



FINHAM PARK
MULTI ACADEMY TRUST

Finham Park School

Disadvantaged Student Update 20/21



Finham Park School Disadvantaged Student Update 2021

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]. 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. The gap widened significantly in 20/21 (CAGS) and this suggests that disadvantaged students were disproportionately affected by the pandemic and time out of the classroom.

The breakdown of Pupil Premium pupils at Finham Park 2020-2021.

	F	M	Total
Year 07	16	14	30
Year 08	17	15	32
Year 09	14	11	25
Year 10	19	20	39
Year 11	12	16	28
Total	78	76	154

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 engagement in school and removing financial barriers to learning.

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 2021

Year 11 had 28 disadvantaged students.

	2019 Gap	2020 Gap	Non PP	PP	2021 Gap	Trend
Progress 8	-0.43	-0.35	0.78	-0.1	-0.88	
4+ "Basics" (End Ma)	-15%	-14%	89%	72%	-17%	
5+ inc En Ma	-21%	-16%	65%	47%	-18%	

The gap widened in 2021 when compared to 2020. The legacy of Covid for many disadvantaged students is 18 months of low academic engagement and a widening attainment gap was seen nationally. To address this, DA students will be a top, whole school priority in 21/22.

Pupil premium funding and Spending

The total funding received by Finham Park for 2020 – 2021 is shown below.

Funding Stream	Amount
Disadvantaged Student Allocation	£147,000
19/20 Carry Over	£18,000

Catch Up	£12,000
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Our anticipated disadvantaged student's funding for 2020/21 will be approximately £177,000

Impacts of Spending and expenditure Review

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

Cost Centre	Total Spend
Pupil Transport	1328.25
External Supply non-Teaching Providers	1650
Educational Support Staff Salaries	21709.83
Teachers' Salaries Pensions	15674.76
Teachers' Salaries Emp NI	6906.84
School Cont'n Educational Visits	1240
Educational Support Staff Pensions	3915.41
Educational Books	4233.39
Teachers' Salaries	72247.50
Educational Other Expenditure	6875.50
Educational Materials	3376.85
Catering Recharge Exp	3056.90
Educational Support Staff Emp NI	6906.84
Photocopier	10.99

Disadvantaged student update to be reviewed and updated September 2021 by R Downie and J Bingham

Significant time out of the building and decreased opportunities for enrichment and educational trips due to Covid, as well as a change in funding priorities from 19/20, led to a budget surplus of around £30k in 20/21. All funds are earmarked for 2021.

Stationary	293.83
Total	£147184.28

Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2021 Y11 data)	Evaluation and Actions to take into 2021/2022	Potential Impact (Sutton Trust toolkit 2017)																															
Improving transition and readiness for school	Breakfast Club	Catering	J Bingham and S O'Sullivan	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, 25 students used this facility every day. More students accessed this provision than in 2020. Other students used this provision less frequently.	This will continue in the same format into 21/22	+ 2 months																															
	New year 7 starter voucher	Uniform	J Bingham	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 21/22																																
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	<table border="1"> <thead> <tr> <th>Measure</th> <th>19/20</th> <th>20/21</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 & Ma disadvantaged</td> <td>31</td> <td>25</td> </tr> </tbody> </table>	Measure	19/20	20/21	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 21/22	+ 5 months
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Individualised Timetables and Curriculum amendments	No Cost	S Green J Bingham	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 21/22	+ 2 months																																



Period 6 lessons	Staffing	J Bingham	Provide a supportive environment for students to complete homework or revision. Mentor available to support when needed.	Students attended on a regular basis and were supported to access the wider curriculum. Older students were given additional staffed revision time.	This will continue in the same format into 21/22	+ 2 months
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Priority	Strategies used to Narrow the gap	Expense	Staff Responsible	Objective	Impact of strategy (Summer 2021 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	J Bingham	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	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.	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	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	J Bingham	To allow students to be ready for learning in all lessons. This includes textbooks, calculators and any other 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	J Bingham 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.	% Absence 20/21					This support will continue in 21/22	+ 3 months					
					7	8	9	10	11							
					Non - Disadvantaged Students							2.9	4.8	4.8	4	2.8
					Disadvantaged Students							4.6	10	8.8	10	6.9
					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 will continue in the same format into 21/22	+ 0 months									

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Tracking, Monitoring and Interventions	Strategic Lead for Disadvantaged students	Staffing	S Green/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.	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 21/22	+ 3 months
	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 21/22	+ 3 months
	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 21/22	+ 0 months
	Year 11 motivational speaker	Staffing	College Leaders J Bingham	Motivational Speaker worked with all year 11 students during the study skills conference day to improve positive mind-set 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 student's outlook and mind-set towards GCSE examinations	This will continue in the same format into 21/22	
	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	Disadvantaged students were specifically invited into Easter revision sessions and those that attended provided positive feedback and increased opportunities for staffed revision time.	This will continue in the same format into 21/22	+ 2 months
	Parental engagement	Staffing	College Leaders, J Bingham, S Green	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 21/22	+ 3 months
	Terrific Ten' focus group in year 11	No cost	S Green, J Bingham	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 21/22	



Plan of Expenditure for 21/22.

21/22 expenditure will be laid out in the new type 21/22 Pupil Premium strategy statement which is available on the Finham Park website.