

Pupil premium (PP) strategy statement (secondary)

1. Summary information					
School	Furze Platt Senior School				
Academic Year	2018-19	Total PP budget	£186.760	Date of most recent PP Review	Nov 2018
Total number of pupils	1312	Number of pupils eligible for PP	199	Date for next interim review of this strategy	July 2019
				Date for next internal review of this strategy	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)
Progress 8 score average	-0.08		0.12
Attainment 8 score average	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)*

A.	Lower attainment than non PP
B.	Lower than national average literacy and numeracy skills on entry
C.	Middle ability 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 *(issues which also require action outside school, such as low attendance rates)*

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

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 middle ability PP students	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	Improvement in attendance data of PP students
G.	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

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

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?
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.	Pupil Premium Champion / Deputy Headteacher Senior Leadership with line management responsibility of departments.	Sept 2019
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 Department to be shared by subject teams.	The national strategies suggest that the key to success for all learners is through quality first teaching.	Monitoring of data inputted at each assessment point. Learning walks focusing on PP students monitored.	Pupil Premium Champion / Assistant Headteacher / Deputy Headteacher Head of departments	Sept 2019

	Initiative to raise the profile of PP students and then use data to ensure staff are aware of those students at risk of underachieving.	Training sessions with Learning Culture explored the bias learning approach to PP students.			
A. Improve P8 Outcomes for PP students	Whole school CPD focused on effective teaching in the classroom.	Research by the Sutton Trust demonstrates that quality first teaching has a great impact on outcomes for all students, including PP.	Monitoring on lessons through feedback to teachers. Use of learning walks to improve outcomes for students.	Assistant Headteacher NQT Co-ordinator / ITTCO with early year teachers.	Sept 2019
A. Improve P8 outcomes for PP students	SLT and Pupil Premium Champion to raise profile of marking and assessment focusing on students' response to feedback (purple panned next steps).	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.	Monitoring of data at each assessment point. Book scrutiny at whole school level and department	Senior Leadership Team Head of Departments	Sept 2019
C. Outcomes for middle ability PP students	Staff CPD to target key groups of underachievement.	Key groups of students are identified as needed further individualised focus, something EEF recommends as increasing progress in students by 3 months.	LGM Minutes Departmental minutes showing focus on key groups. Learning walks focusing on key groups identified.	Assistant Headteacher Senior Leadership Team Head of Departments	Sept 2019
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	Sutton Trust research demonstrates that home learning set and undertaken do better. Based on this and research that	Monitoring of packs by classroom teachers, students and parents. Pupil voice of effectiveness of packs.	Associate Assistant Headteacher	May 2019

	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.	demonstrates that parental engagement has impact. EEF state that the effectiveness of parental engagement can increase progress by 2 months.	Monitor attendance of parents at Preparing to Succeed evenings and ensure opportunity to feed this information back if not attended.	Head of Departments	
Total budgeted cost					£6,000
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?
B. Y11 PP students make expected progress in Maths and English (against national average)	Extra interventions with PP students in a small group environment for 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.	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.	Deputy Headteacher / Associate Assistant Headteacher / Head of Maths and English	Sept 2019
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	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	AIMS minutes, minutes of meetings between ALM and DAS. Analysis of data during data drops.	Associate Assistant Headteacher / Senior Learning Mentor	Sept 2019

	or in exceptional circumstances through a subject withdrawal.	more closely matched to learners' needs [which] explains this impact.'			
F. 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 week when they record their percentage in their diaries.	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 and ensure tutors are recording this in students' diaries.	Associate Assistant Headteachers Attendance Officer / Head of Houses	Sept 2019
F. Improve attendance of PP students, particularly those who are persistently absent.	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.	Associate Assistant Headteachers Attendance Officer / Head of Houses	Sept 2019
E. Students have opportunities to learn effectively	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.	Associate Headteacher	Sept 2019

G. Raise an awareness of the importance for a suitable climate for learning within the home.	HOH identify students who may not have access to office packages at home to access home learning and consolidate work.	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.	Pupil voice, monitoring of attitude to learning in identified students.	Pupil Premium Champion	Sept 2019
D. Increased opportunities for enrichment inside and outside of the school day	Students accessing alternative GCSE courses will also be entered into DofE to enrich their skill sets for future employment.	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.	Student voice Learning walks including these activities. Review of data at each stage of data drops.	Associate Headteacher / Alternative Curriculum Support Assistant Headteacher / Pupil Premium Champion	Sept 2019
Total budgeted cost					£142,760
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?
E. 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	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).	Associate Assistant Headteacher	Sept 2019

		range of students if and when needed.			
E. 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.	Pupil Premium Champion	Sept 2019
G. 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.	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).	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.	Parental support worker to liaise with HOH team. Monitor and record support offered for parents and students in LGM meetings.	Associate Assistant Headteachers / Business Manager	Sept 2019
D. 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'	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	Request for funding form to monitor requests from subject staff. Student voice survey	Pupil Premium Champion / Head of Departments	Sept 2019

	progress via music tuition and enrichment activities.	cultivating a cultural literacy.			
Total budgeted cost					£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	Additional staffing hours in Mathematics to support small group and 1:1 intervention EEF support as being +2 months effectiveness according to research.	£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.	Improved achievement in KS3 and KS4 Maths 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+. Students achieving 5+ has also increased by 2% to 25%.
A difference between attainment from Non PP to PP students	Learning Mentors (Team of 3, providing targeted academic support and intervention to students)	£72,947	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. ELSA support provided to students identified as underachieving in KS3.	Improved achievement in students' Progress 8 scores 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.

	EEF support as being +3 months in effectiveness according to research.			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.
To increase parental engagement / offer support for students having a difficult time.	<p>Parent Support Worker</p> <p>Supporting parents to support their children (parenting advice and training, practical and financial advice and support, supporting meetings 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>	£5000	Targeted intervention to families who are identified as requiring further support.	<p>Improved relationships between all students and the school</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 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>
To ensure all students can access the curriculum	<p>Alternative Curriculum Support Worker</p> <p>A teacher of alternative curriculum who specialises in ensuring all students can access the curriculum</p> <ul style="list-style-type: none"> - One to one raising achievement sessions - Social skills provision - Personalised provision on or off site - Study Hall staffing 	£14,350	To support students in KS4, including Pupil Premium students.	<p>Improvements to provisions offered to students in KS4</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>
To raise the profile of PP students	<p>Pupil Premium Champion</p> <p>Ensures the cohort are at the forefront of intervention in the school</p>	£5,000	All Pupil Premium students	<p>Improved achievement and attainment</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</p>

				<p>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 & Mathematics, 47.5% also passing this threshold. This is a rise from 44% in 2016.</p>
Issues surrounding mental health	<p>Counselling Services</p> <p>This funding has enabled us to support some of our most vulnerable students with specialist counselling</p>	£20,510	Students in need of specialist counselling, including Pupil Premium students.	<p>Improved welfare for students</p> <p>We have moved to a new model and last year counsellors were able to reduce waiting lists by 50%.</p>
To support enrichment opportunities for all	<p>Extended Curriculum Activities</p> <ul style="list-style-type: none"> - Additional study support sessions/revision sessions - Subsidies for trips and visits <p>Subsidies for music tuition</p> <p>Ongoing research supports the impact of enrichment activities as having a positive effect for engagement with parents as well as students themselves</p>	£10,179	To support Pupil Premium students in Years 7 – 11.	<p>Improved curricular and extra-curricular opportunities for students</p> <p>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.</p>
To support access to the curriculum	<p>ICT software & equipment</p> <ul style="list-style-type: none"> - Purchase of laptops to loan to Pupil Premium students without access to ICT equipment at home 	£2,500	To support Pupil Premium students in Years 7 – 11.	<p>Improved achievement and attainment for students</p> <p>We currently have 23 students who have access to ICT equipment on loan from Furze Platt.</p>
A difference between attainment from Non PP to PP students	<p>Departmental resources & training</p> <p>Resources to support wider study, home learning, practical activities, specialist equipment</p>	£3,000	To support Pupil Premium students in Years 10 – 11.	<p>Improved achievement and attainment for students</p> <p>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.</p>

	Home learning is reported to have low cost high impact of +5months.			
A difference between attainment from Non PP to PP students	Staff training and development <ul style="list-style-type: none"> - Training for LSAs - Training/coaching for teachers 	£4,500	To support all students including Pupil Premium in Years 7 – 11.	Improved achievement and attainment for students There has been a key focus on coaching rippling through middle leaders.
A difference in experience from Non PP to PP students	Contingency <ul style="list-style-type: none"> - School equipment/ICT resources/ tutoring not met by above etc - Emergency support for students – provision of uniform, stationery etc - Additional staffing to cover pre / after school academic support sessions 	£6,528	To support Pupil Premium students in Years 7 – 11.	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.

