

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	Please note that this data is correct at 23 Sept 2019 and may change during the academic year. *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 data is not yet officially validated (September 2019). It has been 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
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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
Improve the Quality Assurance of Teaching and Learning	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.	Engage TEEP model and use the training and triad meetings to develop high quality teaching across the school.	TEEP triad action plans and QA documents linked to TEEP improvements.	LPL	
	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.	Roll-out a whole-school QA timetable by the end of September.	Feedback (formal and informal) from students, staff and parents.	AR	
	To identify and share good practice	Produce monitoring documents in line with TEEP principles, allowing TEEP triad focus to be allocated.	Evidence gathered during the QA process (from learning walks and lesson observations for example).	MC	
	To develop the leadership skills of faculty and subject leads.	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.	TEEP plans show evidence of progress in understanding and QA supports this.	LPL	
		Make greater use of teachers in Stride activities.	Stride action points specific for STAM and COMMs faculty.	LPL/AR	
Insist upon a shared lesson start and outcomes	To enable a more systematic approach to improving teaching, drawing together the use of retrieval and understanding the origin of language.	Three part start is embedded in lesson planning and delivery. Provide staff with appropriate materials and whole-school CPD to develop their professional knowledge of the principles.	Evidence gathered during the QA process (from learning walks and lesson observations for example). Student progress data. Line management meeting minutes.	JW	£150 for staff literature and other materials

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.	<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.</p>	<p>Staff training records.</p> <p>Staff voice.</p> <p>Feedback (formal and informal) from students, staff and parents.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Student progress data.</p>	LPL/AR in agreement with JW	£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/MS	<p>£500 data software and analysis training for all staff</p> <p>£900 Data manager training</p>
200 word challenge training [CPD].	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.</p>	Learning walks, lesson observations etc demonstrate that staff use extended writing to improve literacy within their subject.	LPL/AR	

Objective 2: Provide targeted academic support

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	£1000
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) 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)	Literacy DDIs Student progress and exam data Student workbooks	LPL/AR	£1000
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	Year 11 plan. Student and parent voice. Data analysis and intervention impact measurements.	AR	£1500

		most at risk of under-achieving and secure appropriate interventions.	Student level 2 external examination results. Use of Tim Benton		
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Objective 3: Employ wider strategies to tackle non-academic barriers

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.	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	£2000 potential bridge funding.
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	£50
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.	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/ AM	£1,000 transport and School uniform £5000 other resources
Secure high quality progression	To ensure that UTC students are able to access appropriate and aspirational education, training or employment at the end of KS4 and KS5.	Maintain a regularly updated database of information on students throughout key-stage 4. Use this to inform a range of targeted activities. Ensure that PP students are prioritised in all employability activities, and secure the most competitive work-based opportunities (including WEx). Use the PSHE and pastoral programmes to inform students about all their post-16 options. Ensure that the timetables of PP students do not compromise their later choices.	Staff, student, parent and employer voice. Records of student progression. PSHE and pastoral schemes of work. No NEET students at the end of KS4.	AR/JC	£1000 for external careers advice and WEx support

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	£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.	JW/AR	£15000
SENDCO training	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.	SENDCO is appointed and trained at TFHS	Improvement in results Student voice	JW	£2500