

## Pupil Premium Spending Plan 2018-2019 and Review of 2017-18



The Forest High School, like all primary and secondary schools throughout the country, receive additional funding from the Government to support students. This additional funding is called Pupil Premium Funding and is allocated separately from the school's general budget on the basis of the number of students who qualify for Pupil Premium assistance.

In order to be eligible for Pupil Premium funding, students fall into one of the following categories:

- Have free school meals, or have done at some point in the last six years
- Are 'Children in Care' who have been looked after by the Local Authority continuously for more than one day
- Have been adopted from care

With the modifications made in July 2015 to the categorisation of Pupil Premium students, some changes have occurred in relation to data analysis. This means that a student will 'count' as disadvantaged if they have been in care for longer than one day (rather than six months) but students will now not 'count' if they are children of Service Personnel.

These groups have been identified by the Government since research shows that nationally, students in these categories perform significantly less well than other similar students who do not fall into these groups. At The Forest High School there is a gap in terms of attainment and in terms of progress (although it has narrowed in some academic areas).

The additional funding enables the school to further develop its support to enable all students including those in the groups identified above to achieve their potential and therefore to close the gaps of achievement between Pupil Premium students and those that do not fall into these categories.

The Government has asked every school to publish how they intend to spend the money and the impact it is having on students eligible for the Pupil Premium as well as assess the impact of the previous year's spend. This is imperative in ensuring that all students at The Forest High School go on to achieve their full capabilities.

### Our commitment to every student

It is important for all parents/carers to feel reassured that it is our practice and intention to support all students to fulfil their potential during their time with us. All students are consistently monitored and if anyone is perceived to have issues affecting their progress they will have access to numerous strategies, in order to improve their performance. The additional money which this year has been allocated as £93,560 has allowed the school to add extra capacity and develop further strategies so that we can assist and support more of our students. We are continually developing and trialling new interventions in order to strive for excellence and in order for all students to fulfil their full potential.

In addition, we are always evaluating our current practice, and as such, we will measure the impact of all strands of support, and evaluate the effectiveness across the school to ensure money spent supports development of pupils' progress, and closes gaps.

### How do we spend this?

Our spending strategy has been developed through the reading of research, visits to other school and evaluation of previous pupil premium spending. This has led to the following principles:

- We know that the vast majority of students' progress comes out of good teaching on a daily basis so we ensure that all children receive the best teaching possible and that whatever barriers come between the children and their learning are removed
- We rigorously track the progress of every student to identify any gaps, ensuring all staff know these students well and use data effectively to differentiate and accommodate their needs
- We ensure that the development of good literacy and numeracy skills is a whole school focus and the responsibility of every member of staff but we provide where appropriate specially trained teaching staff delivering intensive, additional literacy and numeracy programmes designed to accelerate progress at a pace and remove this lack of basic skills barriers to learning
- We understand that the link between attendance and achievement is high and that family support is crucial; we have specialised staffing and systems in place to identify early any issues or needs and apply a range of solutions
- Barriers such as poor behaviour are addressed through a Behaviour for Learning system with compassion and support where needed

*Good teaching, good attendance, strong parental engagement with good family support and school-wide good behaviour are all key to removing barriers to learning and closing the attainment gap.*

### In addition:

We adopt a caring pastoral approach and consistent access to strong careers education, information and guidance, raising aspirations and lending support as required:

- We enable support to be given so that all students have full access to broad educational experiences, such as residential experiences, sporting events, career-linked opportunities
- We ensure that no student is disadvantaged by a lack of uniform, equipment or food.

## Review of Spending Plan: 2017-2018

Strategy	Contribution from Pupil Premium	Description of intervention and potential impact
Pupil Premium Champion	20,000	To co-ordinate all pupil premium activities, the plan will reduce the gap in outcomes for students with PP against non-PP students To be strategic plan holder for pupil premium plan
PP students KS3 Literacy/Numeracy Intervention	5000	To secure greater levels of expected progress for students in Maths and English at KS3 and 4. Confidence and enjoyment of Maths and English in small group/individual setting translates to mainstream maths and English classes and in to the full curriculum
Year 11 mentoring	1000	PP students are supported through individually designed mentoring packages and social/emotional programmes to enable them to access learning effectively and maximise progress in school
Y11 Breakfasts during GCSE exams	750	Breakfast provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly FSM, are encouraged to be punctual for examination
CPD for Learning & Teaching	5000	All aspects of School Learning and Teaching Policy is applied consistently across all departments to ensure teachers' planning takes account of disadvantaged students and these students understand feedback which they use to improve their learning. Consistency of application assessed through: Book scrutiny/student voice/lesson observation/learning walks and drop-ins of PP students across both key stages as part of school self-evaluation schedule
Raising Aspirations through IAG and GROWS Programme	5360	PP students will experience at least one visit to a university or FE College at KS4 to raise aspirations. PP students KS3 to participate in raising aspirations programme with Careers advisor to raise aspirations. STEM workshops to engage KS3 students in these career pathways and enrichment programme to support gifted and talented. Careers Fair College Taster days SGS Careers Advisor to work with students and raise careers aspirations
PiXL club membership inc meetings/travel/ peer visits and resources	11500	Access consultant/ associate support & guidance. Attend termly best practice & raising achievement meetings. Use PiXL teaching & learning resources. Participate in PiXL schools peer visits, and engage in review & peer mentoring opportunities. Ongoing attendance at various workshops particularly those focusing on PP teaching strategies Best practice from PiXL to be shared with SLT/ML/Staff
Attendance Officer inc EWO and admin assistant	23000	The attendance of PP students in particular boys is a key issue highlighted within the PP Plan. To increase attendance for PP students bespoke intervention from in-house attendance officer to support students whose attendance is poor, ensuring attendance at intervention sessions-contacting parent to encourage attendance
Parental engagement budget	500	Run a series of Parental Engagement Workshops on approaches to supporting study and learning in the home Carry out student/parent voice to identify barriers to disadvantaged students attendance of out of hours learning experiences

Holiday Catch up programme resources- Feb, Easter hols	3000	Revision classes run after school, during half term, holiday breaks and occasional Saturday mornings, to ensure all students prepare for external examinations. Cost of opening school, staffing, providing sports breaks and providing food/drink. Year 11 study camps to provide accelerated boost in English and/or Maths to key groups of students. Risk taking activity included to take students beyond expectations and raise aspirations, as preparation for exams
Day/Residential Transition	5000	Residential programmes to raise student aspirations, build resilience and address short falls in Maths/English Term 4 Day/Residential for Year 11 Term 6 Day/Residential for Year 10
Provision of online student support	1500	Provide access to a range of on-line support students and parents this will include: <ul style="list-style-type: none"> <li>○ Show My Homework</li> <li>○ SIMS APP</li> </ul>
learning resources to support PP students	2000	To provide additional learning resources that will support the teaching and learning of PP students
Educational Visits assistance	7500	To provide proportionate support dependent on need, to access all educational visits for PP students and to provide support for other activities such as access to music lessons
Uniform and Equipment Grants	2750	Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of FSM students benefit from this opportunity that increases inclusion and removes a barrier to learning
	<b>£93,860</b>	

### Evaluation of Spending:

- All of the above strategies were employed at The Forest High School during the previous academic year. It is difficult to fully evaluate the effectiveness of one strategy in isolation. However, if we look at GCSE outcomes and progress of students entitled to Pupil Premium funding these are not improving rapidly. Clearly the purpose of this funding is to improve outcomes for students with Pupil Premium funding, thus we need to examine how we are spending this funding for future years
- The most effective strategy appears to be individual mentoring and intervention for PP students. The evidence base for this is the progress made by Maths students in receipt of PP, this is the curriculum area where PP students did as well as their peers. This is also replicated with intervention sessions for Key Stage 3 students in receipt of PP, in this instance 75% of the cohort made progress equal to or better than their peers
- The profile of PP students at The Forest High School has been raised significantly over the last three years. Much of this is due to a Pupil Premium Champion, this person whilst an advocate for PP students is also a member of SLT and can directly affect any decisions made. Given that this person also has other roles it is difficult to really evaluate the effectiveness of the spending. However, without this role I believe the profile of PP students within the school would reduce and therefore I believe it should be retained for future years
- Success in enabling participation was seen in a variety of ways with almost equal participation (in terms of % attendance) at most events throughout the year
- There was success in improving the attendance of PP students. In 2017-2018 attendance for students in receipt of Pupil Premium funding improved from 90.95% to 93.08% (2.13%), whilst still below that of other students the increase in attendance from 2016-2017 was greater for PP students than non-PP students.

## The Forest High School's 2018-2019 Spending Plan:

The spending Plan for 2018-2019 will follow the principles of:

- Quality first teaching and interventions driven by rigorous evaluation of data
- Equality of access to additional learning experiences
- Improved parental engagement

This will be led by a Pupil Premium Champion.

Strategy	Contribution from Pupil Premium	Description of intervention and potential impact
Pupil Premium Champion	20,000	To co-ordinate all pupil premium activities, the plan will reduce the gap in outcomes for students with PP against non-PP students To be strategic plan holder for a pupil premium plan
Improvement of Quality first Teaching and Interventions	20,000	To secure greater levels of expected progress for students in Maths and English at KS3 and 4 Provision of smaller teaching groups so that confidence and enjoyment of Maths and English in small group/individual setting translates to mainstream maths and English classes and in to the full curriculum
Year 11 mentoring	1,000	PP students are supported through individually designed mentoring packages and social/emotional programmes to enable them to access learning effectively and maximise progress in school
Budget for Pupil Premium Champion to access additional resources EG: PiXL club/Accelerated Reader	10,000	To ensure students have access to appropriate resources to improve literacy and numeracy skills. Access consultant/ associate support & guidance. Attend termly best practice & raising achievement meetings. Use PiXL teaching & learning resources. Participate in PiXL schools peer visits, and engage in review & peer mentoring opportunities. Ongoing attendance at various workshops particularly those focusing on PP teaching strategies
Attendance Officer inc EWO and admin assistant	23,000	The attendance of PP students in particular boys is a key issue highlighted within the PP Plan. To increase attendance for PP students bespoke intervention from in-house attendance officer to support students whose attendance is poor, ensuring attendance at intervention sessions-contacting parent to encourage attendance
Provision of online student support	1,500	Provide access to a range of on-line support students and parents this will include: Show My Homework and GCSE Pod
Parental engagement budget	2,000	Run a series of Parental Engagement Workshops on approaches to supporting study and learning in the home. Carry out student/parent voice to identify barriers to disadvantaged students attendance of out of hours learning experiences
Holiday Catch up programme resources- Feb, Easter hols	5,000	Revision classes run after school, during half term, holiday breaks and occasional Saturday mornings, to ensure all students prepare for external examinations. Cost of opening school, staffing, providing sports breaks and providing food/drink
Educational Visits assistance	7,500	To provide proportionate support dependent on need, to access all educational visits for PP students and to provide support for other activities such as access to music lessons
Uniform and Equipment Grants	3,000	Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of FSM students benefit from this opportunity that increases inclusion and removes a barrier to learning
	<b>£90,000</b>	

The spending plan will be underpinned by a Pupil Premium Plan that will be written by Amy Roberts and will be monitored by Paul Holroyd via the regular line management meetings as well as during SLT meetings weekly. The link governor is Jane Batts who will also monitor via regular meetings. Further monitoring will occur through:

School Level	Local Governing Body	Trust
Plan discussed every week at SLT	Plan reviewed every meeting as part of Headteacher's report to LGB	LGB minutes and Pupil Premium Plan reported at full Trust Meetings
Regular (every two weeks) line management meetings between strategic lead for plan and Headteacher	Link Governor for LGB meets with strategic lead for Pupil Premium (every 2 terms)	Regular (every two weeks) line management meetings between Headteacher and Head of Standards