



FINHAM PARK  
MULTI ACADEMY TRUST

Finham Park School

Disadvantaged Student Update 2019



### Finham Park School Disadvantaged Student Update 2019

The disadvantaged student funding is a Government initiative designed to target resources on those pupils deemed to be the most at risk of not succeeding. The money is provided for those pupils who have been on free school meals at any point over the last 6 years [Ever6] or those children who have been looked after continuously for at least 6 months [CLA]. For the year 2019 the Disadvantaged student funding has a value of £1320 per eligible pupil and £2300 for CLA. Neither the government or any government agencies have dictated how the money should be spent, however the money should be used to promote strategies which raise the attainment of our disadvantaged students. Results in 2016-19 demonstrate that within school gaps between disadvantaged and non -disadvantaged pupils are narrowing across all key stages.

### The breakdown of Pupil Premium pupils at Finham Park 2018-2019.

	F	M	Total
Year 07	8	12	20
Year 08	17	17	34
Year 09	16	13	29
Year 10	16	10	26
Year 11	15	19	24
Total	72	71	143

---

## Barriers to educational achievement for disadvantaged students

---

This report highlights the steps taken to address the barriers that disadvantaged students may face in their educational experience. The key areas the school strives to overcome are improving transition and readiness for school,

---

## Strategies for narrowing the gap- a brief overview.

---

Finham Park is a multicultural, comprehensive school with approximately 10% of pupils being eligible for the Disadvantaged student funding. No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi- faceted approach that we feel offers the best opportunity for pupils to succeed. In order to raise the attainment of every pupil careful monitoring and tracking of their progress is undertaken. At Finham Park this is done through regular data collections covering academic achievement and also attitudes to learning. This tracking can then inform effective interventions. Interventions come in various forms but are specific to the needs of the pupil. We also know that for pupils to succeed attendance is critical. Improving and maintaining attendance has been a fundamental part of improving standards at Finham Park.

### Results Attainment and progress Summer 2017

Year 11 had 28 disadvantaged students.

	2017 Gap	2018 Gap	Non PP	PP	2019 Gap	Trend
Progress 8	-0.19	-0.43	0.41	0.02	-0.35	
%A*-C En and Ma - "Basics"	-6%	-15%	84%	69%	-14%	
5+A*-C inc EM (old measure)	-6%	-21%	60%	80.5%	-16%	

The gap was slightly smaller in 2019 than in 2018 because it has been a significant focus for the school. It is positive to see outcomes move in the right direction.

### Pupil premium funding and Spending

The total funding received by Finham Park for 2018 – 2019 is shown below.

2018/2019	
Funding Stream	Amount
Disadvantaged Student Allocation	£135001

**Our anticipated disadvantaged student's funding for 2019/20 will be approximately £135000**

## Impacts of Spending and expenditure Review

Details of all impact of spending are in the table below.

Cost Centre	Total Spend
Pupil Transport	546.6
External Supply non-Teaching Providers	2371.6
Educational Support Staff Salaries	12511.07
Teachers Salaries Pensions	12596.66
Teachers Salaries Emp NI	8199.67
Staff Training	984
Music Services	3900
School Cont'n Educational Visits	2944.5
Educational Support Staff Pensions	2389.62
Educational Books	1266.53
Teachers Salaries	76436.04
Staff Travel and Subsistence	122.92
Educational Other Expenditure	1828.28
Educational Materials	512.45
Catering Recharge Exp	2715.47
Educational Support Staff Emp NI	995.23
<b>Total</b>	<b>£130320.64</b>

*Disadvantaged student update to be reviewed and updated September 2020 by S Green and T Robinson.*



Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy ( Summer 2019 Y11 data)	Evaluation and Actions to take into 2019/20	Potential Impact (Sutton Trust toolkit 2017)																																	
Improving transition and readiness for school	Breakfast Club	Catering	S O'Hagan	To ensure that all disadvantaged students are ready to learn each day by having access to a healthy breakfast. This also improves their social and emotional skills through building friendships.	On Average 7 students used this provision each day. In general these were the same students each morning. There were other students who accessed the breakfast but not regularly.	This will continue in the same format into 2019/20	+ 2 months																																	
	New year 7 starter voucher	Uniform	W Neale	To ensure that all year 7 students have the correct uniform for Finham Park School	All students in year 7 accessed this provision.	This will continue in the same format into 2019/20																																		
Improving the academic progress and attainment and a personalised curriculum	English and Maths progress and underachievement identified and support targetted	Staffing	H Cooke and C Bateman	English and Mathematics staff are utilised to support the progress of all underachieving students which included those students designated as disadvantaged. Staff will prioritise disadvantaged students who are not making good progress across all year groups	<table border="1"> <thead> <tr> <th>Measure</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged P8 Score in Maths</td> <td>0.04</td> <td>-0.35</td> </tr> <tr> <td>Disadvantaged P8 Score in English</td> <td>0.13</td> <td>-0.12</td> </tr> <tr> <td>Disadvantaged P8 Score EBACC element</td> <td>0.16</td> <td>0.02</td> </tr> <tr> <td>Disadvantaged P8 Score Open element</td> <td>-0.4</td> <td>-0.7</td> </tr> <tr> <td>Overall Disadvantaged P8 Score</td> <td>-0.02</td> <td>-0.3</td> </tr> <tr> <td>Higher ability disadvantaged students</td> <td>-0.01</td> <td>-0.63</td> </tr> <tr> <td>Middle ability disadvantaged students</td> <td>-0.06</td> <td>0.37</td> </tr> <tr> <td>Lower ability disadvantaged students</td> <td>0.02</td> <td>N/A</td> </tr> <tr> <td>Basics Measure % 9-5 En &amp; Ma disadvantaged</td> <td>31</td> <td>25</td> </tr> </tbody> </table>			Measure	2018	2019	Disadvantaged P8 Score in Maths	0.04	-0.35	Disadvantaged P8 Score in English	0.13	-0.12	Disadvantaged P8 Score EBACC element	0.16	0.02	Disadvantaged P8 Score Open element	-0.4	-0.7	Overall Disadvantaged P8 Score	-0.02	-0.3	Higher ability disadvantaged students	-0.01	-0.63	Middle ability disadvantaged students	-0.06	0.37	Lower ability disadvantaged students	0.02	N/A	Basics Measure % 9-5 En & Ma disadvantaged	31	25	The gaps across all of the key performance indicators show a significant closing of the gap between disadvantaged students and non-disadvantaged students.	This will continue in the same format into 2019/20	+ 5 months
					Measure	2018	2019																																	
					Disadvantaged P8 Score in Maths	0.04	-0.35																																	
					Disadvantaged P8 Score in English	0.13	-0.12																																	
Disadvantaged P8 Score EBACC element	0.16	0.02																																						
Disadvantaged P8 Score Open element	-0.4	-0.7																																						
Overall Disadvantaged P8 Score	-0.02	-0.3																																						
Higher ability disadvantaged students	-0.01	-0.63																																						
Middle ability disadvantaged students	-0.06	0.37																																						
Lower ability disadvantaged students	0.02	N/A																																						
Basics Measure % 9-5 En & Ma disadvantaged	31	25																																						
Maths HLTA used to support 'catch up' premium students in KS3	Staffing	C Bateman S Bendle	Maths HLTA is timetabled with year 7 set 4s to withdraw students and offer extra support where appropriate. All CUP students were invited to year 7 breakfast club and paired with 6th form students. All CUP students were also invited to before school sessions with HLTA small group teaching.	In 2015/16 funding was provided for 21 students, this funding was therefore available for 21 students in 2018/19. 8 students attended the breakfast club and 10 students attended the small group teaching sessions. 0 students went backwards from the baseline assessment 5 students made no progress from the baseline assessment 6 students made one sublevel of progress from the baseline assessment 9 students made two sublevels of progress from the baseline assessment 1 student made three sublevels of progress from the baseline assessment ALL students improved their numberwork – we did some question by question analysis – which will equip them to face year 8 positively. <b>These impacts put the CUP students almost in line with other ability groups</b>	This will continue in the same format into 2019/20	+ 5 months																																		
English HLTA used to support students in KS3	Staffing	C German S Jones	The English HLTA is utilised to run the programme of intervention key students	Please refer to separate document regarding reading and spelling ages for students who have undertaken this intervention.	This will continue in the same format into 2019/20	+ 6 months																																		



Individualised Timetables and Curriculum amendments	No Cost	S Green T Robinson	To provide a personalised Curriculum for all disadvantaged students to enable them to achieve the very best outcomes for the future.	Student timetables were amended on an individual basis to provide a personalised curriculum. In some cases this has involved extra support in English and Maths and alternative pathways.	This will continue in the same format into 2019/20	<b>+ 2 months</b>
Period 6 lessons	Staffing	W Neale T Robinson	Provide a supportive environment for students to complete homework or revision. Mentor available to support when needed.	Students attended on a regular basis: Year 11: 12 students, Year 10:14 students, Year 9: 9 students, Year 8: 6 students, Year 7: 6 students	This will continue in the same format into 2019/20	<b>+ 2 months</b>



Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy ( Summer 2019 Y11 data)	Evaluation and Actions to take into 2019/20	Potential Impact (Sutton Trust toolkit 2017)																																																
Improving access to the curriculum and wider opportunities	Support for students to attend educational trips and visits including some extra curricular opportunities	Educational Resources	T Robinson	To increase the opportunities that disadvantaged students have to experience wider educational opportunities.	Students were able to engage with a range of educational experiences that improved their engagement with subjects, self esteem and confidence.	The support will continue to be provided on a case by case basis as not all disadvantaged students are in need of this support.																																																	
	Laptop loans for students who do not have sufficient access at home	Educational Resources	T Robinson	This strategy is to allow students to have access to ICT facilities at home where current the access is not sufficient. This is designated to remove the lack of ICT access as a barrier.	Students were able to engage more with VLE and access homework readily either in school or at home.	This support will continue on a case by case basis.																																																	
	Use of dongle for internet access	Educational Resources	T Robinson W Neale	This strategy is to allow students to have access to the internet when at home.	Students were able to engage more with VLE and access homework readily either in school or at home.	This support will continue on a case by case basis.																																																	
	Provision of basic classroom equipment	Educational Resources	T Robinson W Neale	To allow students to be ready for learning in all lessons. This includes textbooks, calculators and any further equipment needed for learning.	Students were ready to learn across all lessons. Less consequences were received for 'ill equipped' for lessons	This support will continue on a case by case basis.																																																	
	College Placements	Educational Resources	T Robinson C Linstead	To allow a personalised curriculum for certain students who will benefit from a different style of learning.	College Placements were provided for all students who were accessing this curriculum route. All students achieved a qualification from the relevant college course.	This support will continue on a case by case basis.																																																	
Educational Welfare Attendance support	EWO to track and monitor attendance of all students including a focus on disadvantaged students across all year groups	Staffing	J McGrory	The EWO and attendance work will support students' attendance in school and lessons. It includes working with vulnerable students, liaising with parents and putting in place interventions when necessary.	<table border="1"> <thead> <tr> <th>% Absence 2019</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>Non - Disadvantaged Students</td> <td>4</td> <td>6.7</td> <td>8.5</td> <td>5.8</td> <td>8.2</td> </tr> <tr> <td>Disadvantaged Students</td> <td>3.9</td> <td>3.6</td> <td>4.2</td> <td>4.1</td> <td>4.6</td> </tr> <tr> <th colspan="6">% Sessions missed</th> </tr> <tr> <td></td> <td colspan="2">17/18</td> <td colspan="3">18/19</td> </tr> <tr> <td>Non-disadvantaged students</td> <td colspan="2">3.6</td> <td colspan="3">3.7</td> </tr> <tr> <td>Disadvantaged students</td> <td colspan="2">6.8</td> <td colspan="3">6.2</td> </tr> <tr> <td colspan="6">All detail and impact on specific students is held directly by J McGrory and cannot be published here.</td> </tr> </tbody> </table>	% Absence 2019	7	8	9	10	11	Non - Disadvantaged Students	4	6.7	8.5	5.8	8.2	Disadvantaged Students	3.9	3.6	4.2	4.1	4.6	% Sessions missed							17/18		18/19			Non-disadvantaged students	3.6		3.7			Disadvantaged students	6.8		6.2			All detail and impact on specific students is held directly by J McGrory and cannot be published here.						This support will continue in 2018/19	+ 3 months
% Absence 2019	7	8	9	10	11																																																		
Non - Disadvantaged Students	4	6.7	8.5	5.8	8.2																																																		
Disadvantaged Students	3.9	3.6	4.2	4.1	4.6																																																		
% Sessions missed																																																							
	17/18		18/19																																																				
Non-disadvantaged students	3.6		3.7																																																				
Disadvantaged students	6.8		6.2																																																				
All detail and impact on specific students is held directly by J McGrory and cannot be published here.																																																							



<b>Careers Advice and raising aspirations</b>	Specialist personalised advice from Careers Advisor	Staffing	J Hooke	To give specialised Careers Advice to allow students in years 10,11,12,13 including disadvantaged students. This can range from 1-2-1 support, meeting with parents, group support and sessions. Good links have been built with FE Colleges, universities, employers and other establishments	Destinations data available in separate document. For year 11 only one student classified as a 'NEAT'. This student was a non-attender since the start of year 9. All other year 11 students went on to level 2 or 3 course at either 6th form/college or apprenticeships.	This will continue in the same format into 2019/20	<b>+ 0 months</b>
---	---	----------	---------	--	--	--	-------------------

Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy ( Summer 2019 Y11 data)	Evaluation and Actions to take into 2019/20	Potential Impact (Sutton Trust toolkit 2017)
<b>Tracking, Monitoring and Interventions</b>	Strategic Lead for Disadvantaged students	Staffing	T Robinson	Oversee the pupil premium, plan the expenditure of the funding, raise the profile of the group throughout the school. Work with the Disadvantaged Students' mentor to run an effective programme of intervention and mentoring for all students across all year groups.	Clear focus across the whole school on closing the gap in attainment and progress between disadvantaged students and non-disadvantaged students. College Leaders target disadvantaged students initially following each progress check. Intervention programme in place in all departments for diadvantaged students.	This will continue in the same format into 2019/20	<b>+ 3 months</b>
	Disadvantaged Students Mentor	Staffing	W Neale	Oversee the programme of intervention and assess the impact of these interventions. Meet and mentor students in all year groups. Allocate funding for above priorities as and when this is required,	Impact of mentoring detailed in disadvantaged students intervention spreadsheet following each data check point.	This will continue in the same format into 2019/20	<b>+ 3 months</b>
	Mentoring	Staffing	College Leaders	College Leaders and mentors to work closely with all diadvantaged students across all year groups.	Clear focus across all mentor groups on disadvantaged students in all year groups. Impact of intervention in detail with progress and monitoring reports.	This will continue in the same format into 2019/20	<b>+ 0 months</b>
	Year 11 motivational speaker	Staffing	College Leaders T Robinson	Motivational Speaker worked with all year 11 students during the study skills conference day to improve positive mindset and esnrue all students are ready for exam period emotional and acadeimcally.	Feedback from year 11 students was 100% positive. All completed questionnaires stated that the motivational speaker was excellent and improved students outlook and mindset towards GCSE examinations	This will continue in the same format into 2019/20	

Half Term and Easter Revision Sessions	Staffing	K Greenhalgh S Green	Sessions are provided by individual subjects during half term and Easter holidays to provide extra lesson support for year 11 students	Of the 28 Disadvantaged Students in the cohort 24 of them signed-up for sessions, averaging 5 sessions per student. • Attendance for the Disadvantaged Students was 74%.	This will continue in the same format into 2019/20	+ 2 months
Parental engagement	Staffing	College Leaders, W Neale, T Robinson	All disadvantaged students to be contacted for parents evenings and study skills evenings.	Increase in % of disadvantaged students parents attending evenings. Improved engagement with school.	This will continue in the same format into 2019/20	+ 3 months
Terrific Ten' focus group in year 11	No cost	T Robinson S Green	To highlight a specific group of students in year 11 with all staff to increase the focus on them and raise progress and attainment.	Students highlighted in group achieved excellent progress and attainment results for 2017/18. Individual student results can be accessed through 4matrix for additional information.	This will continue in the same format into 2019/20	

### Plan of Expenditure for 2018/19.

Priority	Strategies used to Narrow the gap	Expense	Monitoring and Evaluation	Objective and Success Criteria
Improving transition and readiness for school	Breakfast Club	Catering	T Robinson	To ensure that all disadvantaged students are ready to learn each day by having access to a healthy breakfast. This also improves their social and emotional skills through building friendships.
	New year 7 starter voucher	Catering	T Robinson	To ensure that all year 7 students have the correct uniform and equipment for Finham Park School
Improving the academic progress and attainment and a personalised curriculum	English and Maths progress and underachievement identified and support targeted	Staffing	A Smith C Bateman	English and Mathematics staff are utilised to support the progress of all underachieving students which includes those students designated as disadvantaged. Staff will prioritise disadvantaged students who are not making good progress across all year groups
	Maths TA used to support 'catch up' premium students in KS3	Staffing	C Bateman	Maths HLTA is timetabled with year 7 set 4s to withdraw students and offer extra support where appropriate. All CUP students were invited to year 7 breakfast club and paired with 6th form students. All CUP students were also invited to before school sessions with HLTA small group teaching.

	Period 6	Staffing	PLC	Provide a supportive environment for students to complete homework or revision. Mentor available to support when needed.
	English HLTA used to support students in KS3	Staffing	C German S Jones A Smith	The English HLTA is utilised to run the programme of intervention for ECR, RC, PR and SP
	Support for students to attend educational trips and visits including some extra curricular opportunities	Educational Resources	T Robinson	To increase the opportunities that disadvantaged students have to experience wider educational opportunities.
Improving access to the curriculum and wider opportunities	Laptop loans for students who do not have sufficient access at home	Educational Resources	T Robinson	This strategy is to allow students to have access to ICT facilities at home where current the access is not sufficient. This is designated to remove the lack of ICT access as a barrier.
	Use of dongle for internet access	Educational Resources	T Robinson S Green	This strategy is to allow students to have access to the internet when at home.
	Provision of basic classroom equipment	Educational Resources	A Pickard	To allow students to be ready for learning in all lessons. This includes textbooks, calculators and any further equipment needed for learning.
	College Placements	Other	T Robinson C Linstead	To allow a personalised curriculum for certain students who will benefit from a different style of learning.
	EWO to track and monitor attendance of all students including a focus on disadvantaged students across all year groups	Staffing	J McGrory T Robinson	The EWO and attendance work will support students' attendance in school and lessons. It includes working with vulnerable students, liaising with parents and putting in place interventions when necessary.

Priority	Strategies used to Narrow the gap	Expense	Monitoring and Evaluation	Objective and Success Criteria
Raising student aspirations	Specialist personalised advice from Careers Advisor	Staffing	J Hooke	To give specialised Careers Advice to allow students in years 10,11,12,13 including disadvantaged students. This can range from 1-2-1 support, meeting with parents, group support and sessions. Good links have been built with FE Colleges, universities, employers and other establishments
Tracking, Monitoring and Interventions	Strategic Lead for Disadvantaged students	Staffing	T Robinson	Oversee the pupil premium, plan the expenditure of the funding, raise the profile of the group throughout the school. Work with the Disadvantaged Students' mentor to run an effective programme of intervention and mentoring for all students across all year groups.



Mentoring	Staffing	College Leaders	College Leaders and mentors to work closely with all disadvantaged students across all year groups.
Parental Engagement	No Cost	College Leaders, T Robinson	Increase in % of disadvantaged students parents attending evenings. Improved engagement with school.
Half Term and Easter Revision sessions	Staffing	K Greenhalgh S Green	Sessions are provided by individual subjects during half term and Easter holidays to provide extra lesson support for year 11 students
Motivational Speaker	Staffing	College Leaders T Robinson	Motivational Speaker to work with all year 11 students during the study skills conference day to improve positive mindset and ensure all students are ready for exam period emotional and academically.
Disadvantaged Students Mentor	Staffing	T Robinson	Oversee the programme of intervention and assess the impact of these interventions. Meet and mentor students in all year groups. Allocate funding for above priorities as and when this is required,
Terrific Twelve' focus group in year 11	No cost	S Green	To highlight a specific group of students in year 11 with all staff to increase the focus on them and raise progress and attainment.