



FINHAM PARK
MULTI ACADEMY TRUST

Finham Park School

Disadvantaged Student Update 2017



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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 2017 the Disadvantaged student funding has a value of £935 per eligible pupil and £1900 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 2015 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 2016-2017.

Year Group	Male	Female	Total
7	16	13	29
8	15	18	33
9	14	15	29
10	25	14	39
11	6	22	28
Overall Total	82	68	150

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.

	2015 Gap	2016 Gap	Non PP	PP	2017 Gap	Trend
Progress 8	-0.25	-0.47	+0.17	-0.02	-0.19	
%A*-C En and Ma - "Basics"	-32%	-27%	81%	75%	-6%	
5+A*-C inc EM (old measure)	-39%	-28%	77%	71%	-6%	

There is a continual trend of narrowing the gap between disadvantaged and non-disadvantaged students. The emphasis remains within school of continuing to support students and narrow the gap even further.



Pupil premium funding and Spending

The total funding received by Finham Park for 2016 – 2017 is shown below.

2016/2017	
Funding Stream	Amount
Disadvantaged Student Allocation	£140460

Impacts of Spending and expenditure Review

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

Cost Centre	Total Spend
Educational Resources	10,118.08
Uniform	568.91
Staffing	136,793.36
Catering	1,396.80
Other	627.82
GRAND TOTAL	£149,504.97

The spend in 2016/17 exceeded the budget set; the additional costs were funded from earmarked carry-forward for our disadvantaged students.

Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2017 Y11 data)	Evaluation and Actions to take into 2017/18																														
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 2017/18																														
	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 2017/18																														
Improving the academic progress and attainment and a personalised curriculum	English and Maths progress and underachievement identified and support targeted	Staffing	H Cooke and S Green and K Gore	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>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged P8 Score in Maths</td> <td>-0.3</td> <td>-0.22</td> </tr> <tr> <td>Disadvantaged P8 Score in English</td> <td>-0.4</td> <td>0.56</td> </tr> <tr> <td>Disadvantaged P8 Score EBACC element</td> <td>-0.4</td> <td>0.24</td> </tr> <tr> <td>Disadvantaged P8 Score Open element</td> <td>-0.5</td> <td>-0.59</td> </tr> <tr> <td>Overall Disadvantaged P8 Score</td> <td>-0.4</td> <td>-0.04</td> </tr> <tr> <td>Higher ability students</td> <td>0.16</td> <td></td> </tr> <tr> <td>Middle ability students</td> <td>-0.91</td> <td></td> </tr> <tr> <td>Lower ability students</td> <td>-0.05</td> <td></td> </tr> <tr> <td>Basics Measure % 9-5 En & Ma</td> <td>N/A</td> <td>38.46</td> </tr> </tbody> </table> <p>The gaps across all of the key performance indicators show a significant closing of the gap between disadvantaged students and non-disadvantaged students.</p>	Measure	2016	2017	Disadvantaged P8 Score in Maths	-0.3	-0.22	Disadvantaged P8 Score in English	-0.4	0.56	Disadvantaged P8 Score EBACC element	-0.4	0.24	Disadvantaged P8 Score Open element	-0.5	-0.59	Overall Disadvantaged P8 Score	-0.4	-0.04	Higher ability students	0.16		Middle ability students	-0.91		Lower ability students	-0.05		Basics Measure % 9-5 En & Ma	N/A	38.46	This will continue in the same format into 2017/18
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Maths HLTA used to support 'catch up' premium students in KS3	Staffing	S Green K Gore	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 2016/17. 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. These impacts put the CUP students almost in line with other ability groups	This will continue in the same format into 2017/18																															
English HLTA used to support students in KS3	Staffing	C German S Jones	The English HLTA is utilised to run the programme of intervention for ECR, RC, PR and SP	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 2017/18																															

Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2017 Y11 data)	Evaluation and Actions to take into 2017/18
Improving the academic progress and attainment and a personalised curriculum	TUTE - online tuition for students unable to access the curriculum	Other	A Ditch T Robinson	To provide an online learning environment through 'live lessons' in order to engage and deliver the curriculum to all students unable to attend school through a variety of reasons.	Live lessons were accessed by students in the PLC but the numbers of lessons accessed at home through the platform was negligible. The impact that 'Tute' made on the progress and attainment of students and in particular disadvantaged students was therefore also negligible.	This will not continue into 2017/18
	Individualised Timetables and Curriculum amendments	No Cost	A Ditch 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 bases 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 2017/18
	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 2017/18
	ECDL qualification	Other	A Ditch	To provide an opportunity for students to achieve an ICT qualification	4 disadvantaged students were entered for the ECDL qualification, all achieved a Distinction. This made a significant difference to these students for future aspirations.	This qualification will be available for a number of students in 2017/18
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.

Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2017 Y11 data)	Evaluation and Actions to take into 2017/18					
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.	% Absence 2017	7	8	9	10	11	This support will continue in 2017/18
					Non - Disadvantaged Students	4	6.9	4.9	5.8	9.3	
					Disadvantaged Students	3	4	4.4	3.5	3.7	
					% Sessions missed						
						15/16	16/17				
					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.											
Careers Advice and raising 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	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 support will continue for 2017/18					
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.	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 disadvantaged students.	This support will continue for 2017/18					
	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 support will continue for 2017/18					
	Mentoring	Staffing	College Leaders	College Leaders and mentors to work closely with all disadvantaged 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 support will continue for 2017/18					



Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2017 Y11 data)	Evaluation and Actions to take into 2017/18
Tracking, Monitoring and Interventions	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 ensure all students are ready for exam period emotional and academically.	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 support will continue for 2017/18
	Half Term and Easter Revision Sessions	Staffing	K Greenhalgh A Ditch	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 support will continue for 2017/18
	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 support will continue for 2017/18
	Terrific Ten' focus group in year 11	No cost	T Robinson A Ditch	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 support will continue for 2017/18

Plan of Expenditure for 2017/18.

Details of the plan for expenditure in 2017/18 are found in the table below.

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 W Neale	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	H Cooke S Green	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 HLTA used to support 'catch up' premium students in KS3	Staffing	S Green	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	W Neale	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 H Cooke	The English HLTA is utilised to run the programme of intervention for ECR, RC, PR and SP
	ECDL qualification	Other	A Ditch	This will be utilised for a small number of appropriate students in year 11.
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.
	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 W Neale	This strategy is to allow students to have access to the internet when at home.
	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.
	College Placements	Other	T Robinson C Linstead	To allow a personalised curriculum for certain students who will benefit from a different style of learning.



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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 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.
Careers Advice and raising aspirations	The Brilliant Club	Other	T Robinson W Neale	The Brilliant Club is an award-winning Charity that exists to increase the numbers of pupils from under-represented backgrounds progressing to highly selective universities. This is done by mobilising the PHD community to share its expertise within state schools. The Brilliant Club will be running for 12 students across year 8-11.
	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, W Neale, T Robinson	Increase in % of disadvantaged students parents attending evenings. Improved engagement with school.
	Half Term and Easter Revision sessions	Staffing	K Greenhalgh A Ditch	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 emotionally and academically.
	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,
	Terrific Ten' focus group in year 11	No cost	A Ditch	To highlight a specific group of students in year 11 with all staff to increase the focus on them and raise progress and attainment.