

Pupil premium (PP) strategy statement (secondary)

1. Summary information					
School	Furze Platt Senior School				
Academic Year	2019-20	Total PP budget	£171.760	Date of most recent PP Review	Nov 2018
Total number of pupils	1371	Number of pupils eligible for PP	197	Date for next interim review of this strategy	June 2020
				Date for next internal review of this strategy	Sept 2020

2. Current attainment			
	Pupils eligible for PP (Furze Platt Senior)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.39	-0.45	0.13
Attainment 8 score average	42.09	36.68	5

3. Likely Barriers to future attainment (for pupils eligible for PP)	
Likely In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower attainment than non PP
B.	Lower than national average literacy and numeracy skills on entry
C.	Upper ability and FSM students underachieving in GCSE outcomes
D.	Lack of access to wider opportunities to enrich in-class discussion and understanding (cultural literacy)
E.	Not all students have the strategies to learning effectively inside and outside of school
Likely External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance of some PP students causing them to miss out on learning and underachieve, including internal and external exclusions being higher than non PP
G.	Increased concerns of PP students wellbeing, specifically the mental health of FSM students

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve P8 outcomes for PP students	P8 Disadvantage is in line with national
B.	Y11 PP pupils make expected progress in Maths and English (against national)	Y11 PP pupils make expected progress in Maths and English
C.	Improve P8 for upper ability PP students and those in receipt of FSM	P8 PP is in line with national
D.	Increased opportunities for enrichment inside and outside of the school day	Increase of students taking part in extra-curricular activities
E.	Students are accessing strategies to learn effectively	Progress evidenced through data, lesson observations, learning walks and lesson planning.
F.	Improve attendance of PP students, particularly students who are persistently absent and find strategies to reduce internal and exclusions	Improvement in attendance and behaviour data of PP students
G.	A strong focus on parent, teacher, school communication to show strong relationships between school and home evidenced to ensure the child's welfare is at the forefront.	Improvement in working relationships with parents in the school and increase in PP students completing home learning and supporting their welfare.

1. Planned expenditure						
Academic Year	2019-20					
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						
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	Pupil Premium Champion to create opportunities for each department to have a focus on Pupil Premium with the focus of overseeing the implementation of effective teaching, learning and behaviour strategies to support PP students within each department. Whilst Pupil Premium Champion ensures 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”. Now this role is established it is important to see ensure each	Performance management, schools LGM meetings for PP champion but also department meetings and termly meetings with departmental PP Champions. Tracking of RSL data with a PP focus.	Pupil Premium / Assistant Headteacher – Raising Standards Departmental PP Champions Senior Leadership with line management responsibility of departments.	Sept 2020	This has had varying degrees of success and created more distraction for PP Champion than positive impact. Therefore, it will not be continued as the enforcing of departmental representation almost had a negative impact causing fatigue in the strategy. In light of this, PP champion to have a more visible presence in classrooms with learning walks etc.

		department is working towards this.				
A. Improve P8 Outcomes for PP students	<p>Teaching & Learning is to continue to focus on effective strategies for working with key focus groups including PP and particularly FSM. Data tracking by Heads of Department to be shared by subject teams.</p> <p>Continue to push the initiative to raise the profile of PP students and then use data to ensure staff are aware of those students at risk of underachieving but also positive stories of those achieving.</p>	<p>The national strategies suggest that the key to success for all learners is through quality first teaching.</p> <p>Training sessions with Learning Culture explored the bias learning approach to PP students.</p>	<p>Monitoring of data inputted at each assessment point.</p> <p>Learning walks focusing on PP students monitored.</p>	<p>Pupil Premium Champion / Assistant Headteacher – Teaching & Learning / Deputy Headteacher</p> <p>Head of departments (HODs)</p>	Sept 2020	<p>Briefing was utilised regularly to share success stories and raise awareness of key students and issues current to our context.</p> <p>Progress 8 gap between PP and Non PP has closed to 1/3 of a grade.</p> <p>Within Basics Grade 5+ is 41.7% for PP and 56.7% for Non PP</p> <p>Whereas, 4+ is 70.8% for PP versus 77.4% for Non PP which impact in it moving in the right direction.</p> <p>The UAB PP students (whilst a small group) performed in line with Non PP, this was a focus group.</p> <p>Progress is working but there is development for more focus in progress over time to be shown now.</p> <p>See below for CPD training.</p>

<p>A. 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>Assistant Headteacher ITTCO of NQT and Teach Maidenhead and PGCE</p>	<p>Sept 2020</p>	<p>During the school closure, an excellent CPD programme was delivered to staff via independent learning and podcasts. PP was a key theme and it was highly engaging and provoked debate amongst colleagues. The impact will be monitored when we are back at school and teaching.</p> <p>This has supported and sparked the development of plans for a programme of focus next year.</p>
<p>A. 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 panned 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 Pupil Premium Champion HODs</p>	<p>Sept 2020</p>	<p>Progress is being made, although a continuing process due to school closures.</p>
<p>C. Outcomes for upper ability PP students and those in receipt of FSM</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>Assistant Headteacher – Teaching & Learning</p>	<p>Sept 2020</p>	<p>During the school closure, an excellent CPD programme was delivered to staff via independent learning</p>

		EEF recommends as increasing progress in students by 3 months. It has also been identified in their June 2019 publication Pupil Premium Guidance as a key factor in improving attainment.	Departmental minutes showing focus on key groups. Learning walks focusing on key groups identified.	SLT HOD		and podcasts. PP was a key theme and it was highly engaging and provoked debate amongst colleagues. The impact will be monitored when we are back at school and teaching. See outcomes above.
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 will attend a PHSE lesson to target how to revise revision sessions during a life skills and revision SOW.	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.	Assistant Headteacher - Curriculum HODs in all subject areas	May 2020	Raising Achievement team is expanding for next academic year and have worked above and beyond adapting to the demands of school closure. Students in need of it were regularly contacted and supported with structuring days and tackling work bit by bit. CAG results have highlighted that more work is required to support PP students with examination techniques and preparation.
Total budgeted cost					£38,000	

ii. Targeted support						
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
B. Y11 PP students make expected progress in Maths and English (against national average)	<p>Additional teachers will be timetabled to English lessons to provide focused intervention within class to PP students.</p> <p>In Maths extra intervention on a 1:1 or small group learning environment to pre-teach / revisit / focus on gaps in knowledge or understanding.</p>	Student outcomes in Basics show a difference from Non PP and PP, it can also vary against national average.	Monitor impact of intervention through pupil voice, teachers' observations of students in their lessons and data.	<p>Head of Maths and English</p> <p>Deputy Headteacher</p>	Sept 2020	Whilst we can't compare data to previous years due to CAG grading, PP and Non PP grades are relative. English and Maths have seen progress within their subject areas, significantly 71% of FSM students achieved Basic 5+.
A. 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	AIMS minutes, minutes of meetings between ALM and DAS. Analysis of data during data drops.	Assistant Headteacher – Raising Standards Lead / Raising Achievement Manager	Sept 2020	Students were identified correctly and provided with adapted packages of learning through intervention if necessary. This is an established process now but exploration of reviewing impact throughout the year can now be developed a little further. Especially in light of the 'catch up' curriculum requiring

		[which] explains this impact.'				delivery next academic year.
F. Improve attendance of PP students, particularly students who are persistently absent and find strategies to reduce internal and exclusions	An additional role is created to solely focus on Persistent absenteeism (PA) and PP attendance. They are to encourage the Pastoral team to focus on attendance as a barrier to students through regular tracking meetings and reporting to SLT link. To raise this dialogue between HOH, Form Tutors and all key stakeholders.	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 importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.	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.	Assistant Headteacher – Pastoral Attendance Officer – Pupil Premium & Persistent Absenteeism Attendance Officer / HOH	Sept 2020	Persistent absence (PA) has seen a further reduction from 7.27 % to 6.24%. This is the result of a strategic push from the Attendance Officers and the pastoral team. It is also worth noting that improvement has occurred since the increased capacity in the attendance team with two attendance officers. This has allowed Janine Clarke to proactively tackle persistent absence. In February there were 111 students whose attendance was 90% or below and this is now 72 students. Within the PA figures, students who are FSM and PP have seen a real improvement, particularly with FSM students where PA has been reduced from 26.67% to 20.88%.

<p>F. Improve attendance of PP students, particularly students who are persistently absent and find strategies to reduce internal and exclusions</p>	<p>Target a particular group of students persistently absent and provide transport to get into school during identified months.</p>	<p>After the success of the bus project where all students in the projects attendance improved to above 85%. Elements of this project will be adapted to identify students who need support especially during the winter months.</p>	<p>Research study produced by HJW.</p> <p>Improvement in percentage of attendance of identified students.</p> <p>Student voice.</p>	<p>Assistant Headteacher - Pastoral / Pupil Premium</p> <p>Attendance Officers / HOH</p>	<p>Sept 2020</p>	<p>This was completed and had a positive impact whilst it was running. However, is costly in time and only impacting the few involved, therefore alternative incentives and initiatives are being explored next academic year.</p>
<p>F. Improve attendance of PP students, particularly students who are persistently absent and find strategies to reduce internal and exclusions</p>	<p>Pastoral Managers will be upskilled to provide more proactive support to students needs in house in anger management, nurture groups, self-esteem, and alcohol and drugs awareness.</p>	<p>Tracking of internal data reveals that within My Concern a high proportion of concerns entered for PP students reveal wellbeing concerns, whilst within FSM a high proportion reveals self-harming.</p>	<p>From the concerns made, an increase of in house support offered to the students.</p> <p>Long-term picture will reveal a decrease in wellbeing and self-harm concerns.</p>	<p>Assistant Headteacher - Pastoral</p> <p>Pastoral Managers</p> <p>Heads of House</p>	<p>Sept 2020</p>	<p>To support the behaviour and attendance initiative, a policy has been developed with the buy in from all staff members. This focuses on restorative justice and relational behaviour management for next academic year.</p> <p>February 2020 14% PP students had an internal exclusion compared to 5.3 % of all other students.</p> <p>February 2020 4.9% PP had an external exclusion compared to 1.7% of non PP.</p> <p>February 2020 15% FSM students had an</p>

						<p>internal exclusion compared to 6.3% of all other students.</p> <p>February 2020 10.7 % FSM had an external exclusion compared to 1.3 % of non FSM.</p> <p>More work is needed to support students at school.</p>
E. Students have opportunities to learn effectively	Careful consideration to be given to students when taking their options and revision aids for students to learn effectively at home.	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.	Assistant Headteacher – Pastoral / Pupil Premium Champion	Sept 2020	This is now developed and has had a mostly positive impact. The support of it being in the strategy had helped to keep this at the forefront of minds. 58.3% of PP students were entered into EBACC.
E. Students are accessing strategies to learn effectively	HOH identify students who may not have access to office packages at home to access home learning and consolidate work. Whilst an increased focus to ensure revision aids are available through accessing the library.	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. By providing revision books to the library for students to loan out is our intention to create independence in students loaning and	Pupil voice, monitoring of attitude to learning in identified students, tracking loans of the library.	Pupil Premium Champion	Sept 2020	<p>Due to the school closure we were forced to find alternatives to provide equipment to support with learning at home, including devices to support internet. These were on loan but our IT team are looking into options surrounding this.</p> <p>Revision exercises for each department were purchased for each</p>

		also avoid the repeat buying of such items within our budget.				subject and has been set up within the library. This will be monitored further due to students not being able to access the library.
Total budgeted cost					£98,000	
iii. Other approaches						
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
<p>E. Students are accessing strategies to learn effectively</p> <p>G A strong focus on parent, teacher, school communication to show strong relationships between school and home evidenced to ensure the child's welfare is at the forefront.</p>	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).	Assistant Headteacher - Pastoral	Sept 2020	Counselling continues to be an effective resource in supporting students and their needs. There are times when we also have waiting lists and student voice is positive of the impact they have had for them.

<p>G. A strong focus on parent, teacher, school communication to show strong relationships between school and home evidenced to ensure the child's welfare is at the forefront.</p>	<p>Continued employment of parental support advisor to work with 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) as well as ELSA support for her families.</p>	<p>Research suggests that parental engagement is closely linked to students' academic success through feedback, advice and creating the climate. However, it is a challenging job and sometimes support is needed.</p>	<p>Parental support worker to liaise with HOH team.</p> <p>Monitor and record support offered for parents and students in LGM meetings.</p>	<p>Assistant Headteacher - Pastoral / Head of Operations</p>	<p>Sept 2020</p>	<p>The parent support worker is oversubscribed and we are currently operating a waiting list. The Parent Support Worker currently works with 17 families (plus those at the Infants and Juniors). We have had a Triple P Secondary group this year. This has also been developed into contact time with students of the families worked with for ELSA. Unfortunately, our support worker has now left so this vacancy needs to be filled.</p>
<p>D. Increased opportunities for enrichment inside and outside of the school day</p>	<p>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.</p>	<p>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.</p>	<p>Request for funding form to monitor requests from subject staff.</p> <p>Student voice survey</p>	<p>Pupil Premium Champion / HODs</p>	<p>Sept 2020</p>	<p>This was developing effectively with the position of an extra-curricular coordinator who is passionate about creating opportunities for our students. Staff members were starting to look into the uptake from students, this will continue next year when these activities resume, due to the impact of the school closures.</p>

Total budgeted cost	£35,000	
----------------------------	---------	--

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

