



FINHAM PARK  
MULTI ACADEMY TRUST

Finham Park School

Disadvantaged Student Update 2020



### Finham Park School Disadvantaged Student Update 2020

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 2020 the Disadvantaged student funding has a value of £955 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. CAGs in 2020 showed that the disadvantaged gap increased slightly, going against trends from 2016-2019. Progress 8 for disadvantaged students was positive.

### The breakdown of Pupil Premium pupils at Finham Park 2019-2020.

	F	M	Total
Year 07	13	8	21
Year 08	18	19	37
Year 09	13	16	29
Year 10	11	17	28
Year 11	15	16	31
Total	74	76	150

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## Barriers to educational achievement for disadvantaged students

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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,

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

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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 2020

Year 11 had 31 disadvantaged students.

	2018 Gap	2019 Gap	Non PP	PP	2020 Gap	Trend
Progress 8	-0.43	-0.35	0.51	0.06	-0.45	
%A*-C En and Ma - "Basics"	-15%	-14%	80%	59%	-21%	
5+A*-C inc EM (old measure)	-21%	-16%	60%	30%	-30%	

The gap widened in 2020. Covid 19 denied many DA students the chance to 'step up' during Year 11 and may this is likely to have negatively impacted on their CAGs. Efforts will be made to address the lasting impact of the Covid pandemic next year.

### Pupil premium funding and Spending

The total funding received by Finham Park for 2019 – 2020 is shown below.

2018/2019	
Funding Stream	Amount
Disadvantaged Student Allocation	£128325

**Our anticipated disadvantaged student's funding for 2019/20 will be approximately £128000**

## Impacts of Spending and expenditure Review

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

Cost Centre	Total Spend
External Supply non-Teaching Providers	429.48
Educational Support Staff Salaries	14943.87
Teachers Salaries Pensions	14355.85
Teachers Salaries Emp NI	6407.34
School Cont'n Educational Visits	3191.50
Educational Support Staff Pensions	2946.09
Educational Books	607.86
Teachers Salaries	60900.97
Educational Other Expenditure	2106.53
Educational Materials	209.84
Catering Recharge Exp	350
Educational Support Staff Emp NI	6407.34
<b>Total</b>	<b>£108826.09</b>

*Significant time out of the building due to the Covid-19 pandemic led to less opportunities to spend funding on DA students. All budget surplus will be earmarked for 20/21.*

*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 2020 Y11 data)	Evaluation and Actions to take into 2020/21	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 2020/21	+ 2 months		
	New year 7 starter voucher	Uniform	T Robinson	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 2020/21			
Improving the academic progress and attainment and a personalised curriculum	English and Maths progress and underachievement identified and support targeted	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				The gaps across all of the key performance indicators show a significant closing of the gap between disadvantaged students and non-disadvantaged students.	+ 5 months
					Measure	2019	2020		
					Disadvantaged P8 Score in Maths	-0.35	0.21		
					Disadvantaged P8 Score in English	-0.12	-0.37		
					Disadvantaged P8 Score EBACC element	0.02			
					Disadvantaged P8 Score Open element	-0.7			
					Overall Disadvantaged P8 Score	-0.3	0.06		
					Higher ability disadvantaged students	-0.63			
					Middle ability disadvantaged students	0.37			
Lower ability disadvantaged students	N/A								
Basics Measure % 9-5 En & Ma disadvantaged	25	30							
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 number work – 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 2020/21	+ 5 months			
							English HLTA used to support students in KS3	Staffing	S Jones



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 2020/21	<b>+ 2 months</b>
Period 6 lessons	Staffing	J Bingham 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 2020/21	<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 J Bingham	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 J Bingham	To allow students to be ready for learning in all lessons. This includes textbooks, calculators and any further equipment needed for learning.	Student 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.	Due to the unprecedented crisis of Covid 19, getting a clear picture of attendance in the 19/20 will be difficult. During the period of home learning, the EWO and wellbeing teams worked to check in with DA students regularly.	This support will continue in 2018/19	+ 3 months



<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 'NEET'. 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 2020/21	<b>+ 0 months</b>
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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 disadvantaged students.	This will continue in the same format into 2020/21	<b>+ 3 months</b>
	Disadvantaged Students Mentor	Staffing	J Bingham	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 2020/21	<b>+ 3 months</b>
	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 will continue in the same format into 2020/21	<b>+ 0 months</b>
	Parental engagement	Staffing	College Leaders, J Bingham, 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 2020/21	<b>+ 3 months</b>
	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 2020/21	



### Plan of Expenditure for 2020/21.

Priority	Strategies used to Narrow the gap	Expense	Monitoring and Evaluation	Objective and Success Criteria
Improving transition and readiness for school	Breakfast Club	Catering	J Bingham	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	J Bingham	To ensure that all year 7 students have the correct uniform and equipment for Finham Park School
	Summer School	Staffing/Educational Resources	S Green, J Bingham	Create an exciting summer school provision to aid with transition and provide support to incoming Year 7 students.
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	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	J Bingham	To increase the opportunities that disadvantaged students have to experience wider educational opportunities.
	Raise profile of PP students.	Staffing	J Bingham	Greater communication to staff of the purpose of PP, easier identification of PP students and personalised strategies to support.

Improving access to the curriculum and wider opportunities	Laptop loans for students who do not have sufficient access at home	Educational Resources	J Bingham	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	J Bingham S Green	This strategy is to allow students to have access to the internet when at home.
	Provision of basic classroom equipment	Educational Resources	J Bingham	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	J Bingham 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 J Bingham	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.
	Wide range of extra-curricular activities	Staffing/Educational Resources	J Bingham	Students will have access to a wide range of extra curricular activities which will raise student 'cultural capital' and increase engagement.

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	J Bingham	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, J Bingham	College Leaders and mentors to work closely with all disadvantaged students across all year groups.

Parental Engagement	No Cost	College Leaders, J Bingham	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 J Bingham	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	J Bingham	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,
Improved Attendance/Behaviour Tracking	Staffing	J Bingham	Create new systems for better tracking student attendance and behaviour to ease planning of effective interventions.

### Response to Covid 19

The unprecedented Covid-19 pandemic is disproportionately affecting DA students and their families. DA students have struggled to engage with home learning, even when technology and additional support has been supplied, and are likely to have fallen behind their more advantaged peers. DA students were a focus when supporting student wellbeing and calls went out to DA families regularly to ensure There are likely to be big gaps, both educationally and emotionally, for DA students in 20/21 and addressing this must be a key priority for the school.