

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Finham Park School
Number of pupils in school (Yr 7-11)	1230
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	
Date on which it will be reviewed	Sep 2022
Statement authorised by	Chris Bishop
Pupil premium lead	Josh Bingham
Governor / Trustee lead	Laura Ridley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,000
Recovery premium funding allocation this academic year	£16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,000
Catch up premium funding carried forward from previous year	£17,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,000

# Part A: Pupil premium strategy plan

## Statement of intent

Any effective Pupil Premium strategy will recognise that there is no “one size fits all” approach. The experience of DA students and their families are wide ranging and therefore the priority for Finham Park should be in creating a bespoke package of support that adapts to fit the needs of every PP student in the school.

Our ultimate objectives are:

- Attainment gap between PP and non PP students narrows.
- For all disadvantaged pupils at Finham Park to make or exceed nationally expected progress rates.
- To ensure that DA students have the “time of their lives” at Finham Park by supporting student health and wellbeing, raising aspirations, providing access to cultural capital through enrichment and activities, and increasing readiness for life outside of education.

Efforts are made to build strong relationships with pupils and families, to understand the challenges that they face and to respond accordingly; always seeking to support the ‘whole child’. We build on this by having a robust data collection programme which allows us to accurately track student progress, behaviour and attendance. We can use this understanding to raise the profile of PP students across the school and ensure that all members of staff are working towards the common goal of closing the gap between DA and non-DA students.

We know that quality first teaching is the best tool for increasing outcomes for DA students and we remain committed to ensuring that an effective teacher is stood in front of every class. We have an exciting programme of CPD and every teacher is supported to keep improving.

Learning is supported by a comprehensive programme of academic support and interventions. Small group intervention, tutoring and access to technology area all key parts of our Pupil Premium strategy. Support staff have a focus on DA students, especially those in the DA/SEN crossover group.

A dedicated PP mentoring team work closely with DA students and their families and special focus is made on supporting student wellbeing, increasing attendance and improving behaviour.

We believe that these strategies will enable us to close the attainment gap and will allow every DA child to flourish during their time at school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The legacy of Covid is that many disadvantaged students were not fully engaged academically over the last 18 months. How can we create a bespoke programme of support for every PP student to ensure that they achieve their potential?
2	The attainment gap is widening at Finham Park. Students make nationally expected progress but fall behind their more advantaged peers. Students perform well in core subjects but there are significant gaps in some options/Ebacc subjects. How can we close the gaps in these areas?
3	Raising profile of PP students across the school. How can <b>all staff</b> work to help improve the outcomes of PP students? Create a positive PP bias and integrate this into whole school process.
4	There is a gap in attendance data between DA and non-DA students which, in turn, contributes to poorer outcomes. How can we ensure high levels of attendance for DA students at Finham Park.
5	Creating strong home/school relationships. How can we ensure that DA families feel valued as part of Finham Park? When families are on board, outcomes for students will improve.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment gap to narrow.	The 21/22 results data will show a narrowing of the gap in P8 scores between DA and non DA students.
DA students to make or exceed nationally expected progress.	21/22 results data to show that DA cohort is in positive progress.
Attendance gap between DA students and non DA students to improve.	Overall DA attendance to improve. Attendance gap to close.
Increase amount of DA students accessing extra-curricular provisions.	Awareness of OOSHL provision increases. Greater number of DA students access OOSHL provision.
Increase parental engagement	Implementation of successful “structured conversations” programme.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

#### Teaching

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
+1 Maths teacher - smaller class sizes	EEF T+L Toolkit – Reducing Class Size +2 months	1,2
Programme of CPD supporting quality first teaching inc. sessions specifically addressing strategies to support PP learners. Whole school focus on QFT.	<p>“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” – EEF Guide to Pupil Premium</p> <p>EEF T+L Toolkit – Feedback +6 months</p> <p>EEF T+L Toolkit – Homework +5 months</p> <p>EEF T+L Toolkit – Metacognition and Self-Regulation +7 months</p> <p>Walkthrus implemented across the school.</p>	1,2,3
Departmental “PP champions” in specific subjects with greatest progress gaps. 3 x TLR holders targeted in departments with significant PP attainment gap	<p>EEF Guide to the Pupil Premium – Targeted academic support</p> <p>EEF T+L Toolkit – Individualised Instruction +4 months</p>	1,2,3
Bring Your Own Device policy. DA students supported with access to technology.	EEF - Using Digital Technology to Improve Learning: Evidence Review December 2019	1,2
Boys working group	Using the “Boys working group” to target our whole school focus White DA Boys.	1,2,3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Period 6/Homework Club provision. SEN/PP crossover a specific focus.	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Extending school time +3 months EEF T+L Toolkit – Teaching Assistant Interventions +4 months	1,2,3
Structured subject led interventions with a positive PP bias.	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Small group tuition +4 months	1,2,3
Sixth form led peer mentoring/academic mentoring programme	EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Peer tutoring +5 months	1,2,3
Key PP students identified and structured intervention led by PP mentor/Co-ordinator	EEF T+L Toolkit – Small group tuition +4 months	1,2,3
External Tuition bought in for key students.	EEF T+L Toolkit – One to one tuition +5 months	1,2,3
Department led interventions	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Extending school time +3 months] EEF T+L Toolkit – Individualised Instruction +4 months	
In house tuition programme with positive PP bias. Funded by Catch Up Premium	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Small group tuition +4 months	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Mentor to support student wellbeing, improve attendance and improve behaviour.	EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months	1,3,4,5
PASS assessment	EEF T+L Toolkit – Social and emotional learning +4 months	1,4
PP Experience Lead to enact PP strategy and work full time to narrow the gap and improve experience of PP students	EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Parental Engagement +4 months	1,3,4,5
Music Scholarships	EEF T+L Toolkit – Arts participation +3 months	1,3
Exciting programme of rewards to create high expectations and recognise excellence amongst PP students.	<i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium	4
Widen access to enrichment and extra-curricular activities inc. trips, clubs, supporting hobbies, new experiences.	EEF T+L Toolkit – Physical Activity +1 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Arts participation +3 months	1,3
Remove financial barriers to learning inc "cost of the school day" programme.	EEF T+L Toolkit – Parental Engagement +4 months <i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium	1,4,5
Breakfast Club	<i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium	1,3,4

<p>Foster strong home/school relationships. Programme of “structured conversations” where parents of key students have regular conversations designed to include parents in the progress of their children.</p>	<p>EEF T+L Toolkit – Parental Engagement +4 months</p>	<p>5</p>
<p>Summer School provision to support transition.</p>	<p>EEF T+L Toolkit – Summer schools +3 months</p>	<p>1,5</p>

**Total budgeted cost: £ 198,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

September 2021 saw the end of the previous pupil premium strategy plan and the result of this was a mixed picture. The 20/21 PP Cohort achieved an estimated P8 of -0.1 which exceeds historic national progress scores for DA students, however, the attainment gap within the school widened. The unprecedented COVID-19 crisis disproportionately affected DA students and their families and the thinking is that this negatively affected the progress of PP students. Nevertheless, the widening gap is now a top school priority and the new PP strategy will aim to close this.

Other metrics showed some positives across the year 21/22. Although difficult to track last year, over the summer term PP attendance improved and persistent non-attendance decreased. Behaviour also improved across the summer term. More funding than ever was allocated towards supporting PP families by removing financial barriers to learning and this led to a positive uptick in parental engagement. Parents/students were more aware of what support was available and felt more able to approach the school for this support if required. A range of wider strategies were employed designed to enable access to enrichment and support the social and emotional health of DA students. This strategy document sets out how we can continue to push forward in these areas.