

## Fitzharrys School 'Pupil Premium' strategy to support disadvantaged students 2018 – 2019

### What is the pupil premium student grant?

The government gives schools a sum of money for each child who at some time in the last six years has had free school meals. We also receive money for each child in care and a smaller sum for students whose parents are in the armed services. We receive money for students who start with us with scores below level 4 in English and/or maths. The school decides how to spend this money to improve the achievement of these students.

### Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	505
Total number of pupils eligible for pupil premium grant	
Ever6	78
Service	16
Looked after	2
Year 7 catch-up	20
Amount of pupil premium grant received per student (ever 6)	£935
Amount of pupil premium grant received per student (service)	£300
Amount of pupil premium grant received per student (looked after)	£1900
Amount of pupil premium grant received per year 7 catch-up student	£346
<b>Looked after children (received in-year from Virtual School via PEP)</b>	£3600*
<b>Ever 6 children (NB funding based on Ever 6 children on role in January 2016)</b>	£72,930
<b>Service children</b>	£4800
<b>Year 7 catch-up funding (received in-year)</b>	£6930
<b>Total amount of PPG received</b>	£84660*

\* LAC student funding is allocated via the PEP process from the Virtual School.

**The Fitzharrys Scholars programme: ethos and strategy to support disadvantaged students**

- In September 2017 ‘Fitzharrys Scholars’ was implemented as the new ‘branding’ for our disadvantaged students. This is consistent with developing a growth mindset and re-booting expectations for staff and students alike. We are committed to improving the outcomes & life chances for disadvantaged students.
- Staff have worked together to produce detailed profiles of each Scholar, compiling proven teaching strategies, knowledge of their interests and talents alongside the contextual data and (where appropriate) SEND information to enable us better to meet their needs.
- Scholars feature prominently in all our planning and discussions on teaching and learning and pastoral provision. This identified group in Year 11 has entered the lexicon of the school, indicative of our awareness and commitment.
- Each governing body committee has a particular focus on disadvantaged/scholars to ensure that funding is being allocated appropriately and that we are having an impact in achieving our goals for our Scholars.

<p><b>Quality First Teaching for everyone is our objective at Fitzharrys. This includes:</b></p> <p>Differentiation and personalisation in our planning and delivery of lessons</p> <p>Ensuring that students understand their learning and how to make progress</p> <p>Checking understanding and nurturing curiosity through rich questioning &amp; Higher Order Thinking Skills</p> <p>Encouraging, praising and rewarding good work and good behaviour for learning Support, stretch and challenge for all</p> <p>Developing independence, reflection and resilience in learning</p> <p>High quality feedback from teachers to promote action and progress from students. This will include verbal comments and praise in class through to support in exercise books.</p> <p>Effective Triple Impact Marking in line with our policy and expectations so that students have that connection with their teacher and the guidance to build on that advice.</p>	<p><b>This is especially important for our disadvantaged students. As a school we have agreed to:</b></p> <p>Know these children and act as their advocates</p> <p>Always mark their books first so that they have quality feedback</p> <p>Consider them in the forefront of our planning</p> <p>Ensure they are indicated on our data seating plans so as to highlight the focus of our attention and the range of questioning that will monitor their understanding and support their progress.</p> <p>Create opportunities for them to blossom in and out of the classroom</p>
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We will continue to spend our Pupil Premium allocation as detailed in the plan below. In addition, we also plan to finance:

- The development of a School Improvement Group focusing on our disadvantaged students. As a school we will respond to the work of the group as the year develops and working priorities emerge.
- Costs associated with the development of support materials and resources to help raise the aspirations of students and staff for disadvantaged students.
- The further development and implementation of the Fitzharrys Scholars programme.
- Cover and staffing support to enable attendance at the Abingdon Partnership Pupil Premium network meetings and time to implement follow up actions.
- Cover and staffing support to enable attendance and participation with the Abingdon School Pupil Premium Project meetings and time to implement follow up actions and events.
- Our work supported by external expertise including work with Paul James, CEO of The River Learning Trust and National Leader in Education (NLE) for disadvantaged students.
- Our work supported by cross phase support and work as part of The Abingdon Learning Trust (ALT) with; Rush Common Primary School and John Mason School
- As the work of ALT develops it may be that there will be further opportunities for development and investment to address identified concerns and development areas as part of a coordinated approach.

## 1. Pupil premium strategy statement for Fitzharrys School Summary information

<b>School</b>	Fitzharrys School				
<b>Academic Year</b>	2018 /19	<b>Total PP budget</b>	£84,660	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	505	<b>Number of pupils eligible for PP</b>	92 Ever 6 78 Service 16 CLA 2	<b>Date for next internal review of this strategy</b>	January 2019

<b>Attainment Year 11</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19 Monitoring point 2 Nov 2018</b>	
<b>Pupils eligible for PP (Fitzharrys) Pupils not eligible for PP (national average)</b>	<b>PP 11 (15%)</b>	<b>Non-PP 61 (85%)</b>	<b>PP 10 (13%)</b>	<b>Non-PP 68 (87%)</b>	<b>PP 14 (17.72%)</b>	<b>Non-PP 65 (82.28%)</b>
<b>% achieving strong pass (9-5) in English and Maths</b>	9.1%	59%	30.00%	56.1%	16%	39.2%
<b>% achieving standard pass (9-4) in English and Maths</b>	18%	75%	40%	72.7%	38.5%	60.6%
<b>Progress 8 score average</b>	-0.80	-0.26	-0.34	-0.04	-1.08	-0.02
<b>Attainment 8 score average</b>	28.95	47.35	37.3	46.35	27.92	48.42

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Disadvantaged students have on average lower prior attainment on entry to the school than other students (this may be a symptom of other underlying causes e.g. literacy, numeracy, poor study habits/routines, self-confidence or attendance)
<b>B.</b>	Disadvantaged students have on average lower homework completion rates than other students
<b>C.</b>	Disadvantaged students are, on average, slightly more likely to be involved in recordable behaviour incidents than other students

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Disadvantaged students have on average lower attendance than other students (National figures identify an overall absence % of 7.3% (92.7%) compared to 4.2% (95.87%) with the Persistent Absence rate more than twice the rate for those pupils not eligible for FSM)
<b>E.</b>	Families of disadvantaged students have, on average, lower engagement with the school through, for example, parents' consultations.

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve outcomes and progress for disadvantaged students.	Eliminate the gap through KS3 so that disadvantaged students achieve expected progress at least in line with their peers by KS4.
<b>B.</b>	Provide support and opportunities for personal study completion and revision activities.	Homework completion rates rise to meet the norm; engagement of Fitzharrys Scholar students with revision opportunities.
<b>C.</b>	Continue to work with students and families to eliminate the differences at all levels of sanction.	Behaviour sanctions and exclusion are at least in line with 'other' students.
<b>D.</b>	Eliminate difference in attendance through specific additional support and intervention for disadvantaged students	The ambition that disadvantaged attendance will be within a percentage point of 'other' students, mindful of but not 'accepting' exceptional cases.
<b>E.</b>	Measurably improve parental engagement	Impact on attendance, behaviour and outcomes indicated elsewhere in the plan.

<b>4. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</b>
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
i. Quality of teaching for all	ii. Targeted support                      iii. Other approaches

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve outcomes and progress for disadvantaged students, addressing the underlying causes of low prior attainment	Funding specific teaching interventions (for example to address gaps in literacy, maths)	We know that a significant group of disadvantaged students have barriers to learning in literacy and numeracy. More focused small-group and one to one teaching will help them to overcome these barriers, as well as targeted revision schools at Easter and half-term.	We will measure impact through <b>intervention specific assessment</b> (for instance reading tests). Through monitoring, evaluation and review we will expect these interventions to show <b>progress in diminishing differences</b> . Further support will be implemented as required.  For years 10 and 11 we will measure impact through <b>tracking English and maths progress scores</b> , supporting students to <b>achieve at least in line with expectations</b> .	Will Speke (DHT)  Jenny Smith (SENCo)  Ali Williams (AHT and PP champion)	Regularly through line management route of HT – DHT – SENCo.  Raising Achievement Panel (RAP)  Progress check review:  KS3 progress checks reviewed after each cycle in in terms 2, 4, and 6.  KS4 progress checks reviewed every half term in coordinated programme with SLT, RAP and line management meetings, driving resulting further actions and interventions
<b>A. Quality First Teaching</b> for everyone is our objective at Fitzharrys. This includes:	Differentiation and personalisation in our planning and delivery of lessons  Ensuring that students understand their learning and how to make progress  Checking understanding and nurturing curiosity	Education Endowment Fund (EEF) research indicates that these elements of quality first teaching and the most effective in supporting students' progress.  These elements are identified as our core certainties in the classroom.	These elements are supported by our termly focus approach with in depth training and awareness.  They are monitored through our regular learning walk programme, including work scrutiny.	Will Speke (DHT)	Learning Walk data reviewed regularly at SLT and at Governor committee level.

	<p>through rich questioning &amp; Higher Order Thinking Skills</p> <p>Encouraging, praising and rewarding good work and good behaviour for learning</p> <p>Support, stretch and challenge for all</p> <p>Developing independence, reflection and resilience in learning</p> <p>High quality feedback from teachers to promote action and progress from students</p> <p>Effective Triple Impact Marking in line with our policy and expectations.</p>	<p>They are supported through our Teaching &amp; Learning Toolkit and our CPD/training.</p>			
<p>A. This is especially important for our disadvantaged students. As a school we have agreed to:</p>	<p>Know these children and act as their advocates</p> <p>Always mark their books first so that they have quality feedback</p> <p>Consider them in the forefront of our planning</p> <p>Ensure they are indicated on our data</p>	<p>Education Endowment Fund (EEF) research indicates that these elements of quality first teaching and the most effective in supporting students' progress.</p> <p>These elements are identified as our core certainties in the classroom.</p> <p>They are supported through our Teaching &amp; Learning Toolkit and our CPD/training.</p>	<p>These elements are supported by our termly focus approach with in depth training and awareness.</p> <p>They are monitored through our regular learning walk programme, including work scrutiny.</p>	<p>Will Speke (DHT)</p> <p>Ali Williams (AHT and PP champion)</p>	<p>Learning Walk data reviewed regularly at SLT and at Governor committee level.</p>

	<p>seating plans, focusing questioning and support</p> <p>Create opportunities for them to blossom in and out of the classroom</p>				
<p>A. Improve outcomes and progress for disadvantaged students, <b>eliminating the gap through KS3</b> so that disadvantaged students achieve expected progress at least in line with their peers by KS4.</p>	<p>Continue successful development of quality first teaching.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>questioning</li> <li>marking and feedback</li> <li>independence</li> <li>curiosity</li> <li>resilience</li> <li>objectives-led teaching.</li> </ul> <p>Supported by CPD, monitoring and tracking and regular, tightly focused analysis of the progress of groups and sub-groups.</p>	<p>The most powerful impact on students' progress is the quality of teaching and learning, in particular: quality of feedback; quality of questioning and quality of objectives led teaching.</p> <p>Learning walk data, student surveys and lesson observations indicate prevalence of good practice and continued improvement. The impact of written feedback is an area of focus.</p>	<p>We will measure qualitatively through <b>learning walks, work scrutiny and formal lesson observation</b>. Data seating plans and our wider awareness enable us to identify pupil premium students and give specific feedback on their responses and teachers' provision to meet their needs.</p> <p>In years 7 to 9 we will measure quantitatively through tracking the <b>relative proportions of students achieving security</b> in the taught curriculum, aiming to <b>equalise those proportions</b>.</p> <p>In years 10 and 11 we will measure quantitatively through tracking primarily the gap in progress 8 scores, but also the gap in achievement in English and maths, in each case seeking to <b>narrow those gaps and eliminate differences</b>.</p>	<p>Will Speke (DHT)</p> <p>Ali Williams (AHT and PP champion)</p>	<p>Learning Walk data reviewed regularly at SLT and at Governor committee level.</p> <p>KS3 progress checks reviewed in Terms 1.2, 2.2 and 3.4.</p> <p>KS4 progress checks reviewed every half term, resulting in actions and interventions, including PiXL 'war boards' in which PP students are highlighted. Raising achievement panel (RAP) meets regularly to review impact.</p>

<p>B. Provide support and opportunities.</p>	<p>Where possible we have sought to maintain class size at around 25, particularly in years 7 to 9</p>	<p>Smaller class sizes by themselves do not have an impact on achievement and progress, but they enable us to increase expectations of the quality of marking and feedback.</p>	<p>We will measure impact through systematic work scrutiny, which reports separately on feedback given to pupil premium students.</p> <p>We will expect to see our <b>core certainties in place at an exemplary level for disadvantaged students</b>: books are marked first, feedback is specific and constructive, evidence of student's interaction with the feedback and impact on progress.</p>	<p>William Browne (AHT curriculum)</p> <p>Will Speke (DHT)</p> <p>Ali Williams (AHT and PP champion)</p>	<p>Middle leaders to observe during formal lesson observations and Faculty good practice sessions. Feedback to be shared with SLT link during line management meetings</p>
<b>Total budgeted cost</b>					<b>£40,000</b>
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. To provide support and opportunities to ensure that <b>homework completion rates rise to meet the norm.</b></p>	<p>Funding staffing to support personal study completion both in lunch and after school</p>	<p>We know that disadvantaged students may need to be provided with a good work environment and closer support to complete homework</p>	<p>Quantitatively through monitoring rates of after school catch-ups give for not completing homework – <b>we expect these to reduce in line with the rates for other students.</b></p>	<p>Will Speke (DHT)</p> <p>Ali Williams (AHT and PP champion)</p>	<p>Through analysis of sanctions set for unsatisfactory homework completion.</p> <p>At least half termly through pastoral meetings.</p>
<p>B. To provide support and opportunities to ensure that <b>homework completion rates rise to meet the norm.</b></p>	<p>Implement new approach to personal study with regular learning and reinforcement homework and follow up testing.</p>	<p>Homework that relies upon additional resources, parental support, parents' own prior education and access to computers can place disadvantaged students at a further disadvantage.</p>	<p>Personal study completion to be monitored and non-completion followed up via 'catch up' and 'extended catch up' systems to secure completion</p>	<p>Will Speke (DHT)</p>	<p>Through analysis of sanctions set for unsatisfactory homework completion.</p>

	<p>This will not rely on internet access or technology. While this does not have a cost, it will support stronger monitoring and reinforcement, enabling us to direct our interventions and support.</p>	<p>Regular reinforcement builds study habits and resilience.</p>	<p>Qualitatively over the course of our regular teaching and assessment.</p>		<p>WRS to monitor completion of personal study and those entering the follow up systems.</p>
<p>C. To continue to work with students and families to eliminate the differences at all levels so that <b>behaviour sanctions and exclusion are at least in line with 'other' students.</b></p>	<p>Part-fund the salary of a student well-being manager to monitor incidents and provide coaching and support to improve emotional resilience.</p> <p>Deliberate policy of avoiding external fixed term exclusion for disadvantaged students whenever possible so they are not missing learning time and we can provide the support and reparation to keep them on track.</p>	<p>We know that some disadvantaged students find self-regulation and sustaining long-term goals more difficult.</p>	<p>Quantitatively through monitoring the proportions of behaviour incidents recorded for disadvantaged students compared to other students. <b>We expect the gap to close for each student.</b></p> <p>For outlier students, we will use In Year Fair Access Panel (IYFAP) resources to provide additional support and intervention.</p>	<p>Ali Williams (AHT and PP champion)</p>	<p>Reviewed on a weekly basis by HT and AHT.</p> <p>Reviewed fortnightly by AHT and HoY.</p> <p>Reviewed at least every half term by HoY and tutor team.</p> <p>Reviewed by Governing Body Community Cohesion committee.</p>

<p>D, E. To eliminate difference in attendance through specific additional support and intervention for disadvantaged students with <b>the ambition that disadvantaged attendance will be within a percentage point of 'other' students</b>, mindful of but not 'accepting' exceptional cases.</p>	<p>Funding a proportion of the salary of student well-being managers' salaries.</p> <p>Our SWMs support attendance and engagement in numerous ways, including: removing barriers to learning; addressing social, emotional and friendship issues; engaging directly with parents and carers; following up after parents evening; providing TLC, advice and guidance; study and homework support.</p> <p>Funding for additional hours for the attendance officer to enable pupil premium students parenting contracts, penalty warnings and formal referrals to be progressed to the County Attendance Team.</p>	<p>We know that disadvantaged students will need extra support, intervention and monitoring to achieve attendance in line with the average of other students.</p> <p>Attendance has improved year on year at Fitzharrys. Our systematic approach, incentives and interventions support our ambitions for our disadvantaged students.</p> <p>SWMs are well placed to support with the monitoring of attendance data and the supporting follow up interventions and support</p> <p>Additional time will enable the attendance officer to prioritise the support and referrals for disadvantaged students with the aim of securing improved attendance and engagement</p>	<p>Quantitatively, through tracking the average attendance of pupil premium students compared with other students.</p> <p>Supporting attendance KPI to aid attendance monitoring and follow up.</p> <p>We have an ambitious expectation that the <b>attendance of pupil premium students to be within a percentage point of other students.</b></p>	<p>Ali Williams (AHT and PP champion)</p>	<p>Reviewed on a weekly basis by HT and AHT.</p> <p>Reviewed fortnightly by AHT and HoY.</p> <p>Reviewed at least every half term by HoY and tutor team.</p> <p>Reviewed by Governing Body Community Cohesion committee.</p>
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<p>E. To measurably improve parental engagement with an <b>impact on attendance, behaviour and outcomes</b> indicated elsewhere in the plan.</p>	<p>Improving parental engagement through provision of on-line access to behaviour, homework and progress information and through providing alternative feedback from parents' consultations.</p>	<p>We know that families of some disadvantaged students sometimes find it more difficult to engage with the school. Sometimes on-line tools provide a less threatening way in.</p>	<p>Quantitatively through monitoring regular log-ons to My Child at School (expecting log-ons to match those of the families of other students) and through tracking attendance at parents' consultations and feedback provided, aiming for <b>100% of disadvantaged families receiving parents' consultation feedback.</b></p>	<p>Ali Williams (AHT and PP champion)</p>	<p>Reviewed following each PTCE.  Reviewed by Governing Body Community Cohesion committee.</p>
<b>Total budgeted cost</b>					<b>£38,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Achievement of our ambitions for disadvantaged students by ensuring that they are well known by all staff and that all staff have access to comprehensive information and guidance to support each disadvantaged student.</p>	<p><b>The development and implementation of the Fitzharrys Scholars programme.</b></p> <p>'Fitzharrys Scholars' is the whole school daily terminology for our disadvantaged students. (launched Sept 2017)</p> <p>Staff have worked together to produce detailed profiles of each Scholar, compiling proven teaching strategies, knowledge of</p>	<p>This is consistent with developing a growth mindset and re-booting expectations for staff and students alike.</p> <p>We are committed to improving the outcomes &amp; life chances for disadvantaged students.</p>	<p>Each governing body committee has a particular focus on disadvantaged/ scholars to ensure that funding is being allocated appropriately and that we are having an impact in achieving our goals for our Scholars.</p> <p>Scholars feature prominently in all our planning and discussions on teaching and learning and pastoral provision.</p>	<p>Ali Williams (AHT and PP champion)</p>	<p>Reviewed on a weekly basis by HT and AHT.</p> <p>Reviewed fortnightly by AHT and HoY.</p> <p>Standing item on SLT agenda.</p> <p>Reviewed at least every half term by HoY and tutor team.</p> <p>Reviewed by Governing Body Community Cohesion committee.</p>

	their interests and talents alongside the contextual data and (where appropriate) SEND information to enable us better to meet their needs.				
A. Further raising awareness and production of bespoke resources and approaches.	The development of a School Improvement Group focusing on our disadvantaged students.	<p>School Improvement Groups have been successful in developing and embedding strong practice within the school.</p> <p>Drawing together colleagues from different subject areas will help to increase awareness and quality of provision.</p>	<p>Regular monitoring of progress in line management meetings between HT and Ali Williams.</p> <p>Feedback through Term Focus Teach Meet.</p> <p>Impact of whole school project through staff meetings, staff briefings, assemblies etc.</p>	Ali Williams (AHT and PP champion)	<p>Reviewed on a weekly basis by HT and AHT.</p> <p>Standing item on SLT agenda.</p> <p>Reviewed by Governing Body Community Cohesion committee.</p>
A. Full engagement with the Abingdon Partnership disadvantaged group, playing a clear role in advancing provision across the town.	Cover and staffing support to enable attendance at the Abingdon Partnership Pupil Premium network meetings and time to implement follow up actions.	The Abingdon Partnership has made PP the focus for the whole year. We have a partnership pledge and other strategies already in place. We know that supporting the progress of children in primary school will have the most enduring impact.	Regular monitoring of progress in line management meetings between HT and Ali Williams.	Ali Williams (AHT and PP champion)	Regular monitoring of progress in line management meetings between HT and Ali Williams.
A, B. Full engagement with the Abingdon School disadvantaged group, playing a clear role in advancing interaction between local state and independent schools across the town, building increased confidence and wider	Cover and staffing support to enable attendance at supporting meetings and student events with time to implement/follow up agreed actions.	Abingdon School has a new Director of Partnership and is keen on developing a Pupil Premium pilot project which will further strengthen links between the schools and support the raising of students' aspirations. Access to the resources and time at Abingdon School will provide experiences beyond those of other children at our school.	Regular monitoring of progress in line management meetings between HT and Ali Williams.	Ali Williams (AHT and PP champion)	Regular monitoring of progress in line management meetings between HT and Ali Williams.

cultural/sporting capital.					
A. To improve progress and outcomes for student eligible for Year 7 catch up funded support.	Funding specific interventions – both small group and one to one literacy and numeracy programmes, and a specific intervention group for those with the lowest scaled scores.	A number of students have arrived from primary school who are significantly below the expected standard. They will require re-teaching of elements of the primary school curriculum.	We will measure the proportions of these students achieving security in year 7 topics in English and maths, aiming for <b>at least 60% to achieve security.</b>	Will Speke (DHT) Jenny Smith (SENCo) Ali Williams (AHT and PP champion)	Through line management of SENCo.  Reporting to Governing Body Learning, Skills and Standards Committee.
<b>Total budgeted cost</b>					<b>£7000</b>