

# Pupil premium (PP) strategy statement (secondary)

1. Summary information					
<b>School</b>	Furze Platt Senior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£186.760	<b>Date of most recent PP Review</b>	Nov 2018
<b>Total number of pupils</b>	1312	<b>Number of pupils eligible for PP</b>	199	<b>Date for next interim review of this strategy</b>	July 2019
				<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment			
	Pupils eligible for PP (Furze Platt Senior)	Pupils eligible for PP (2017 national average)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	-0.08		0.12
<b>Attainment 8 score average</b>	4.2		5.2

## 3. Likely Barriers to future attainment (for pupils eligible for PP)

### Likely In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Lower attainment than non PP
<b>B.</b>	Lower than national average literacy and numeracy skills on entry
<b>C.</b>	Middle ability students underachieving in GCSE outcomes
<b>D.</b>	Lack of access to wider opportunities to enrich in-class discussion and understanding (cultural literacy)
<b>E.</b>	Not all students have the strategies to learning effectively inside and outside of school

### Likely External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	Attendance of some PP pupils causing them to miss out on learning and underachieve
<b>G.</b>	Poor home learning environment

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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<b>A.</b>	Improve P8 outcomes for PP students	P8 Disadvantage is in line with national
<b>B.</b>	Y11 PP pupils make expected progress in Maths and English (against national)	Y11 PP pupils make expected progress in Maths and English
<b>C.</b>	Improve P8 for middle ability PP students	P8 PP is in line with national
<b>D.</b>	Increased opportunities for enrichment inside and outside of the school day	Increase of students taking part in extra-curricular activities
<b>E.</b>	Students are accessing strategies to learn effectively	Progress evidenced through data, lesson observations, learning walks and lesson planning.
<b>F.</b>	Improve attendance of PP students, particularly students who are persistently absent	Improvement in attendance data of PP students
<b>G.</b>	A strong focus on parent, teacher, school communication to show strong relationships between school and home evidenced to raise an awareness of the importance for a suitable climate for learning within the home.	Improvement in working relationships with parents in the school and increase in PP students completing home learning.

1. Planned expenditure						2.
Academic Year	2018-19					
The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality teaching for all						ii.
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?	Impact
A. Improve P8 Outcomes for PP students	Create leadership opportunity with specific salary allocated to champion PP students by overseeing the implementation of effective teaching, learning and behaviour strategies to support PP students. Ensuring that training is accessed to ensure competency.	FPSS has a clear “high expectations, no excuses” vision for PP students but this must be consistently monitored. OFSTED praise schools that designate a key leader with a “clear overview of how the funding was being allocated and the difference it was making to the outcomes”	Performance management, schools LGM meetings for PP champion but also department meetings.	EJS / JMS  Senior Leadership with line management responsibility of departments.	Sept 2019	The PP Champion has created a high profile within the school through the use of briefings, whilst maintaining a presence in Middle Leaders meetings.  No figures are available until the DfE figures are released.
A. Improve P8 Outcomes for PP students	Teaching & Learning to focus on effective strategies for working with key focus groups including PP. Data tracking by Heads of	The national strategies suggest that the key to success for all	Monitoring of data inputted at each assessment point.	EJS / MA / JMS	Sept 2019	PP students remained a high profile with evidence of a large majority of teaching biasing the learning.

	<p>Department to be shared by subject teams.</p> <p>Initiative to raise the profile of PP students and then use data to ensure staff are aware of those students at risk of underachieving.</p>	<p>learners is through quality first teaching.</p> <p>Training sessions with Learning Culture explored the bias learning approach to PP students.</p>	<p>Learning walks focusing on PP students monitored.</p>	<p>Head of departments (HODs)</p>		<p>There was a key focus on students in Year 11 to identify individual students to raise awareness of their barriers in the classroom.</p>
<p><b>A.</b> Improve P8 Outcomes for PP students</p>	<p>Whole school CPD focused on effective teaching in the classroom.</p>	<p>Research by the Sutton Trust demonstrates that quality first teaching has a great impact on outcomes for all students, including PP.</p>	<p>Monitoring on lessons through feedback to teachers. Use of learning walks to improve outcomes for students.</p>	<p>MA</p> <p>LMS / AKB with early year teachers.</p>	<p>Sept 2019</p>	<p>All teach maidenhead students recognised the need for strategies in the classroom to support PP students. ITTCO recognised in lesson observations of student teachers planning to support key students.</p>
<p><b>A.</b> Improve P8 outcomes for PP students</p>	<p>SLT and Pupil Premium Champion to raise profile of marking and assessment focusing on students' response to feedback (purple penned next steps).</p>	<p>Feedback studies tend to show very high effects on learning. Review of research (Sutton Trust, EEF) demonstrate it as the most cost effective approach to showing progress in students' work.</p>	<p>Monitoring of data at each assessment point.</p> <p>Book scrutiny at whole school level and department</p>	<p>SLT</p> <p>EJS</p> <p>HODs</p>	<p>Sept 2019</p>	<p>Through the process of book scrutiny, it was raised awareness an inequality within standard of bookwork from students. Through the pupil voice and middle leaders meetings this was addressed throughout the academic year but remains working progress.</p>
<p><b>C.</b> Outcomes for middle ability PP students</p>	<p>Staff CPD to target key groups of underachievement.</p>	<p>Key groups of students are identified as needed further individualised focus, something</p>	<p>LGM Minutes</p>	<p>MA</p> <p>SLT</p>	<p>Sept 2019</p>	<p>All training targeted key groups within training and middle ability students made the most progress. The plan now is to</p>

		EEF recommends as increasing progress in students by 3 months.	Departmental minutes showing focus on key groups.  Learning walks focusing on key groups identified.	HOD		ensure that overall Progress 8 scores are positive for PP students.
A. Improve P8 outcomes for PP students	Issuing Year 11 with revision material from packs within departments and through the revision website. Parents are invited to several Preparing to Succeed evenings across the year and RA attended a PHSE lesson to target how to revise revision sessions at the start of the year.	Sutton Trust research demonstrates that home learning set and undertaken do better. Based on this and research that demonstrates that parental engagement has impact. EEF state that the effectiveness of parental engagement can increase progress by 2 months.	Monitoring of packs by classroom teachers, students and parents. Pupil voice of effectiveness of packs.  Monitor attendance of parents at Preparing to Succeed evenings and ensure opportunity to feed this information back if not attended.	ALM  HODs in all subject areas	May 2019	Attainment was positive for Pupil Premium Students however, there is still some work to improve students' progress 8 score within Pupil Premium, the goal is for this to be a positive score before we then aim to diminish the difference in Non PP.
<b>Total budgeted cost</b>					£6,000	
<b>iii. Targeted support</b>						<b>iv.</b>
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
B. Y11 PP students make expected progress in Maths	Extra interventions with PP students in a small group environment for	Student outcomes in Basics show a difference from Non PP and PP, it can	Monitor impact of intervention through pupil voice, teachers' observations of	ALM / JJS / SAJ	Sept 2019	The Basics 5+ 34% is a school record, jumping 16% from 2018. The Basics 4+

and English (against national average)	English. In Maths extra intervention on a 1:1 or small group learning environment to pre-teach / revisit / focus on gaps in knowledge or understanding.	also vary against national average.	students in their lessons and data.			measure is 54%, which is 1% above the 2018.  This is something that will need to be continually supported to ensure this upward trajectory of results.
<b>A.</b> Improve outcome for PP students	Use of AIMS meetings to identify low attaining students to work with a team of learning mentors in Raising Achievement to support the improvement of their outcomes at GCSE, this may be through non examined subject hours or in exceptional circumstances through a subject withdrawal.	Research from EEF has proven that small group tuition and personalised approach of individuals needs by an educator provides 'greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs [which] explains this impact.'	AIMS minutes, minutes of meetings between ALM and DAS. Analysis of data during data drops.	ALM / DAS	Sept 2019	6 PP students did not get entered into the full suite of GCSE subjects, however tracked through AIMS are the justifications as to why this has been made. All interventions in place through AIMS have been deemed to have a positive impact on students well-being or academic attainment.
<b>F.</b> Improve attendance of PP students	Pastoral team to focus on attendance as a barrier to PP students by meeting with attendance officer once a fortnight to discuss individual students. Whilst form tutors engage in conversations about attendance once a	Students need to be in school to be able to access the curriculum. In Supporting the attainment of disadvantages pupils; Articulating success and good practice the authors discuss the	Fortnightly attendance meetings to discuss data, focusing on patterns of absence and targeting intervention constantly being monitored and reviewed.  HOH to focus on attendance in LGM meetings and ensure	ALM / LL JC / HOH	Sept 2019	Overall attendance for PP pupils has increased and FSM attendance has decreasing in 2018-19 so this will need to remain a focus in 2019-20.  PA for FSM pupils and PP pupils has decreased in 2018-19.

	week when they record their percentage in their diaries.	importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.	tutors are recording this in students' diaries.			
<b>F. Improve attendance of PP students, particularly those who are persistently absent.</b>	Target a particular group of students persistently absent and provide transport and snacks to get into school.	HJW is focusing on barriers that cause persistent absenteeism within PP students. He has identified location to the school as a potential barrier and will be seeing if he can address this by providing transport during the winter months.	Research study produced by HJW.  Improvement in percentage of attendance of identified students.  Student voice.	LL / ALM / HJW  JC / HOH	Sept 2019	The bus project improved attendance for all students on the project above 85%. All apart from one student continued to have increasing attendance 4 weeks after the project ended.
<b>E. Students have opportunities to learn effectively</b>	Careful consideration is given to students when taking their options, DC is employed to support students with alternative pathways to access the curriculum.	FPSS aim to offer breadth in a curriculum and support for all students to have access and excel.	Attention to destination pathways for the following students.  Consideration to the student voice of these students.	ET	Sept 2019	Within Year 8 options for Year 9. All are doing a full suite of P8 subjects  79% of PP students are doing the Ebacc  75% of FSM student are doing the Ebacc.  Within Year 11, some option withdrawals were applied but this was for the best interest of the students' academic focus or pastoral needs.

<p><b>G.</b> Raise an awareness of the importance for a suitable climate for learning within the home.</p>	<p>HOH identify students who may not have access to office packages at home to access home learning and consolidate work.</p>	<p>FPSS have been loaning laptops to students for several years now and believe in the impact of engagement this has from both students and parents.</p>	<p>Pupil voice, monitoring of attitude to learning in identified students.</p>	<p>EJS</p>	<p>Sept 2019</p>	<p>Students have continued to be identified for a laptop and these students have been provided Wi-Fi codes. There has been an increase of students using the resource at school. This has been effective in supporting students with their focus in learning as well as engagement with the school, all parents / carers have entered school for these meetings.</p>
<p><b>D.</b> Increased opportunities for enrichment inside and outside of the school day</p>	<p>Students accessing alternative GCSE courses will also be entered into DofE to enrich their skill sets for future employment.</p>	<p>With changes to GCSE's the curriculum is increasingly creating a barrier to some students. DofE is being delivered to targeted students to enrich their opportunities inside and outside of the school day.</p>	<p>Student voice  Learning walks including these activities. Review of data at each stage of data drops.</p>	<p>ET / DC  JHD / EJS</p>	<p>Sept 2019</p>	<p>Students have had the opportunity to experience a wealth of enrichment activities, which has boosted their esteem at school.</p>
<b>Total budgeted cost</b>					<p>£142,760</p>	
<p><b>v. Other approaches</b></p>						<p><b>vi.</b></p>



Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?	
<b>E.</b> Students are accessing strategies to learn effectively	FPSS have employed 2 counsellors to provide a variety of counselling services to students. Intervention ranges from a 1:1 session for a six-week period to small nurture groups.	With a governmental focus on poor mental health reported constantly and recognition of excruciatingly long waiting lists on NHS. FPSS wanted to provide a system that could provide support to a range of students if and when needed.	Students to fill in questionnaires when referred and after to monitor the impact. HOH to monitor the students' attitude to learning scores and assess for positive impact (with an understanding of the wider picture).	LL	Sept 2019	A total of 72 students have seen the school counsellors this academic year. Nearly all students have improved moods and feelings scores following counselling. Only 6 CAMHS referrals were sent this academic year by school.
<b>E.</b> Students are accessing strategies to learn effectively	SATRO have provided 8 mentors from SANOFI to mentor targeted students to focus on strategies and techniques to support their studies.	EEF research suggests mentoring can have a positive impact on non-academic outcomes such as attitudes to school, attendance and behaviour. It is also recognised that community based mentoring is more effective than in-house.	EJS to ensure business mentors are meeting their students once a fortnight with the help of SATRO link member.  Student voice to assess impact.  Monitoring of attitude to learning scores and engagement in school activity.	EJS	Sept 2019	This strategy had varying levels of success. Some students have really engaged with the mentor, loving their anonymity. Whilst other students have not found this beneficial. It has been deemed too dependent on the mentor provided.
<b>G.</b> A strong focus on parent, teacher, school communication to show strong	Continued employment of parental support advisor to work with	Research suggests that parental engagement is closely linked to	Parental support worker to liaise with HOH team.	LL / ALM / LM	Sept 2019	The parent support worker is oversubscribed and we are currently operating a waiting list.

relationships between school and home evidenced to raise an awareness of the importance for a suitable climate for learning within the home.	families identified by pastoral team ranging from (parenting advice and training, practical and financial advice and support, supporting meetings about understanding their child's progress and how to support them).	students' academic success through feedback, advice and creating the climate. However, it is a challenging job and sometimes support is needed.	Monitor and record support offered for parents and students in LGM meetings.			The Parent Support Worker currently works with 17 families (plus those at the Infants and Juniors). One Triple P Secondary group has run this year. ELSA groups on resilience are now led by the Parent Support Worker and 1-1 ELSA is provided to 3 students.
<b>D.</b> Increased opportunities for enrichment inside and outside of the school day	FPSS is proud to offer opportunities for students to enrich their academic studies through supporting compulsory trips as well as enriching opportunities that can support students' progress via music tuition and enrichment activities.	FPSS has an ethos and aim to provide opportunities for students to become rounded individuals and emphasis is placed on enriching opportunities to support this with the hope of cultivating a cultural literacy.	Request for funding form to monitor requests from subject staff.  Student voice survey	EJS / HODs	Sept 2019	A large majority of PP students have had the opportunity to be involved in enrichment activities. While a small percentage of students were given the opportunity to go on academic trips abroad and they all enthused about this experience.
<b>Total budgeted cost</b>					£38,000	

## 5. Review of expenditure 2017-18

Likely Barrier	Actions, approaches with rationale / evidence	Cost	Desired outcomes	Success Criteria, effect (impact) and lessons learnt
A difference between attainment from Non PP to PP students	<p>Additional staffing hours in Mathematics to support small group and 1:1 intervention</p> <p>EEF support as being +2 months effectiveness according to research.</p>	£26,826	To support PP students who are below target in Maths in KS4 and KS3, particular attention being paid to students in receipt of FSM.	<p><b>Improved achievement in KS3 and KS4 Maths</b></p> <p>Maths 4+ has improved mainly due to a 13% rise in the proportion of PP students achieving grade 4 or better. The figure is 10% above the 2017 national average for 4+.</p> <p>Students achieving 5+ has also increased by 2% to 25%.</p>
A difference between attainment from Non PP to PP students	<p><b>Learning Mentors</b></p> <p>(Team of 3, providing targeted academic support and intervention to students)</p> <p>EEF support as being +3 months in effectiveness according to research.</p>	£72,947	<p>To support students identified to be underachieving in subjects. Targeted intervention is provided for all students in KS4, with a clear focus for PP students.</p> <p>ELSA support provided to students identified as underachieving in KS3.</p>	<p><b>Improved achievement in students' Progress 8 scores</b></p> <p>From Year 10 to Year 11, students who received intervention from Raising Achievement 100% of the students progressed from Year 10 to their GCSEs with +0.20 impact. 18.18% improved by 5, and 90.90% improved by over 2 within their progress 8 score.</p> <p>English 5+ rises to a record 67%, with the most significant improvement on 2017 being a 12% rise in the proportion of PP students achieving 9-5 at 48%. The school's 5+ total for English is 6% above the 2017 national average.</p>
To increase parental engagement / offer support for students having a difficult time.	<p><b>Parent Support Worker</b></p> <p>Supporting parents to support their children (parenting advice and training, practical and financial advice and support, supporting meetings</p>	£5000	Targeted intervention to families who are identified as requiring further support.	<p><b>Improved relationships between all students and the school</b></p> <p>Last year our Parent Support Worker worked with 28 families. This wide ranging work has included offering teen parenting courses through to helping families get financial support. The vast bulk of her work has been with families of our PP</p>

	<p>about understanding their child's progress and how to support them)</p> <p>EEF support as being +2-3 months in effectiveness according to research.</p>			<p>students, with some priority foci: 100% attendance of PP at parents evening (or some kind of parental appointment), which last year we achieved. She supports parents to ensure students' attendance improves; students' behaviour improve; as well as offering support to families when they are in crisis.</p>
<p>To ensure all students can access the curriculum</p>	<p><b>Alternative Curriculum Support Worker</b></p> <p>A teacher of alternative curriculum who specialises in ensuring all students can access the curriculum</p> <ul style="list-style-type: none"> <li>- One to one raising achievement sessions</li> <li>- Social skills provision</li> <li>- Personalised provision on or off site</li> <li>- Study Hall staffing</li> </ul>	<p>£14,350</p>	<p>To support students in KS4, including Pupil Premium students.</p>	<p><b>Improvements to provisions offered to students in KS4</b></p> <p>Our Alternative Curriculum Support Worker has embedded Duke of Edinburgh to KS4 years with a fantastic uptake from PP and Non PP students. Individual students, when needed have had access to personalised provision.</p>
<p>To raise the profile of PP students</p>	<p><b>Pupil Premium Champion</b></p> <p>Ensures the cohort are at the forefront of intervention in the school</p>	<p>£5,000</p>	<p>All Pupil Premium students</p>	<p><b>Improved achievement and attainment</b></p> <p>82.5% of students in receipt of Pupil Premium achieved at least two GCSEs from 4-9.</p> <p>In 2018, the Pupil Premium cohort had a KS2 APS of 27.9. Significantly, 53% achieved the 'Basics' which is slightly below the previous year's result. In 2016, the Pupil Premium cohort had a KS2 APS of 26.4. 50% of the cohort achieved the 'Basics' (A*-C in both English and mathematics).</p> <p>As with the 'Basics', 2017 also sees Pupil Premium students continue their 3-year upward trend in the proportion achieving 5 A*-C grades including English &amp; Mathematics, 47.5% also passing this threshold. This is a rise from 44% in 2016.</p>

Issues surrounding mental health	<b>Counselling Services</b> This funding has enabled us to support some of our most vulnerable students with specialist counselling	£20,510	Students in need of specialist counselling, including Pupil Premium students.	<b>Improved welfare for students</b> We have moved to a new model and last year counsellors were able to reduce waiting lists by 50%.
To support enrichment opportunities for all	<b>Extended Curriculum Activities</b> <ul style="list-style-type: none"> <li>- Additional study support sessions/revision sessions</li> <li>- Subsidies for trips and visits</li> <li>Subsidies for music tuition</li> </ul> Ongoing research supports the impact of enrichment activities as having a positive effect for engagement with parents as well as students themselves	£10,179	To support Pupil Premium students in Years 7 – 11.	<b>Improved curricular and extra-curricular opportunities for students</b> Last year school providing some funding towards music lessons for PP students. Within Year 7-11, families had some support to attend trips ranging from theatre visits to museums and educational visits abroad.
To support access to the curriculum	<b>ICT software &amp; equipment</b> <ul style="list-style-type: none"> <li>- Purchase of laptops to loan to Pupil Premium students without access to ICT equipment at home</li> </ul>	£2,500	To support Pupil Premium students in Years 7 – 11.	<b>Improved achievement and attainment for students</b> We currently have 23 students who have access to ICT equipment on loan from Furze Platt.
A difference between attainment from Non PP to PP students	<b>Departmental resources &amp; training</b> Resources to support wider study, home learning, practical activities, specialist equipment Home learning is reported to have low cost high impact of +5months.	£3,000	To support Pupil Premium students in Years 10 – 11.	<b>Improved achievement and attainment for students</b> In light of curriculum changes many requests have been made by departments for the new textbooks to be able to loan students these books for revision purposes at home.
A difference between attainment from Non PP to PP students	<b>Staff training and development</b> <ul style="list-style-type: none"> <li>- Training for LSAs</li> <li>- Training/coaching for teachers</li> </ul>	£4,500	To support all students including Pupil Premium in Years 7 – 11.	<b>Improved achievement and attainment for students</b> There has been a key focus on coaching rippling through middle leaders.

<p>A difference in experience from Non PP to PP students</p>	<p><b>Contingency</b></p> <ul style="list-style-type: none"> <li>- School equipment/ICT resources/ tutoring not met by above etc</li> <li>- Emergency support for students – provision of uniform, stationery etc</li> <li>- Additional staffing to cover pre / after school academic support sessions</li> </ul>	<p>£6,528</p>	<p>To support Pupil Premium students in Years 7 – 11.</p>	<p>Students have access to educational materials if the need arises. This has seemed to work well to support families with requests that can't always be planned for.</p>
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## 6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.





