

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Document Reviewed: Sep 2023

School overview

Detail	Data	Sep 2023
School name	Finham Park School	
Number of pupils in school (Yr 7-11)	1230	1315
Proportion (%) of pupil premium eligible pupils	13%	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21//22 22/23 23/24	
Date this statement was published	Sep 21	
Date on which it will be reviewed	Sep 22/Sep 23	Sep 24
Statement authorised by	Chris Bishop	
Pupil premium lead	Josh Bingham	
Governor / Trustee lead	Laura Ridley	

Funding overview

Detail	21/22	22/23	23/24
Pupil premium funding allocation this academic year	£135,000	£144,000	£165,900
Recovery premium funding allocation this academic year	£16,000	£26,000	£25,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,000	£22,500	£0
Catch up premium funding carried forward from previous year	£17,000	£0	£0
Total budget for this academic year	£198,000	£192,500	£190,900

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			
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Part A: Pupil premium strategy plan

Statement of intent

Any effective Pupil Premium strategy will recognise that there is no “one size fits all” approach. The experience of DA students and their families are wide ranging and therefore the priority for Finham Park should be in creating a bespoke package of support that adapts to fit the needs of every PP student in the school.

Our ultimate objectives are:

- Attainment gap between PP and non-PP students narrows.
- For all disadvantaged pupils at Finham Park to make or exceed nationally expected progress rates.
- To ensure that DA students have the “time of their lives” at Finham Park by supporting student health and wellbeing, raising aspirations, providing access to cultural capital through enrichment and activities, and increasing readiness for life outside of education.

Efforts are made to build strong relationships with pupils and families, to understand the challenges that they face and to respond accordingly; always seeking to support the ‘whole child’. We build on this by having a robust data collection programme which allows us to accurately track student progress, behaviour, and attendance. We can use this understanding to raise the profile of PP students across the school and ensure that all members of staff are working towards the common goal of closing the gap between DA and non-DA students.

We know that quality first teaching is the best tool for increasing outcomes for DA students and we remain committed to ensuring that an effective teacher is stood in front of every class. We have an exciting programme of CPD and every teacher is supported to keep improving.

Learning is supported by a comprehensive programme of academic support and interventions. Small group intervention, tutoring and access to technology are all key parts of our Pupil Premium strategy. Support staff have a focus on DA students, especially those in the DA/SEN crossover group.

A dedicated PP mentoring team work closely with DA students and their families and special focus is made on supporting student wellbeing, increasing attendance and improving behaviour.

We believe that these strategies will enable us to close the attainment gap and will allow every DA child to flourish during their time at school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge	September 2023 Review
1	The legacy of Covid is that many disadvantaged students were not fully engaged academically over the last 18 months. How can we create a bespoke programme of support for every PP student to ensure that they achieve their potential?	Whilst the Covid crisis' effects will continue to be felt, the cost-of-living crisis will be, in many ways, a greater challenge for DA families and will throw up additional barriers to learning. It is vital that Finham Park continues to offer a responsive and effective package of support for every PP student to ensure they achieve their potential.
2	The attainment/progress gap is widening at Finham Park. Students make nationally expected progress but fall behind their more advantaged peers. Students perform well in core subjects but there are significant gaps in some options/Ebacc subjects. How can we close the gaps in these areas?	The P8 for DA students this year was -0.57 and for non-DA was +0.06. The gap widened to 0.63. Whilst this is disappointing, progress was dramatically affected by students who did not attend any exams. Students attending exams had a P8 of -0.18 which is another encouraging step forward. Students who regularly attend make good progress therefore a key aim of 23/24 must be to improve DA student attendance.
3	Raising profile of PP students across the school. How can all staff work to help improve the outcomes of PP students? Create a positive PP bias and integrate this into whole school process.	This continues to be a key aim of our PP strategy and will continue to be so during 23/24.
4	There is a gap in attendance data between DA and non-DA students which, in turn, contributes to poorer outcomes. How can we ensure high levels of attendance for DA students at Finham Park.	The attendance gap increased during the academic year 22/23. DA students had an attendance of 87.7% compared to a non-DA attendance of 93.6%, a gap of 6%. Increasing DA attendance will be a key aim of 23/24.
5	Creating strong home/school relationships. How can we ensure that DA families feel valued as part of Finham Park? When families are on board, outcomes for students will improve.	Regular communication across multiple formats continued in 22/23. This continues to be a key aim of our PP strategy and will continue to be so during 23/24.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	September 2023 Review
Attainment gap to narrow.	The 21/22 results data will show a narrowing of the gap in A8/P8 scores between DA and non DA students.	After two years of A8/P8 gap closing, the gap widened in 22/23. Exams have now returned to normal difficulty and grade boundaries (dropping by about 0.5 grades). DA results at Finham Park were broadly in line with 2019, the last year before any pandemic disruption.
DA students to make positive progress.	21/22 results data to show that DA cohort is in positive progress.	DA student progress was -0.56 in 22/23. Further analysis in the review statement at the end. DA progress at Finham Park roughly in line with national figures in 21/22.
Attendance gap between DA students and non-DA students to improve.	Overall DA attendance to improve. Attendance gap to close.	The attendance gap widened in 22/23. Increasing PP attendance is a priority this academic year with more funding going towards parental engagement/support.
Increase amount of DA students accessing extra-curricular provisions.	Awareness of OOSHL provision increases. Greater number of DA students access OOSHL provision.	DA students were fairly represented on all residential trips during 22/23 and a number of extra-curricular activities were run specifically to target DA students. All OOSHL attendance is now being tracked and aim is for DA students to be fairly represented. This work to be expanded further with more OOSHL/extra-curricular activities to be planned in 23/24.
Increase parental engagement	Implementation of successful “structured conversations” programme.	Although parental engagement increased in 22/23 due to hiring of the PP Learning Mentor, “structured conversations” programme faced difficulties due to time constraints. More time

		to be allocated to this during 23/24.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Teaching

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	September 2023 Review
+1 Maths teacher - smaller class sizes	EEF T+L Toolkit – Reducing Class Size +2 months	1,2	P8 gap closed in Maths during 22/23 to 0.1. Additional teacher is a key part of the strategy to support learners in Maths. This intervention will be kept for 22/23
Programme of CPD supporting quality first teaching inc. sessions specifically addressing strategies to support PP learners. Whole school focus on QFT.	<p>“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” – EEF Guide to Pupil Premium</p> <p>EEF T+L Toolkit – Feedback +6 months</p> <p>EEF T+L Toolkit – Homework +5 months</p> <p>EEF T+L Toolkit – Metacognition and Self-Regulation +7 months</p> <p>Walkthrus implemented across the school.</p>	1,2,3	Quality first teaching is a key part of supporting DA students. Evidence from 22/23 suggests that students who regularly attended lessons made positive progress . External CPD focusing on supporting DA students helped raise the profile of PP across the school. DA

			students are a specific focus of whole year CPD programme. This intervention will be kept for 22/23.
Departmental “PP champions” in specific subjects with greatest progress gaps. 3 x TLR holders targeted in departments with significant PP attainment gap	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Individualised Instruction +4 months	1,2,3	TLR holders had a positive impact, especially in MFL and Science which saw a significant closure of the P8 gap. TLR holders in MFL, Science and Humanities to be kept for 23/24.
Bring Your Own Device policy. DA students supported with access to technology.	EEF - Using Digital Technology to Improve Learning: Evidence Review December 2019	1,2	Schoolwide trial was not successful. This intervention will be dropped.
Boys working group	Using the “Boys working group” to target our whole school focus White DA Boys.	1,2,3	Gender gap completely closed across the school during 23/24. This intervention to be dropped. However, DA boys will continue to be a key target group.
Technology and other resources focussed on supporting high quality teaching and learning <i>(new for 22/23)</i>	Significant investment went into departments during 21/22 to ensure that they are delivering high quality, exciting lessons to students.	1,2	Departments that received significant investment in 22/23 will be monitored during 23/24 to ascertain whether that investment provided value for money. Funding available for departments to support with the delivery of quality teaching.
Recruitment and retention of teaching staff <i>(new for 22/23)</i>	“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” – EEF Guide to Pupil Premium	1,2	Key staff focusing on supporting DA students remained in place during 22/23.

	“Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.” – EEF Guide to Pupil Premium		Funding remains available to assist with recruitment and retention of quality teaching staff.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	September 2023 Review
Period 6/Homework Club provision. SEN/PP crossover a specific focus.	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Extending school time +3 months EEF T+L Toolkit – Teaching Assistant Interventions +4 months	1,2,3	This intervention will be kept for 23/24.
Sixth form led peer mentoring/academic mentoring programme	EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Peer tutoring +5 months	1,2,3	This intervention will be kept for 23/24.
Key PP students identified, and structured intervention led by PP mentor/Co-ordinator	EEF T+L Toolkit – Small group tuition +4 months	1,2,3	This intervention will be kept for 23/24.
Department led interventions	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Extending school time +3 months] EEF T+L Toolkit – Individualised Instruction +4 months	1,2,3	This intervention will be kept for 23/24.
External tuition programme	EEF Guide to the Pupil Premium – Targeted academic support EEF T+L Toolkit – Small group tuition +4 months	1,2,3	Student engagement was low during 22/23 despite efforts of multiple

			teams. This intervention did not provide value for money and will be dropped for 23/24.
Non-teaching PP co-ordinator to manage PP strategy and work full time to narrow the gap and improve experience of PP students	EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Parental Engagement +4 months	1,3,4,5	This intervention will be kept for 23/24.
SPARX maths platform to close the gap for all students in Maths. <i>(new for 22/23)</i>	EEF T+L Toolkit – Homework +5 Months https://sparxmaths.com/pdf/Sparx-impact-in-first-cohort-case-study.pdf https://sparxmaths.com/pdf/Homework-length-trials-2018.pdf	1,2,3,5	P8 gap closed to 0.1 in Maths during 22/23. Early feedback is positive. Further monitoring during 23/24, this intervention to continue.
Accelerated Reader programme for identified Yr 7/8 PP students with below expected reading ages. <i>(new for 22/23)</i>	EEF Projects – Accelerated Reader +3 Months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1,2,3	Evidence to be gathered during 23/24 as to effectiveness of AR programme. This intervention to continue in 23/24.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	September 2022 Review
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PP Learning Mentor to support student wellbeing, improve attendance and improve behaviour in lesson.	EEF T+L Toolkit – Behaviour interventions +4 months EEF T+L Toolkit – Mentoring +2 months EEF T+L Toolkit – Social and emotional learning +4 months	1,3,4,5	Key students were asked to take part in Student Voice regarding the PP Learning Mentor. This was 100% positive. This intervention will be kept for 23/24.
PASS assessment	EEF T+L Toolkit – Social and emotional learning +4 months	1,4	Whilst PASS was a valuable resource for targeting intervention, extensive pastoral support and regular review meetings were able to identify key students just as well. This intervention to be dropped in 23/24.
Music Scholarships	EEF T+L Toolkit – Arts participation +3 months	1,3	Music scholarship programme was a big success in 22/23 with more PP students than ever accessing this provision. This intervention to be kept in 23/24.
Exciting programme of rewards to create high expectations and recognise excellence amongst PP students.	<i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium	4	Attendance is a key priority for 23/24. This intervention will be kept in 23/24.
Widen access to enrichment and extra-curricular activities inc. trips, clubs, supporting hobbies, new experiences.	EEF T+L Toolkit – Physical Activity +1 months EEF T+L Toolkit – Social and emotional learning +4 months EEF T+L Toolkit – Arts participation +3 months	1,3	This intervention will be kept for 23/24.
Remove financial barriers to learning inc "cost of the school day" programme.	EEF T+L Toolkit – Parental Engagement +4 months <i>"Wider strategies relate to the most significant non-academic barriers to success in school,</i>	1,4,5	COSTD programme was a vital part of student support, and we envisage

	<i>including attendance, behaviour and social and emotional support</i> – EEF Guide to The Pupil Premium		that it will be needed even more as cost-of-living crisis continues to bite. This intervention will be kept for 23/24.
Breakfast Club	<i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium	1,3,4	This intervention will be kept for 23/24.
Foster strong home/school relationships. Programme of "structured conversations" where parents of key students have regular conversations designed to include parents in the progress of their children.	EEF T+L Toolkit – Parental Engagement +4 months	5	Parental engagement increased over 22/23. This intervention to be kept in 23/24.
Creation of relaxed space to aid with student mentoring and parental engagement. Neutral meeting space to ensure students and parents feel comfortable in a school environment. <i>New for 22/23</i>	<i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support"</i> – EEF Guide to The Pupil Premium EEF T+L Toolkit – Parental Engagement +4 months	5	This intervention was a success in 22/23. Students used space as break/lunch club and parental meetings could be held in a relaxed space. No need to continue intervention in 23/24.
'Music and Change' mentoring programme – high profile KS3 PP students targeted and linked with adult mentors. 1 year programme. <i>New for 22/23</i>	EEF T+L Toolkit – Mentoring +2 months	2, 4	Some evidence of improvement in student behaviour due to mentoring programme. This intervention to be monitored and reviewed during 23/24.
Part funding towards 'The Day'	<i>"Wider strategies relate to the most significant non-academic barriers to success in school,</i>	1,3	

<p>student newspaper.</p> <p><i>New for 23/24</i></p>	<p><i>including attendance, behaviour and social and emotional support” – EEF Guide to The Pupil Premium</i></p>		
<p>Attendance interventions inc. minibus provision, parental engagement coffee mornings, targeted communication.</p>	<p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to The Pupil Premium</i></p> <p>Attendance Interventions: REA March 22 EEF</p>		

Total budgeted cost: £ 190,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Whilst headline A8 + P8 comparisons between non-DA and DA students at Finham Park have worsened in 22/23, there are a number of key takeaways:

- Results dramatically affected by 6 DA students with under 70% attendance who, in many cases, simply did not take the exams. Students with above 70% attendance had a P8 -0.02 and A8 45.23. DA students with 90% attendance and above made positive progress. It is clear that when DA students are regularly attending and in lessons, they make good progress. The focus therefore must be in increasing attendance and decreasing persistent absence amongst the DA cohort. **This will be a key focus of 23/24.**
- DA students were -1.95 from their FFT50 target (A8) and -6.53 when compared to FFT20, this is compared to a DA vs non-DA gap of -14.67. It is therefore unrealistic to expect the PP vs Non-PP gap to close to zero as this is far beyond their FFT20 target.
- P8/A8 Gap closed from 21/22 in all EBACC subjects, excluding History. A higher percentage of DA students at Finham Park were entered in 22/23 for the EBACC than is nationally expected.
- DA student progress was better in core subjects than in open buckets. This trend was seen in the wider cohort but was particularly acute amongst DA students. Addressing this trend will be a schoolwide focus for 23/24.

In regard to student behaviour and attendance:

- DA students above national average attendance figures but attendance gap widened in school.
- Peak of persistent absence in Aut2. Strategies put in place to support this saw a decrease in PA from this point.
- Low point of % attendance was in Aut2. Strategies put in place to support this meant that %attendance stabilised and increased from this point onwards.
- Peak of poor behaviour and exclusions was in Aut2, clear reduction from peak to end of the year with exclusions dropping dramatically.

