost		Interviews and coaching (MBL) – £9000 Counselling – £2000 Educational visits – £2000 Music lessons – £3000 Headteacher rewards – £100 Sports Leader Programme – £1000 LAC Premium – £12,000 (can alter through year) TA support – £15,000 Additional Full Time Attendance Team member – £26,000		Total – £66,600	

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Comments	Continue?
Increase in parental engagement	Text package purchased to enable a range of messages to be targeted towards parents (to celebrate success, inform about homework / 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	Extend through Class Charts parental app	Yes
	Take a personal approach with PP parents (for example, call parents, send pre-arranged meeting appointments, offer a mentor to escort	Evidence suggests attendance at Parent Consultation Evenings is lower for disadvantaged students	Implemented successfully in 2017/18	Embedded	Yes



	PP students during evening if parents not available)				
Routine review of the progress of Years 10 and 11 PP students against target grades, focusing on students under-achieving in three or more subjects	Department level 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 Years 10 and 11 Raising achievement meetings for Subject Leaders with SLT to review the data and progress of targeted students with (February / March 2019)	Extend through use of Class Charts. Embedded.	Yes
Students have a place to study after school and at lunchtime because some do not have a positive or quiet learning environment at home	Utilise library and targeted homework club after school each evening throughout the school week	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	Liaison with school Librarian and TA who supports targeted Homework Club Listen to student voice	Removal of behaviour points for homework in place for Sept 2019. Adopt a more supportive approach to homework to reduce barriers to learning.	With modifications
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 - Easter School opportunities Access to GCSEPod	EEF research suggests 1:1 support for homework and revision can be effective School to adopt an approach where intervention can take place within the school day Use under capacity colleagues to support in their subject area, providing 1:1 or small group support during lesson time Easter School for all Year 11 students to be funded through PP allocation GCSEPod for all PP	High priority and vision communicated with colleagues	Success of Year 11 cohort in GCSE examinations suggests strategy has been successful. Success of Year 11	Yes



		students in Years 10 and 11 to be funded through PP allocation		cohort in GCSE examinations suggests strategy successful.	
Focus on raising reading ages and numeracy levels	<p>Provide small group intervention for weaker students in PP cohort Provide reduced timetable at GCSE with additional Maths and English support Provide college placements and extended work placements where appropriate</p> <p>Employment of Mathematics and English Y7 intervention teacher for 2018/19</p> <p>PLAC Mathematics small group intervention</p>	<p>Research shows there is a close correlation between reading age and overall attainment</p> <p>Our focus needs to move to Year 7 for 'non-secondary ready' PP students to ensure the gap does not widen from entry into school</p>	Close monitoring and evaluation of the programme by SENCO and KBL through line management and assessment / progress data	<p>Data for Y7 Accelerate students indicates highly effective strategy in raising reading ages.</p> <p>Continue with increased contact time for member of staff responsible for delivering the programme.</p> <p>IDL 3 year licence purchased and embedded.</p>	Yes
Shared vision throughout the school to drive and sustain improvement for the PP cohort	Increased focus on reviewing data for PP cohort and ensuring timely, appropriate interventions are in place	Although P8 score for cohort has increased, gap still exists between advantaged and non-disadvantaged cohort	<p>Line management between CfLL / SENCO and KBL occurs weekly where they will routinely discuss progress / concerns of the PP cohort</p> <p>Monitoring of progress data through SISRA</p> <p>Monitored by the Headteacher through weekly line management with KBL</p>	<p>Progress 8 gap removed for Y11 cohort.</p> <p>Data analysis embedded.</p>	Yes
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 there is a high incidence of disadvantage amongst those students placed on alternative provision pathways	Early intervention from CfLL and SLT team to identify alternatives to IMPACT pathway	No PP students educated in alternative provision in 2018-19.	Yes



Budgeted cost	Text message package – £1000 Lunchtime and after school study supervision – £4000 Targeted additional English and Maths teaching and study support – £26,000 Reading programme – £1000 After school tutoring – £8000 Y7 and 8 Intervention teacher – £14,400 Easter School - £3,000	Total – £57,400
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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
- Service children

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