

The Forest High School

Pupil Premium Plan 2019 – 2020

Review July 2020



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 2019 – 2020.

Our plan is designed to help us 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 THFHS with 6.3 % more boys than girls, which is above the National Average. The PP eligibility is currently 39% which is over 10% higher above the national average of 28%, however the school deprivation indicator from the 2017 Inspection Data Summary Report (ISDR) is 0.20 which is not significantly high.

The average point score for all year groups is lower than the national average, except in year 9 where it is 0.1 mark above average scaled score. The difference is most significant in year 7 and 8.

In 2019-20, our pupil premium profile is as follows

	Number of students	Pupil Premium	Percentage of year group	Child in Care	Service Premium	*The Pupil Premium currently stands at £935 per student.
Year 7	58	21	36.2%	0	0	
Year 8	68	32	47.1%	0	2	
Year 9	46	19	41.3%	0	1	
Year 10	73	23	31.5%	0	1	
Year 11	73	29	39.7%	1	0	
TOTAL	319	125	39.2%	1	4	
Total PP Funding	£116,875 *			(£2,300 per student) administered by the virtual school	£1200 for pastoral support	

External Examination Results Summary 2019

Please note that the summary is taken from our SISRA data analysis.

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>Engage TEEP model and use the training and triad meetings to develop high quality teaching across the school.</p> <p>Rollout a whole-school QA timetable by the end of September.</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>TEEP triad action plans and QA documents linked to TEEP improvements. This has made an impact; staff are talking far more about teaching techniques and offering advice in these sessions. QA documents monitor the TEEP cycle.</p> <p>Feedback (formal and informal) from students, staff and parents. Feedback from Staff and students has been regularly gained (STRIDE and TRIADS, documented in minutes), which has shown the impact of TEEP in lessons. Students are able to talk about their learning journey and understand why they are learning each topic. Parental engagement needs to be a focus next year to ensure the message on improvement to learning is going home.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example). QA is now all linked to the TEEP cycle. Staff development is based on progress of understanding. The EEF toolkit methods we have focussed on are feedback to students and metacognition, leading to</p>	<p>LPL</p> <p>ARO</p> <p>MCO</p> <p>LPL</p> <p>LPL/AR</p>	<p>£2500</p> <p>TEEP level 2 and time from tt</p>

	<p>To develop the leadership skills of faculty and subject leads.</p>	<p>Make greater use of teachers in Stride activities.</p>	<p>a change to lesson structure across the curriculum. QA documentation can be found in shared area.</p> <p>TEEP plans show evidence of progress in understanding and QA supports this. There is always a teacher or TA leading the STRIDE sessions and one group is always dedicated to PP.</p> <p>Stride action points specific for STAM and COMMs faculty. This has become a really effective method of making changes that come directly from the STRIDE meetings. Faculty leaders can talk through direct evidence from students about areas of strength and weakness in a way that was not possible before. This needs to be developed into an official time from September.</p>		
<p>Overall evaluation</p>	<p>This strategy has had an impact across the whole school. Our disadvantaged students are the heart of this change, allowing their voice to be heard and acted on through STRIDE and through our QA activities. Developing an opportunity for staff to interact and exchange ideas, as well as an opportunity to have feedback from students has seen an improvement in a majority of drop-ins.</p> <p>ACTIONS: From September have specific feedback time for individual staff from STRIDE. Continue work in Triads and develop the use of TEEP level 2 coaches within the classroom. Maintain the focus of disadvantaged students making progress through QA and STRIDE, and continue to use EEF guidance for TEEP structure and focus in the classroom.</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.</p> <p>Provide staff with appropriate materials and whole-school CPD to develop their professional knowledge of the principles.</p>	<p>Evidence gathered during the QA process (from learning walks and lesson observations for example). This is now seen in all lessons, as evidenced in the QA document. The impact in student voice from PP students show this to be a strategy that has helped students to engage in learning and retrieval in particular is helping our PP students start revising long term and converting information to long term memory. Our reading ages have also increased for our PP students, as seen in the AR program, thanks partly to the reading at the start of lessons.</p> <p>Student progress data.</p> <p>Line management meeting minutes. Using Faculty meeting time to focus on research-based literature; how to improve the learning experience for all. The focus was on strategies for disadvantaged students.</p>	<p>JWH</p>	<p>£150 for staff literature and other materials</p>
<p>Overall Evaluation</p>	<p>Use of the three-part start has had an impact on the reading ages of our students, along with Accelerated Reader program. Data shows an increase on average of three months for our disadvantaged students tested, however there have been increase of two to three years in two cases.</p> <p>Retrieval practice has been spoken about in every STRIDE session this year, each time students have been positive about this strategy and explained how it is helping them make progress, by keeping ‘things in your mind’</p>				

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Develop a coherent whole school and personalised approach to CPD</p>	<p>To help develop the generic and subject-specific knowledge and skills of teaching staff in order to improve their classroom practice.</p>	<p>Faculty and whole school CPD plan in place by half-term.</p> <p>PM process and ongoing QA to identify individual needs.</p> <p>Cascade approach – sharing lessons learned.</p> <p>Specific training for NQTs and other inexperienced staff. Trainee teachers and NQT had specific disadvantaged training delivered as part of their induction, as did new staff. Run by VHu and MCo</p>	<p>Staff training records. E.g. Maths department have introduced the Mastery curriculum, which has been shown to have most impact in disadvantaged groups The feedback from yr7 disadvantaged is that they understand what they are doing in Maths and why, however the impact is not yet fully appreciated, as it is first year.</p> <p>Staff voice: 75% of staff feel they are supported in their professional development. We need to focus on getting 100% supported, while focussed on improvement of classroom practice.</p> <p>Feedback (formal and informal) from students, staff and parents. Again data is regularly taken in STRIDE and the staff survey, however formal parent data has come from post parent evening surveys. This is an area that needs to be addressed next year.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example). Learning walks follow the TEEP format and show a greater variety in lessons and students (focus Disadvantaged) know why they are learning specific</p>	<p>LPL/ARO in agreement with JWH</p>	<p>£3000</p>

			<p>areas (however this is still not 100% of students surveyed)</p> <p>Student progress data. SISRA shows an improvement in yr11 +yr10 data, however with the lack of formal exams this year it cannot be validated.</p>		
<p>Improve the collection, analysis and use of progress data.</p>	<p>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>	<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, the P6 intervention and identification of students for Maths tutoring.</p> <p>Student results in the summer evidence accuracy of prediction. Unfortunately, this is not possible this year.</p> <p>Data has been collected with far more consistency this year. This allowed close tracking of disadvantaged students and allowed interventions to take place in a timely fashion (example use of maths tutoring, p6 specifically targeted sessions). Development is still needed in actions of departments on this data in lessons. To develop next year.</p>	<p>ARO/MSI</p>	<p>£500 data software (fft aspire) and analysis training for all staff</p> <p>£900 Data manager training</p>
<p>200 word challenge training [CPD].</p>	<p>Literacy and extended writing is a key issue for our DPs especially boys</p> <p>Ability to recall, plan and produce extended pieces of writing</p>	<p>Time in after school meetings</p>	<p>Learning walks, lesson observations etc demonstrate that staff use extended writing to improve literacy</p>	<p>LPL/ARO</p>	

		Train all staff in its use, and roll-out across the school.	within their subject. The 200 word challenge has been put in place weekly in the English department, however it has not been implemented across the whole school. We have changed our focus to all lessons including opportunities to extend answers in a way that is beneficial to the style of assessment.		
Overall Evaluation	Development is still needed in actions of CPD filtering back to departments and faculties the impact of staff learning on teaching styles. Also, more development is needed for departments to use data informing how disadvantaged students are working in lessons and discussions on strategies to help learning journey moving forward. Work is also needed to improve the collection of parent data to identify areas of concern for disadvantaged.				

Objective 2: Provide targeted academic support

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Introduce tutor time mentoring.</p>	<p>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.</p>	<p>Identify students both disadvantaged and vulnerable who would benefit from the program.</p> <p>Cover for introducing to students</p> <p>Monitor engagement and impact.</p>	<p>Staff, student and parent voice. Need to find an effective parent voice platform</p> <p>Tutor time learning walks.</p> <p>Student engagement with mock exams.</p> <p>Scheme ran for two cycles at the start of the academic year. Engagement was good (94%) and students felt that the tutoring time helped develop their confidence towards revision and exams (88%) however 100% said they felt they knew more about revision techniques</p>	<p>ARO/ VHU</p>	<p>£1000</p> <p>£1000</p>
<p>Literacy & numeracy strategies</p>	<p>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.</p>	<p>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)</p> <p>My maths will ensure: All years are engaging in on-line maths tutorials at least once a week during tutor times and through homework (3x20mins/week)</p>	<p>Literacy DDIs</p> <p>Student progress and exam data</p> <p>Student workbooks</p> <p>Accelerated reader scheme has been introduced. This will be supported by disadvantaged funding. This strategy has only been running for a month, so needs time before effectiveness for disadvantaged is evaluated</p>	<p>LPL/ ARO</p>	<p>£1500</p>

			<p>My maths wasn't purchased, but Hegarty maths was. Teachers 100% think it has been beneficial and 85% of students (78% disadvantaged). Spoke to those who didn't like it who were disadvantaged and issues around technology were removed. One student still didn't like it. It has been a real asset to helping students during 'Lock-down'.</p>		
<p>KS4 Raising Progress</p>	<p>To provide revision resources and guides to DPs</p> <p>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.</p>	<p>Use benchmark and other data to identify target cohort.</p> <p>Staff timetable created and sent to students and parents.</p>	<p>Student tracking and progress data.</p> <p>Student voice.</p> <p>Revision guides were provided to disadvantaged students along with materials needed for exam subjects. This allowed disadvantaged students to access the curriculum at the same level as all. Internet dongles provided for disadvantaged students during quarantine. Engagement of disadvantaged students who were provided netbook or internet dongle was equal if not slightly higher than non- disadvantaged students.</p>	<p>ARO</p>	<p>Internet dongles- 5x£50=£250</p> <p>Top ups= £225</p> <p>Revision guides £100</p> <p>art supplies £552 (increase due to home learning)</p>

<p>Develop a year 11 plan</p>	<p>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.</p>	<p>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.</p> <p>Use data analysis to identify those students most at risk of under-achieving and secure appropriate interventions.</p>	<p>Year 11 plan.</p> <p>Student and parent voice.</p> <p>Data analysis and intervention impact measurements.</p> <p>Student level 2 external examination results.</p> <p>Use of yr11 motivational speaker: very few parents attended the session after school for yr11 help (1 disadvantaged). Examine how to improve this next year (if we use this speaker again) Students all engaged with speaker although the impact of the session was not high in making a difference in disadvantaged students feeling more prepared for or exams (24%) or feeling like they had more strategies (45%)</p>	<p>ARO</p>	<p>£1500</p>
<p>Overall evaluation</p>	<p>Use of external speakers and involving parents is important to get right next year. Also we need a speaker who spends time giving students a chance to develop their own techniques. Continue to provide resources needed for lessons, consider investing more into technology next year.</p>				

Objective 3: Employ wider strategies to tackle non-academic barriers

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Review attendance strategy</p>	<p>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.</p>	<p>Attendance strategy review in terms 1 and 3 to identify any areas for development.</p> <p>Attendance case studies used to identify missed opportunities and action plan accordingly.</p> <p>Home Visits</p>	<p>Overall PP attendance will move towards our target of 95% for key stage 4. Total school 93.8%, Disadvantaged total school 91.6%.</p> <p>Not disadvantaged yr10+11 94.4%</p> <p>Disadvantaged yr10+11 93.1%</p> <p>Attendance will improve for PP students throughout the year to be at least as good as that of peers. This target is still not reached. If you take out three persistent absentees the % increases to 95.6% for disadvantaged. This shows that the focus next year needs to be on persistent absentees.</p>	<p>ARO</p>	
<p>Engage parents</p>	<p>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.</p>	<p>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.</p>	<p>Attendance of PP students at key events. Parents are now contacted before each parents evening. Disadvantaged parents are offered a phone consultation if they cannot attend or an option to come in and speak to disadvantaged lead if required. Work during the pandemic to ensure all parents are contacted and advice given to ensure students have access to food and technology required.</p> <p>Next year we need to focus on feedback from PP parents.</p>	<p>HOH ARO</p>	<p>£211 for text service £30 Postage</p>

			<p>Communication and meeting notes with parents.</p> <p>Parent, student and staff voice.</p>		
<p>Hold termly 1-2-1 interviews with all PP students</p>	<p>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.</p>	<p>Agree questions and timetable interviews.</p> <p>Meet with every student and share the outcomes of the meetings with all teaching staff.</p>	<p>Staff are able to articulate the needs of individual students. QA activities show staff are able to demonstrate knowledge of strategies for disadvantaged students and in classrooms where this isn’t the case, the staff member has been offered informal support, followed by a support plan if no change.</p> <p>Lesson planning and delivery takes into account the needs of disadvantaged students. See above</p> <p>Student interviews. These did not occur regularly and generally only with those students who exhibited a specific need. This is an area for development next year.</p>	ARO	
<p>Overall evaluation</p>	<p>Focus attendance strategies on the persistent absence students next year to focus improvement on attendance for all disadvantaged students. Introduce meetings for disadvantaged students where barriers to learning are identified. Focus strategies on reducing these barriers and on sharing this information with staff who teach them.</p>				

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Ensure access to the curriculum</p>	<p>To ensure that no student is unable to access key elements of the curriculum, or feels discriminated against academically, due to financial disadvantage.</p>	<p>By helping to cover the costs of transport or school uniform.</p> <p>By funding curriculum trips, access to revision or other study resources.</p>	<p>Staff, student and parent voice.</p> <p>Students who require uniform or transport are provided. The system is run by the admin team.</p> <p>Requests for assistance and evidence of impact (will depend on the nature of the request).</p> <p>The school trip leader rings parents of disadvantaged to check if students wish to go on the trips, but cannot afford it. Trips less than £100 are fully funded (with £5-10 contribution to reduce non-attendance on the trip). Since introducing this policy we have seen a higher take up of activities for disadvantaged students. These include visiting Stratford-upon-Avon, theatre trips, a variety of visits to Europe. The impact of these on the widening the awareness and increasing aspiration is hard to measure, however students have learnt the term 'interval', seen university life in Oxford and communicated in the native language in France</p>	<p>ARO/ KRO/ PBY</p>	<p>£1,000 transport and School uniform</p> <p>£10,000 other resources</p>

<p>Secure high quality progression</p>	<p>To ensure that FH students are able to access appropriate and aspirational education, training or employment at the end of KS4 and KS5.</p>	<p>Maintain a regularly updated database of information on students throughout key-stage 4.</p> <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>	<p>Staff, student, parent and employer voice. Student and parent voice has shown that we need to change our careers provider. Disadvantaged students in particular felt the advice didn't help them understand what 'they could do'. Employers we have met through GROWs activities have been very complimentary of our students, however have commented on the lack of aspiration</p> <p>Records of student progression. JCI keeps a record of student progress towards post-16 options. This included work placements, access to GROWs activities and careers advice.</p> <p>PSHE and pastoral schemes of work. These need development for next year, to interlink themes.</p> <p>No NEET PP students at the end of KS4. Currently all disadvantaged students have places post-GCSE for further education and apprenticeship. I have referred students through GlosCol who I think need more guidance based on their choices.</p>	<p>ARO/ JCI</p>	<p>£1950 for external careers advice and WEx support. Half sessions allocated are for disadvantaged.</p>
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Overall Evaluation	Replace the current provision for careers interviews. Provide a careers program that increases the aspirations of all students. Continue to work with GlosCol and DM sixth form to provide sensible and aspirational goals for our students post-16.
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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. This report shows that a majority of the strategies we have implemented have been positive. However, clear impact is yet to be seen for results and for many strategies there are changes needed to maximise their impact. As a team we need to grow next year to enable a more personalised provision of services, which started this year.	ARO/ JIC	£50000
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	Employing behaviour manager	Reduction in removal from lessons and exclusions for disadvantaged students. The behaviour manager was unable to start; however, the post has been re-advertised and filled for September 2020. The role has been filled using the cover manager, however the work with students has been limited in reducing the number of disadvantaged students removed from lesson.	JWH/ ARO	£15000

<p>SENDCO training</p>	<p>80% of our SEND students are disadvantaged. Training for a high quality SENDCO to promote the learning potential of our disadvantaged SEND students who typically perform much lower than the rest of the cohort and national.</p>	<p>SENDCO is appointed and trained at TFHS</p>	<p>SENDCO training was provided and cover provided for SENDCO lessons. This has allowed training for a high quality SENDCO to promote the learning potential of our disadvantaged SEND students who typically perform much lower than the rest of the cohort and national. The SEND plan and disadvantaged plan for students are now closely matched, this needs further development in September to align the plans further to promote positive outcomes.</p> <p>Improvement in results, too early as post starts in September.</p>	<p>JWH</p>	<p>£2500</p>
<p>Use of the Branch for disadvantaged students</p>	<p>Provide pastoral support and academic support</p>	<p>Disadvantaged Intervention sessions for year 7 and 8 TT rock stars, Read write inc Before school, break time and lunchtime availability of staff for pastoral needs.</p>	<p>Improvement in numeracy and literacy in year 7+8. The impact of RWI and TTrockstars is not analysed in enough detail to show it is making a sufficient impact. Next year we need to consider how to measure impact back in the classroom for these strategies.</p> <p>Pastoral support is provided for disadvantaged students where needed. This provision has continued through the year, training is needed for staff to offer practical and aspirational support.</p>	<p>SBR</p>	<p>£26060</p>

Overall Evaluation	Strategies are in the initial phase here and need time to embed into whole school. The work with the behaviour manager and PP team on why disadvantaged students on an individual basis aren't making progress is essential to grow next year. We also need to align the work of the SENDCO with the disadvantaged team, as 80% of SEND students are classed as disadvantaged.	Current total is £119,928
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