

Forest High School

Pupil Premium Plan 2020 – 2021

DRAFT



Introduction

At The Forest High School we believe that every student should be enabled to reach their full potential. We also believe that when we work together to support the progress of our most vulnerable students, the benefits are felt by us all. This Pupil Premium Plan outlines the ways in which we intend to support students who qualify for the Pupil Premium (PP) during the school year 2020-2021.

Our plan is designed to help us aspire to meet the following challenging data targets:

1. PP students will gain key stage 4 results which are at least in line with, or better than, their non-disadvantaged peers at the TFHS and nationally.
2. 100% of our key stage 4 students will progress into further education or training (including apprenticeships) of an appropriate level.
3. The attendance of PP students will improve so that it is at least in line with, or better than, their non-disadvantaged peers nationally.

An important principle for us is that our PP plan is in line with the evidence-based methods advocated by the Sutton Trust and Education Endowment Foundation. In their 2019 Guide to the Pupil Premium, they recommend a tiered approach which we have adopted in this plan.

- Tier 1 ('the top priority') is improving teaching
- Tier 2 is providing targeted academic support, and
- Tier 3 is employing wider strategies to tackle 'non-academic barriers'.

This Pupil Premium Plan will be reviewed in terms 2, 4 and 6.

Our students

There is a gender imbalance within FHS with 6.3 % more boys than girls, which is above the national average. The PP eligibility is currently 37% which is almost 10% higher above the national average of 28%.

The average point score for all year groups is lower than the national average, except in year 10 where it is 0.1 mark above average scaled score. The difference is most significant in year 7 and 8.

In 2020-21, our pupil premium profile is as follows

	Number of students	Pupil Premium	Percentage of year group	Child in Care	Service Premium	Please note that this data is correct at 1 st September 2020 and may change during the academic year. *The Pupil Premium currently stands at £935 per student.
Year 7	50	14	28%	0	0	
Year 8	58	21	36.2%	0	0	
Year 9	68	32	47.1%	0	2	
Year 10	46	19	41.3%	0	1	
Year 11	73	23	31.5%	0	1	
TOTAL	295	109	36.9%	0	4	
Total PP Funding		£101,915			4	
With Forces funding	£103,115				£1200 for pastoral support	

External Examination Results Summary 2020

Please note Examination 2019 results are used, as the results for August 2020 are not based on actual exams. The key stage 2 SATs data for these students showed broadly similar attainment for PP and non-PP students.

Measure	Total Student	Students not in receipt of PP	Students in receipt of PP	Gap
Number of students	73	53	20	
Average Attainment 8 score	3.95	4.28	3.50	-0.78
Average Progress 8 score	-0.37	-0.341	-0.880	-0.539
Grade 5 or above in Eng & Ma	14	13	1	12
Grade 4 or above in Eng & Ma	39	30	9	21

Objective 1: Ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving (EEF Tier 1)

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Improve the Quality Assurance of Teaching and Learning</p>	<p>To ensure that all staff, but especially school leaders, know what high quality teaching looks like and can use the line management process to drive up standards, especially for vulnerable students.</p> <p>To produce timely, up-to-date, accurate and developmental data on teaching and learning so that we are able to provide targeted training and support for staff. In turn, to improve the classroom experience for students.</p> <p>To identify and share good practice</p> <p>To develop the leadership skills of faculty and subject leads.</p>	<p>Engage TEEP model and use the training and triad meetings to develop high quality teaching across the school.</p> <p>Continue a whole-school QA timetable, with focus on named disadvantaged students.</p> <p>Produce monitoring documents in line with TEEP principles, allowing TEEP triad focus to be allocated.</p> <p>Pay particular attention to those elements of the EEF toolkit likely to result in the most progress (eg feedback, meta-cognition). Using the TEEP model and Triads.</p> <p>Increase the number of teachers taking part in STRIDE. Encourage those on support plans to take part to develop understanding of student needs.</p>	<p>TEEP triad action plans and QA documents linked to TEEP improvements.</p> <p>Feedback (formal and informal) from students, staff and parents. Focus on gaining feedback from disadvantaged student and parents.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example</p> <p>TEEP plans show evidence of progress in understanding and QA supports this.</p> <p>Stride action points specific for STAM and COMMs faculty. Allocated to specific meeting times for one-to-one feedback</p>	<p>LPL</p> <p>AR</p> <p>MC</p> <p>LPL</p> <p>LPL/AR</p>	<p>£500</p> <p>TEEP level 2 coaching in place. Cover cost for time from timetable</p>
<p>Insist upon a shared lesson start and outcomes</p>	<p>To enable a more systematic approach to improving teaching, drawing together the use of retrieval and understanding the origin of language.</p>	<p>Three part start is embedded in lesson planning and delivery. Etymology becomes a key part of lesson delivery when delivering keywords.</p> <p>Provide staff with appropriate materials and whole-school CPD to develop their professional knowledge of the principles.</p> <p>Develop low stakes testing across the school, as this is shown as an effective method of</p>	<p>Evidence gathered during the QA process (from learning walks and lesson observations for example)</p> <p>Use Faculty meeting time to use research based literature on how to improve the learning experience for all: focus on strategies for disadvantaged students.</p>	<p>JW</p>	<p>£150 for staff literature and other materials</p>

		engaging disadvantaged students in their learning.			
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What	Intent	Implementation	Evidence of Impact	Who	Resources
Develop a coherent whole school and personalised approach to CPD	To help develop the generic and subject-specific knowledge and skills of teaching staff in order to improve their classroom practice. This is shown (EEF) to have high impact on disadvantaged students.	<p>Faculty and whole school CPD plan in place by start of term, with focus on improving classroom practice.</p> <p>PM process and ongoing QA to identify individual needs.</p> <p>Cascade approach – sharing lessons learned within triads.</p> <p>Specific training for NQTs and other inexperienced staff provided by NQT lead.</p>	<p>Staff training records.</p> <p>Staff voice.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Student progress data.</p>	<p>LPL/AR in agreement with JW</p> <p>VH</p>	£3000
Improve the collection, analysis and use of progress data.	To enable the dissemination of timely and useful data so that staff are rapidly able to identify those at risk of under-achievement and put in place appropriate intervention.	<p>Share principles with all staff and provide appropriate training.</p> <p>Ensure that data collection systems (including software) are set up and that staff understand how to use them accurately.</p> <p>Line managers ensure data is used to plan interventions.</p>	<p>Completed data collection tasks.</p> <p>Staff feedback.</p> <p>Software being used effectively.</p> <p>Line management meeting minutes.</p> <p>Up-to-date intervention plans.</p> <p>Student results in the summer evidence accuracy of prediction.</p>	AR	£290 FFT ASPIRE, £500 Sisra data software
Extended writing	Literacy and extended writing is a key issue for our DPs especially boys Ability to recall, plan and produce extended pieces of writing	<p>Time in after school meetings</p> <p>Train all staff in its use, and roll-out across the school. Look at different formats to suit subjects where appropriate.</p>	<p>Learning walks, lesson observations etc demonstrate that staff use extended writing to improve literacy within their subject.</p>	LPL/AR	

Objective 2: Provide targeted academic support (EEF Tier 2)

What	Intent	Implementation	Evidence of Impact	Who	Resources
Introduce tutor time mentoring.	To provide students with regular opportunities to engage with coaching, with the aim of encouraging students to identify areas of weakness and develop strategies to minimise these weaknesses.	Identify students both disadvantaged and vulnerable who would benefit from the program. Cover for introducing to students Monitor engagement and impact.	Staff, student and parent voice. Tutor time learning walks. Student engagement with mock exams.	AR/VH	
Literacy & numeracy strategies	To provide all students (but especially those in receipt of PP) with strategies to improve the entry level of students to at least national average.	The Accelerated Reader scheme will ensure: Everyone in Year 7 and 8 is reading; Students are having more exposure to the library; Students are reading at a suitable level for their ability. (extra funding if needed post DM funding) Hegarty Maths will ensure: All years are engaging in on-line maths tutorials at least once a week through homework (3x20mins/week) AQA question builder for Maths, French and Science.. Bespoke questions based on the areas of weakness outlined by past papers. Allows focussed intervention on specific exam areas.	Literacy DDIs Student progress and exam data Evidence of engagement of PP students with Hegarty Student workbooks	LPL/AR	£1000 £148.50 science, maths and languages exampro
KS4 Raising Progress	To provide revision resources and guides to DPs To enable staff to deliver sessions to targeted students both after school and during the holiday, providing disadvantaged students access to resources and a place to study.	Use benchmark and other data to identify target cohort. Staff timetable created and sent to students and parents.	Student tracking and progress data. Student voice.	AR	£1500

Develop a year 11 plan	To identify and initiate those activities that will take place during the year to help all students, but especially those in receipt of PP, to achieve their potential in GCSE and other level 2 exams.	Provide information and support to year 11 parents and carers as a group and individually, including highly personalised support for the parents of PP students. Use data analysis to identify those students most at risk of under-achieving and secure appropriate interventions.	Year 11 plan. Student and parent voice. Data analysis and intervention impact measurements. Student level 2 external examination results. Use of external speakers to raise aspirations and to give revision technique planning time.	AR	£1500
YR7 -8 intervention plan	For students who enter the school with below expected grades to meet target. Disadvantaged students make up 68% of these students.	Use of intervention lessons in KS3, called challenge curriculum in year 7 and literacy and numeracy intervention in year 8. Extra hours allocated to the challenge curriculum, without reducing the breadth of curriculum.	Yr7 entry data Yr7 + 8 progress data through the year.	SBR/AR	£17060

Objective 3: Employ wider strategies to tackle non-academic barriers (EEF Tier 3)

What	Intent	Implementation	Evidence of Impact	Who	Resources
Review attendance strategy	To improve attendance by ensuring that the attendance policy is fit-for-purpose and that all elements are being used effectively to drive up attendance.	Attendance strategy review in terms 1 and 3 to identify any areas for development. Attendance case studies used to identify missed opportunities and action plan accordingly. Persistent absences are visited on a termly basis, as well as school visit.	Overall PP attendance will move towards our target of 95% for key stage 4. Attendance will improve for PP students throughout the year to be at least as good as that of peers.	AR	1000 bridge training

Engage parents	To help engage PP parents more fully in the life of the school by ensuring that communication with parents is of a consistently high quality and is highly personalised. Build trust and confidence.	Pastoral team make contact with families of PP students to build relationships and ensure that invites to progress events are received. Regular reviews with individual PP students to discuss progress in school and identify any further support needed.	Attendance of PP students at key events. Communication and meeting notes with parents. Parent, student and staff voice.	HOH AR	New appointment of LH to PP team. Focus on PP intervention and support £20000 (35hrs/week)
Hold termly 1-2-1 interviews with all PP students	To identify – in the student’s own words – the key barriers to learning for PP students and the most effective ways of meeting the student’s needs, academic and otherwise.	Agree questions and timetable interviews. Meet with every student and share the outcomes of the meetings with all teaching staff.	Students know their plan and the strategies to help them, they know why each strategy is used. Staff are able to articulate the needs of individual students. Lesson planning and delivery takes into account the needs of disadvantaged students.	AR	

What	Intent	Implementation	Evidence of Impact	Who	Resources
Ensure access to the curriculum	To ensure that no student is unable to access key elements of the curriculum, or feels discriminated against academically, due to financial disadvantage.	By helping to cover the costs of transport or school uniform. By funding curriculum trips, access to revision or other study resources.	Staff, student and parent voice. Requests for assistance and evidence of impact (will depend on the nature of the request).	AR/ KR/PBY	£2,000 transport and School uniform £5,000 other resources
Secure high quality progression	To ensure that FH students are able to access appropriate and aspirational education, training or employment at the end of KS4 and KS5.	Integrate careers across the school in both lessons and discrete learning time. Maintain a regularly updated database of information on students throughout key-stage 4.	Staff, student, parent and employer voice. Records of student progression. PSHE and pastoral schemes of work.	AR/JC	£1500 for external careers advice and WEx support

		<p>Use this to inform a range of targeted activities.</p> <p>Ensure that PP students are prioritised in all employability activities, and secure the most competitive work-based opportunities (including WEx).</p> <p>Use the PSHE and pastoral programmes to inform students about all their post-16 options.</p> <p>Ensure that the timetables of PP students do not compromise their later choices.</p>	No NEET PP students at the end of KS4.		
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Linked finances:					
What	Intent	Implementation	Evidence of Impact	Who	Resources
Assistant head teacher, CIAG and attendance officer	To liaise and organise disadvantage strategy across the school. Collate information and act on strategies for disadvantaged students.	Disadvantaged actions are in place and monitored.	Disadvantaged plan impact report.	AR/JC	£40000
Behaviour strategies	To improve the behaviour expectations of disadvantaged students, current data shows disadvantaged students are far more likely to be removed from lessons and exclusion	<p>Employing behaviour manager</p> <p>Working with the Disadvantaged team to identify strategies</p> <p>Working with teachers to implement strategies for success</p>	Reduction in removal from lessons and exclusions for disadvantaged students.	JW/AR	<p>£10,000</p> <p>Current total= £103,108.50</p>