



Pupil Premium Allocation & Expenditure

Academic Year 2019-2020

What is the Pupil Premium?

The Pupil Premium (first introduced in April 2011) is additional funding given to schools to ensure that vulnerable students benefit from the same opportunities as all other pupils. It is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The amount of funding that a school gets is based on:

- The number of children who are registered for free school meals (FSM) or since April 2012 have been at some point in the previous 6 years
- The number of children who are looked after (CLA) and currently are in care of the local authority or have been adopted from the care of the local authority
- The number of children who are children of service personnel

Schools are free to spend the Pupil Premium as they see fit, “since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (DFE 2012). However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The level of the premium in 2019-20 is £935 per pupil for pupils eligible for free school meals (FSM) and for pupils in care, who have been continuously looked after for six months and those adopted from care, the rate is £2300. In addition, children of service personnel are allocated £300.

Barriers to learning have been identified as: economic hardship; parental disengagement with gaps in parenting skills; PP status coupled with other needs such as a specific learning difficulty, CP issues or SEMH; a disrupted education as a result of frequent absences or poor punctuality or a lack of cultural capital. High attaining disadvantaged pupils (HAPs) are stretched and challenged to ensure that they make accelerated progress in line with non-disadvantaged HAPs. Often slower progress at primary school resulting in knowledge gaps. Reading ages of many KS3 PP students are very low and prior attainment of the PP cohort is significantly lower than prior attainment of all pupils nationally.



Pupil Premium allocation at Fearnhill School

For the financial year 2019-2020 the pupil premium budget is . In 2018-19 we received £129,285

Fearnhill School Pupil Premium Profile 2019-20			
Number of pupils on roll	484	Senior Leader Responsible	Tim Spencer (Deputy Head)
Number of PP pupils (Y7-11)	183	Chair of Governors	Nye Hathway
Total PP Budget	£175,200	Date	November 2019

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Number of students	109	76	78	79	84	39	19	484
Number of PP students	43	36	31	32	30	1	1	183
Percentage of PP students in cohort	39	47	40	41	36			38
Free School Meals	21	14	14	19	12			
CLA	1					1	1	
Ever 6	21	22	17	13	18			



How is the Pupil Premium spent at Fearnhill School?

At Fearnhill School we plan strategically to ensure that the money is allocated so that all students benefit and that the vulnerable students are able to participate and succeed alongside their peers. We pay close attention to educational research in considering how to use the funding. We consider how we can invest in better teaching, targeted academic support and wider supporting strategies.

All teachers are aware of who their Pupil Premium students are. They are aware that they are a key vulnerable group and support them in lessons by:

- Marking their books regularly - and prioritising their marking.
- Engaging them in the learning activities.
- Appropriate in-class support is also provided and evaluated as part of lesson observations.

The progress of individual Pupil Premium students is a standing item on departmental agendas, whole school monitoring and progress data analysis and a standing item on the agenda of the T&L and Standards Committees of the Governing Body and the Full Governing Body. Participation rates of PP students in extra-curricular activities are monitored.

We will continue to assess how to best use the funding responding to the needs of our students. The funding will be used in a variety of ways to meet the academic, emotional and social needs of our most vulnerable students and help them address any barriers to learning that they may experience. Where appropriate, qualifying students received an individualised programme of extra support, including some of the following elements:

- Employment of a part-time maths intervention teacher
- Employment of a part-time English intervention teacher
- Small group tuition for maths and English
- Employment of LSAs to provide extra support for targeted students
- Employment of a school counsellor - this is available to all students but vulnerable students are targeted to attend
- Study skills workshops
- After school English support for Year 11
- To provide educational resources for PP students
- Financial support for educational school trips
- Financial support for practical subjects such as food technology and resistant materials



- KS3 after school HW club – this is available to all students but vulnerable students are targeted to attend
- KS4 HW club - this is available to all students but vulnerable students are targeted to attend
- Music therapy
- GCSE additional music theory lesson
- KS3 peripatetic music lessons for targeted students
- Practical PE sessions at the local sports centre for GCSE PE
- Augmented curriculum for students who would otherwise not attend school or would be permanently excluded.



Impact of 2019/20 funding

Outcomes for disadvantaged students

Prior attainment of disadvantaged pupils - 3 year trends ?

	Group	2017		2018		2019	
		Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils		62	22	33	21	41	17
Prior attainment (based on key stage 2 APS)		27.13	26.94	27.39	25.80	26.40	25.70

Progress 8 by prior attainment

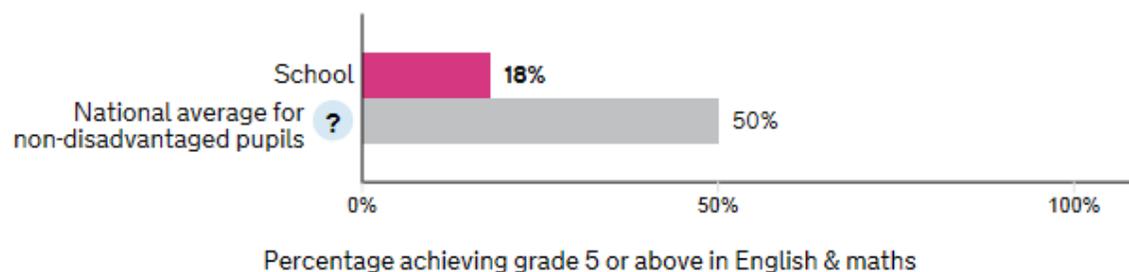
Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Number of pupils	16	5	29	8	13	4
Pupils with adjusted scores	0	0	0	0	0	0
Progress score	-0.86	-0.97	-0.03	-0.64	0.06	-0.77
National average ?	-0.22	0.00	-0.02	0.17	0.01	0.12
Difference ?	-0.64	-0.97	-0.01	-0.80	0.04	-0.89
Confidence interval	-1.49 to -0.24	-2.10 to 0.15	-0.50 to 0.44	-1.53 to 0.25	-0.64 to 0.76	-2.03 to 0.48



Percentage of disadvantaged pupils achieving grade 5 or above in English and maths ?

Number of disadvantaged pupils = 17

[View as table](#)



Percentage of disadvantaged pupils staying in education or entering employment after key stage 4 ?

This is provisional data for 2017/18 (2016/17 leavers)

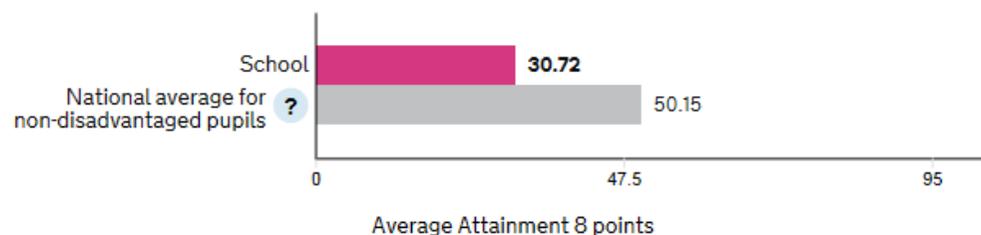
Number of disadvantaged pupils = 23





Attainment 8 for disadvantaged pupils ?

Number of disadvantaged pupils = 17



Outcomes for disadvantaged pupils improved between 2018 and 2019. The in school gap in attainment between PP students and all other students is smaller than the national average. Disadvantaged students made less progress across all prior attainment bands compared with other students. Outcomes for students are not just exam grades but destinations. 91% of pupil premium students stayed in education or entered employment after Year 11. As a school we continue to work to improve outcomes for disadvantaged students. We track opportunities disadvantaged students have to develop cultural capital and ensure they engage with a variety of rich activities that prepare them for their lives.

This plan will be reviewed at the end of the 2019-2020 financial year.

2019- 2020 PP Strategic Plan

Strategy	Outcomes and success criteria	Staff	Milestones / Midterm review	RAG	Review date
External review commissioned	<ul style="list-style-type: none"> Review to identify wwww/ebi of PP practice Report produced and Action Plan created by HT from the key actions arising 	HT SLT	PP review carried out and report produced Nov2018 Action plan developed by HT Dec 2018	PP review 27/11/18 Action plan produced Dec 2018	Jan 2019
Publish details of how the school spends this funding and the effect this has had	<ul style="list-style-type: none"> Report on website must include the following: <ul style="list-style-type: none"> ➤ The pupil premium allocation for the current academic year. 	DHT	Revised report (in response to feedback) uploaded to school	Update online by end November 2019	Jan 2019



<p>on the attainment of the pupils who attract it on the school's website.</p>	<ul style="list-style-type: none"> ➢ Details of how you intend to spend your allocation. ➢ Details of how you spent your previous academic year's allocation ➢ How it made a difference to the attainment of disadvantaged students. 		<p>website by the end of Autumn 2 2019</p>		
<p>Awareness and accountability</p>	<ul style="list-style-type: none"> • Pupil Premium First – PP students to be considered first for any event with additional communication and organisation • The FGB to hold the HT/DHT to account for PP progress • PP governor to have a good understanding of the provision for PP students 	<p>All staff Governors and SLT</p>	<p>Reports to the governors at every FGB and Standards meeting Half termly visits to school to meet with the DHT / PP Champion</p>		<p>Sept 2020</p>
<p>Faculty Bidding Pot</p>	<ul style="list-style-type: none"> • Funding available for targeted use for individual students identified by colleagues • All colleagues can apply for additional funding for PP students using the PP Funding Request Form, available in the shared area 	<p>DHT All Staff</p>	<p>In use Ongoing Spend recorded on PP tracker to ensure all subjects bid appropriately</p>		<p>Sept 2019</p>
<p>Raise the profile of Pupil Premium Coordination</p>	<ul style="list-style-type: none"> • All colleagues have an increased awareness and use strategies to target students in their lessons and marking to improve outcomes • PP principles displayed in offices • PP Champion sends out half termly PP report to teaching staff summarising progress and key areas for improvement. 	<p>DHT PP Champion</p>	<p>PP INSET – Sept 2018 Briefing notices reminding PP priorities – ongoing</p>	<p>First half termly PP reports going out Nov-Dec 2019</p>	<p>Sept 2020</p>
<p>Appointment of a Pupil Premium Champion to improve the tracking and planned intervention to Diminish the Difference</p>	<ul style="list-style-type: none"> • To work closely with the DHT to: <ul style="list-style-type: none"> ➢ Collect and triangulate data on all PP students with detailed tracking of PP students across all key stages including progress, attendance, behaviour and engagement ➢ Raise the profile of achievement and progress of PP students ➢ Liaise with faculty links and HOKS to coordinate and measure the impact of PP intervention 	<p>PP Champion DHT HOKS All staff</p>	<p>½ termly analysis report Termly PP bulletin for staff and governors Intervention impact reports</p>	<p>This role was advertised initially as a temporary post but is having a clear impact so will be made a permanent position.</p>	<p>Sept 2020</p>
<p>Review and track PP progress by target and gender</p>	<ul style="list-style-type: none"> • Using the PP expenditure progress tracker ensure the regular and robust monitoring of PP student progress across all year groups. 	<p>DHT PP Champion All Staff</p>	<p>Progress tracked following each data cycle Yr11 & Yr13 outcomes analysed following GCSEs and A Levels</p>		<p>Sept 2020</p>



	<ul style="list-style-type: none"> Ongoing progress of PP students is measured against clearly defined targets at each data tracking point Use of discretionary funding is recorded on the tracker 		KS3, Yr10 and Yr12 outcomes analysed July 2019		
Raise the profile and staff expectations of PP students, including at KS5	<ul style="list-style-type: none"> Be aspirational for PP students – raise target grades 	DHT	Internal targets raised for PP students	Target setting process is being reviewed	Sept 2020
	<ul style="list-style-type: none"> Identify PP HAP students, ensure stretch and challenge. Whole school focus on differentiation. Pastoral leaders and HOF have increased accountability for the progress of PP students Non-negotiables for all teaching staff: <ul style="list-style-type: none"> Know who the PP students are in their classes – annotated seating plans Know the attainment difference and act in each lesson to diminish this Proactively seek support from DHT, AHT T&L, pastoral and INCO to support students Provide necessary resources for all PP students free of charge. 	DHT AHT T&L HOKS HOFs All staff	Vulnerable Learners standards checks MLT M&E calendar (SMLT and HOKS) Lesson observations / learning walks RAPs and HOKS analysis for all year groups, following data cycles. HOKS to report HOKS analysis to SLT following each data cycle Yr11 RAP meeting with DHT, Heads of Core, HOKS4, INCO		Sept 2020
Raise aspirations of PP students	<ul style="list-style-type: none"> Increased target grades for PP students to support them to make more than expected progress The options process in Yr9 and Yr11 targets PP students first Personalised options programme to identify the correct learning pathway for the students Face to face meeting – parents invited. More than one meeting if required University trips for Yrs 9, 10, 11 targeting PP students to attend 	DHT HOKS SLT Careers advisor	Data cycles and reports KS4 and KS5 options processes ensure that the students are on the correct pathway to meet their needs and show progression.	Parents are invited to meetings, but the level of parental engagement is not consistently high.	Sept 2020



Improve 'quality first teaching' of PP students	<ul style="list-style-type: none"> • Mark PP books first • Differentiate feedback / ebi • Adaptive instruction /differentiation for PP students • Prioritise PP students in the classroom eg questioning for stretch and challenge and checking understanding • Inclusion support to prioritise PP students in lessons • Use the RAP cycle to identify underperforming Vulnerable Learners and implement a strategy • Whole school T&L focus on AFL, differentiation and homework. 	AHT T&L All staff	Lesson observations / learning walks Vulnerable Learners standards checks MLT M&E calendar (SMLT and HOKS) SLT M&E Calendar RAPs – following data cycles. Yr11 RAP meeting with DHT, Heads of Core, HOKS4, INCO		Sept 2020	
Raise attainment of PP students across all key stages	<ul style="list-style-type: none"> • Diminish the difference between PP students and 'others' in line with or better than national figures. • Targeted maths and English small group intervention from a specialist dedicated intervention teacher • Yr11 form group changes in January. PP students prioritised • Revision guides provided by the school for KS4 students in core subjects. Teachers provide guidance on how to use the guides to maximise outcomes • Academic mentoring for underachieving Yr11 students – PP students prioritised • Greater staff awareness of KS5 bursary students • KS5 bursary students targeted for leadership roles eg 'student leaders' • KS3 teachers ensure LAPs understand EBIs through use of displays, assessment and key vocabulary • Teaching study skills, developing metacognition & self-regulation, especially with Y11-13 	HOF	Intervention report showing the impact following each cycle of intervention Increased confidence and consolidation of understanding Work scrutinies, marking checks and VL standards checks show PP students making progress through responding to EBIs.	Outcomes for PP students are improving, but remain relatively low in comparison with all other students nationally	Sept 2020	CF
Raising attainment of PP HAP students	<ul style="list-style-type: none"> • English and maths 6-9 masterclasses (Yr11) – PP students directed to attend • Increased staff awareness of KS3 HAPs for targeted differentiation and quality first teaching 	HOFs HOKS	Weekly English and maths intervention sessions for students targeted grade 6-9 Tracking shows PP HAP students making progress in line with 'other' students		Sept 2020	CF



Improve the reading ages of LAP PP students and support PP students to make beyond expected progress in reading	<ul style="list-style-type: none"> • Funding for Accelerated Reader for Years 7, 8 and 9 • Whole school literacy focus led by the Head of English • Idioms workshops for targeted PP students • KS5 enrichment programme – Yr12 listen to targeted KS3 students read in AR lessons • KS5 reading mentors – reading with low literacy PP students during registration • Use of WOW words in English – targeting PP students to use them verbally and in their written work 	Head of English Library staff Teachers of English HOKS5	Termly STAR tests Literacy INSET with a focus on PP and vulnerable students Jan 2020 Weekly reading support		Sept 2020	CF
Improve the oracy skills of PP students	<ul style="list-style-type: none"> • KS4 Youth Speaks debating competition – PP students targeted to enter • BBC Young Journalist competition • SOL to reflect focus on key vocabulary and activities to reinforce understanding • Student voice to include equal representation of PP students 	English teachers	Work scrutinies, marking checks and VL standards checks show PP LAPs do understand key terms		Sept 2020	CF
Improve Behaviour for Learning and reduce the number of detentions and exclusions of PP students	<ul style="list-style-type: none"> • The number of detentions for PP students to be in line with 'others' • A reduction in the number of exclusions for PP students • An inclusive behaviour policy that targets the root of poor behaviour and supports the students to address their issues, be reflective and improve their behaviour • Pastoral leaders have an ownership of PP students' behaviour and PP students are a priority focus when reviewing behaviour data to ensure intervention at the earliest opportunity • External agencies provide support • School counsellor provides support for targeted students • Quality first teaching ensures engagement and progress in lessons 	AHT PDBW AHT T&L HOKS All staff	INSET T&L and differentiation for PP and vulnerable groups Jan 2019 Half termly behaviour reports – reporting to governors Ongoing focus to improve behaviour and diminish the difference Engagement with external agencies shows PP students are prioritised for support		Jan 2020	CF



<p>Increase the cultural capital of PP students</p>	<ul style="list-style-type: none"> • Cultural Capital v academic ability matrix created to be used as a baseline for targeting PP students with differentiated cultural references. To be used for language intervention eg idiom workshop • SOL in English and humanities to have cultural capital reference explicitly identified and tracked – targeted questioning of PP students to check understanding • Opportunities for PP students to engage in extra-curricular educational trips, targeting individual students • Opportunities for PP students to engage in extra-curricular vocational or reward trips targeting individual students • All students are encouraged to participate in a lunchtime or after school club – PP students are directed to attend two • Opportunities for student leadership in the school • eg Student Voice, school productions, ambassador 	<p>English department</p> <p>English and humanities departments</p> <p>All staff</p> <p>SMLT (AMH) Form tutors</p>	<p>Feb 2019 – to be shared with all staff</p> <p>Half termly as SOL are revised</p> <p>SOL / calendar</p> <p>Registers for clubs</p>		<p>Sept 2019</p>	<p>NA</p> <p>DF</p> <p>CF</p>
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