

Pupil premium strategy statement: Fitzharrys School 2020/21

School overview

Metric	Data
School name	Fitzharrys School
Pupils in school	626
Proportion of disadvantaged pupils	11.2%
Pupil premium allocation this academic year	£71758.75
Academic year or years covered by statement	2019/2021
Publish date	Jan 2021
Review date	October 2021
Statement authorised by	Mr W Speke
Pupil premium lead	Mr William Browne
Governor lead	Mrs Lorraine Foreman-Peck

Disadvantaged pupil performance overview for last academic year

(Caution – 2020 results)

Progress 8	-0.91
Ebacc entry	17.6%
Attainment 8	37.8
Percentage of Grade 5+ in English and maths	17.6

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Reduce the gap to -0.5 at worst	Sept 2022
Attendance	Reduce the gap. Aim for no gap between FSM and non-FSM	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality first teaching – the disadvantaged benefit the most. CPD and meeting time. Priorities within the T&L CPD include raising aspirations, modelling, knowledge retention strategies, subject marking assessment and feedback practices.
Priority 2	Whole school literacy strategy launch and embed. Disadvantaged students more often have literacy difficulties as an obstacle to progress
Priority 3	Staged improvement/refurbishment of learning environment for projection. Provision of visualisers for every teaching room. Promotion of more visual approaches and modelling of extra benefit to disadvantaged learners.
Barriers to learning these priorities address	Typically relatively poor literacy skills.
Projected spending	£25000

Targeted support for current academic year

Measure	Activity
Priority 1	Permit increased support for disadvantaged students – academic mentoring and pastoral – through retention of third student well-being manager and expansion of the pastoral teaching team to include a third head of year.
Priority 2	Reduce resource-based barriers to progress through provision of otherwise purchased materials, and subsidy for trips/visits
Barriers to learning these priorities address	Financial deprivation led obstacles to engaging in wider aspects of learning.
Projected spending	£40000

Wider strategies for current academic year

Measure	Activity
Priority 1	Reducing the digital divide. Ensuring all disadvantaged students have non-phone based access to online learning and resources at their home. Actively finding out about obstacles and then working hard to address them. Surveys and requests to all families. Targeted phone calls to identified disadvantaged.
Barriers to learning these priorities address	Financial barriers to learning beyond the classroom at home meaning digital deprivation.
Projected spending	£8000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and time to take up new ideas/strategies.	Use of INSET days and other CPD opportunities. Relentless focus.
Targeted support	Ensuring disadvantaged maintain the attention of teachers and pastoral system alongside behavioural challenges	Systematic checks, FSM qualifying students always considered.
Wider strategies	Engaging the families facing most challenge. Assessing need.	Repeated asking and checking.

Review: last year's aims and outcomes

Aim	Outcome															
Improve outcomes and progress for disadvantaged students	<p>Some progress.</p> <p>Progress 8 outcomes y11</p> <table border="1"> <thead> <tr> <th></th> <th>N PP (%)</th> <th>Dis-adv.</th> <th>non-D</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>17 (17%)</td> <td>-0.91</td> <td>0.01</td> <td>0.82</td> </tr> <tr> <td>2019</td> <td>13 (16%)</td> <td>-1.32</td> <td>0.00</td> <td>1.32</td> </tr> </tbody> </table>		N PP (%)	Dis-adv.	non-D	Gap	2020	17 (17%)	-0.91	0.01	0.82	2019	13 (16%)	-1.32	0.00	1.32
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Continue to work with students and families to improve behaviour and eliminate differences at all levels of sanctions.	<p>Gap remains, but would have been greater without support measures.</p> <table border="1"> <thead> <tr> <th>Y11 4/9/19 to 20/3/20</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Absence %</td> <td>21.5</td> <td>8.9</td> </tr> <tr> <td>PA (% of pupils)</td> <td>61%</td> <td>21.2%</td> </tr> </tbody> </table>	Y11 4/9/19 to 20/3/20	PP	Non PP	Absence %	21.5	8.9	PA (% of pupils)	61%	21.2%						
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Eliminate differences in attendance of disadvantaged students vs non-disadvantaged.	<p>Reduced gap.</p> <table border="1"> <thead> <tr> <th>Y11 4/9/19 to 20/3/20</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td># Students with FTE</td> <td>1/18 (5.6%)</td> <td>4/85 (4.7%)</td> </tr> <tr> <td>% poss sessions FTE</td> <td>32/4265 (0.75%)</td> <td>87/20158 (0.43%)</td> </tr> </tbody> </table>	Y11 4/9/19 to 20/3/20	PP	Non PP	# Students with FTE	1/18 (5.6%)	4/85 (4.7%)	% poss sessions FTE	32/4265 (0.75%)	87/20158 (0.43%)						
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