

Pupil premium strategy statement: Firth Park Academy, 2017-18¹

1. Summary information						
School	Firth Park Academy			Pupil premium grant per pupil	£935	
Academic Year	2017/18	Total PP budget	£548,000	Date of most recent PP Review	May 2016	
Total number of pupils	1050	Number of pupils eligible for PP*	609	Date for next internal review of this strategy	Feb 2018	
* figures based on January 2017 Census						
Historical PP Funding				2015/16	2016/17	2017/18
Total number of pupils on roll				998	1033	1050
Total number of pupils eligible for PP funding				570	583	609
Total % of pupils eligible for PP funding				57%	56%	58%
PP funding entitlement per FSM pupil for year				£935	£935	£935
Total amount of PP funding received				£532,950	£548,000	£ 569,415

2. 2016-17 attainment of Pupil Premium						
Measure	<i>FPA 2017- Pupils eligible for PP</i>	<i>FPA 2016- Pupils eligible for PP</i>	<i>FPA 2017- Difference between PP and non-PP pupils</i>	<i>FPA 2016- Difference between PP and non-PP pupils</i>	<i>National Average 2016- Pupils not eligible for PP</i>	<i>FPA 2017- Difference from 2016 National Average</i>
Progress 8	+0.16	-0.07	0	-0.22	+0.12	+0.04
Progress 8 English	-0.29	-0.63	+0.26	-0.28	+0.09	-0.37
Progress 8 Maths	-0.10	0.29	-0.06	-0.19	+0.11	-0.21
Progress 8 Ebacc	-0.02	-0.25	-0.04	-0.19	+0.15	-0.17

¹ This template has been produced by the Teaching Schools Council and recommended by DfE- <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Progress 8 Open	+0.82	0.25	-0.06	-0.23	+0.11	+0.71
4+ Basics (Grade 9 to 4 in both English and Maths)	40%		15%		69%	-29%
5+ Basics (Grade 9 to 5 in both English and Maths)	23.9%		7.1%			

3. Barriers to attainment

PP pupils face the greatest barriers to learning in our academy.

A.	Lower attainment on entry- (Pupils enter FPA with an Average Points Score that is significantly below the national average)
B.	Lower levels of literacy than peers, particularly in reading and writing formal academic language
C.	Lower levels of aspiration and engagement with school leading to higher numbers of sanctions and less participation in all of school life
D.	Less support from home to encourage independent learning and complete homework at a frequency or standard which can develop and embed learning
E.	Lower attendance (Despite further reducing the absence levels of all pupils, PP pupil attendance was 1.7% below non-PP pupil attendance in 2016-17)
F.	High levels of social-emotional issues, which affect both attendance and behavior

What is the most effective way to support disadvantaged pupils' achievement?

The NFER research found that schools which are more successful in promoting high attainment amongst disadvantaged pupils have a number of things in common (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf). It identified seven building blocks of success.

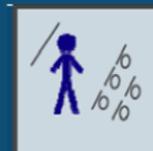
1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



4. Planned Expenditure: 2017/18

The following is the planned expenditure for the academic year 2017-18. For each form of expenditure, the cost and rationale is presented, as well as the actual barrier that this expenditure is addressing. If there is research evidence available (namely from the Education Endowment Fund), then the evidence column will be shaded green, with **darker colours showing a large number of months** of additional progress, and **lighter colours showing a lower number of months** of additional progress. Where the evidence column shows no colour, this means that there is no specific educational research, although there may still be recommendations from official or educational bodies (DfE, NFER, etc).

Leadership and Management- to ensure effective leadership and management of disadvantaged funding.				
Type of support	Description	Cost this year	What is the evidence and rationale for this choice?	Barrier addressed
SLT lead - Disadvantaged	Member of SLT is accountable for performance of Disadvantaged pupils, and holds departments and staff to account.	£ 20,000.00	The DfE ² stated that clear responsive leadership is a key building block for success in promoting high attainment of disadvantaged pupils. The SLT lead for disadvantaged is responsible for pupil premium pupils and ensures that disadvantaged pupils are monitored across the whole school, and that every staff member is held accountable for pupils' progress.	A, B, C, D, E, F
Leaders- Data and Assessment	Member of SLT accountable for assessment and Data Team are ensures that departments and staff are informed of the progress and provide reports/ feedback for parents and pupils in the disadvantaged cohort, and held to account.	£ 22,469.70	The DfE ³ found that more successful schools use data to identify disadvantaged pupils' learning needs at every opportunity, by reviewing progress regularly, analyzing for underperformance, and engaging staff with the data to improve teaching and learning.	A, B
SLT lead - Behaviour and Inclusion, including cost of recently added Associate Assistant Principal for Behaviour.	Members of SLT accountable for the behaviour, attendance and inclusion of disadvantaged students.	£ 15,280.00	Addressing behavior and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. The EEF suggests that behaviour interventions can produce 4+ months of additional progress along with a decrease in problematic behaviours	C, E, F
TLR 2b- Outdoor Education- Leadership responsibility for PP	Member of Middle Leadership is accountable for outdoor education across the school, including Learning Outside The Classroom and Adventure Learning	£ 4,113.00	EEF shows that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions make 3 months additional	C

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

			progress.	
	<u>Total</u>	£ 61,862.70		

<u>Teaching, Learning and Assessment / Outcomes-</u> to ensure teaching meets the needs of disadvantaged pupils across the academy and to improve outcomes for disadvantaged pupils.				
Type of support	Description	Cost this year	What is the evidence and rationale for this choice?	Barrier addressed
Smaller Class Sizes (FPA- teacher-student ratio- 14.8 versus national academy average of 15.6= a difference of 3 staff members at national average salary of £36,400)	Smaller class sizes across the whole school.	£ 109,200.00	Class size reduction, alongside teacher CPD, has shown benefits on attainment, in addition to improvements on behaviour and attitudes, with the highest impact being shown as providing 3+ additional months of progress a year (EEF toolkit). Some evidence suggests slightly larger effects are documented for the lower achievers.	A, B
Staff CPD and INSET	Ongoing CPD to improve T&L to ensure Quality First Teaching is good or better.	£ 10,800.00	Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. The DfE found that the most successful schools for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.	A, B, C, D
Teaching Assistants –	Teaching assistants to support the learning needs of SEN pupils.	£ 54,854.40	TAs provide support individual pupils with SEN or small groups of SEN pupils, as well as in class support. There is evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Whilst in-class support provides less of an impact on the progress of pupils (1 month of progress), research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months of progress a year.	A, F
Subject specific resources/support	Departments have budgets to deliver suitable curriculum for all pupils, including Disadvantaged pupils.	£ 29,568.00	Quality First Teaching is one of the most important factors in the success of disadvantaged pupils. The DfE found that the most successful school for improving the attainment of disadvantaged pupils often focused on improvements to the quality of teaching.	A, C, D
Intervention Tutor programme	3 tutors heading an intervention strategy for Pupil Premium pupils at risk of underachieving at both KS3 and KS4.	£ 51,694.22	3 professional intervention tutors work with disadvantaged Yr11 pupils both in class and in out of class mentoring, to support their academic studies and assist pupils in finding strategies to deal with emotions and behavior.	A, B, C

			EFF toolkit shows that, on average, mentoring provides 1 additional months of progress a year, whilst 1-on-1 tuition provides 5 months of progress a year.	
Educational Visits	Subsidies for PP pupils for educational trips and visits	£ 2,000.00	This allows the school to support disadvantaged pupils and ensure that they are able to attend any school educational trips or learning outside the classroom. NFER ⁴ found that educational visits were often memorable and learning could stay with pupils in the long term, helping to develop pupils' knowledge and skills, and offering opportunities to introduce pupils to new concepts and new experiences.	C
Saturday School/ Holiday Revision	Holiday session for targeted Yr11 pupils to support their progress.	£ 15,000.00	Targeted sessions for disadvantaged pupils on Saturdays and during holidays, providing structured intervention predominantly in core subjects (English, Maths and Science), to ensure pupils are making accelerated progress. EFF toolkit shows that, on average, additional lesson time outside of school provides 2+ additional months of progress a year.	A
Library and Reading Intervention	Librarian who oversees reading intervention (AR) and external visitor reading interventions.	£ 21,180.25	Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning. The EEF toolkit found that reading comprehension approaches can improve learning by an additional 5 months' progress over the course of a school year.	B
Literacy Leaders	A team of 3 Literacy leaders to address the core issue of overcoming weak literacy amongst our students.	£ 1,680.00	Improving literacy and reading ability is a key driver for ensuring pupils are able to progress well in their learning. The EEF toolkit found that reading comprehension approaches can improve learning by an additional 5 months' progress over the course of a school year.	B
Digital Home learning technologies	Show My Homework and MyMaths- online platforms used to set homework by staff, that can be accessed by pupils and monitored by staff and parents.	£ 1,740.00	EEF has shown that the impact of homework on learning is consistently positive, with 3 to 5 months of additional progress shown.	D
	Total	£ 297,716.87		

⁴ http://www.field-studies-council.org/media/268859/2004_a_review_of_research_on_outdoor_learning.pdf

Personal development, behaviour and welfare- to ensure that engagement is enhanced and wide-ranging opportunities given.

Type of support	Description	Cost this year	What is the evidence and rationale for this choice?	Barrier addressed
Student support leaders (behaviour support)	Team of non-teaching specialist staff who oversee behaviour and attendance in each year group.	£ 80,607.60	Addressing behavior and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. The EEF suggests that behaviour interventions can produce 4+ months of additional progress along with a decrease in problematic behaviours	C, E, F
Attendance Officers	A team of attendance officers trained in educational welfare.	£ 28,543.20	DfE found that, with regards improving the attainment of disadvantaged pupils, the more successful schools set up rapid response systems to address poor attendance, including staff contacting home immediately a pupil fails to arrive on time, and working with families to address any barriers they face in getting their children into school.	E
The Bridge - provision, staffing –	On-site learning facility for our vulnerable pupils who are initially disengaged with their learning.	£ 39,366.07	Targeted behaviour interventions and academic tuition in small groups for those pupils diagnosed or at-risk of emotional or behavioural disorders, who are struggling in mainstream classes. EFF toolkit shows that, on average, both behaviour interventions and small group tuition provide 4 additional months of progress a year.	A, C, F
Aspire Hub - provision, staffing –	An on-site provision for academic and social/ emotional support for our most vulnerable pupils, especially those with chaotic or caring capacities at home (young carers)	£ 33,535.81	Targeted academic tuition in small groups and social/emotional support for those pupils diagnosed or at-risk of social/ emotional issues/ child protection. EFF toolkit shows that, on average, both social/ emotional interventions and small group tuition provide 4 additional months of progress a year.	A, C, F
Ambassador programme (Cutlers)	A year-long pupil leadership opportunity that enables pupils to be involved in careers in engineering, NHS or Arts.	£ 3,100.00	Whilst the EFF ⁵ toolkit shows that, on average, aspirational intervention provides 0 additional months of progress a year, this programme allows carefully selected disadvantaged pupils to be exposed to a host of careers that may require higher grades or higher education, in order to encourage high attainment and high aspirations.	C
1-to-1 counselling and cognitive behavioural therapy for most vulnerable students	1-to-1 work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience.	£ 9,000.00	Targeted 1-to-1 and small group work on developing emotional capacity, self-esteem and patterns of behaviour that enable a child to re-engage with learning and establish stability and resilience.	F

⁵ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

			EFF toolkit shows that, on average, both social/ emotional and behavioural interventions provide 4 additional months of progress a year.	
Alternative Provision	Off-site specialist provision for most vulnerable pupils.	£ 25,000.00	In order to meet the needs of pupils who, for behavioural reasons, may not be able to receive suitable education in mainstream lessons or in the on-site provision.	C
Ed Lounge	A very specific type of Alternative Provision which can support learning at home for the most vulnerable students.	£ 10,800.00	In order to meet the needs of pupils who, for behavioural reasons, may not be able to receive suitable education in mainstream lessons or in the on-site provision.	C
Positive Discipline Behaviour System	Structured and staged behaviour system that focuses on encouragements and rewards, with a clear sanction system.	£ 3,000.00	Addressing behavior and attendance is a key NFER building block. Success with disadvantaged pupils requires effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. The EEF suggests that behaviour interventions can produce 4+ months of additional progress along with a decrease in problematic behaviours	C, E, F
Uniform	Financial assistance and uniform supply to the families of PP pupils.	£ 3,000.00	Whilst providing support to pupils whose families are unable to afford uniform does not necessarily have any evidence showing an impact on progress (EEF- 0 months), it does allow pupils to attend school and not be negatively affected by social issues.	C
Family Support Worker	A full-time member of pastoral staff who works with our more vulnerable pupils and their families.	£ 19,474.16	The Family Support Worker works with individual children and their families and provides support to the pupils who might be having difficulties regarding child protection, social and learning skills, as well providing support to the whole family including signposting to other services.	C, F
Children's University	Encourages pupils to try new experiences, develop new interests and acquire new skills through participation in learning activities outside of the school day. The number of hours spent on extra-curricular activities is collected and awards given.	£ 1,800.00	EFF toolkit shows that, on average, additional time outside of school spent on extra lessons provides 2+ additional months of progress a year. Furthermore, it brings pupils together with those who are different as a way to break down the barriers between people, and also allows them to experience different activities.	C
Careers education	Careers information advice and guidance, to raise aspirations.	£ 11,649.22	The DfE ⁶ found that a wide range of socio-economic factors results in disadvantaged pupils being 5 times less likely to enter university than their more advantaged peers. The DfE also recommended that schools employ specialist, knowledgeable staff with specific responsibility for university access, building relationships and visits with universities.	C
Special Consideration / Access arrangements and SEN screening	Our responsibility as a school to screen students who may need additional support in exams or additional consideration / time.	£ 1,000.00	The NFER ⁷ found that the most successful schools for disadvantaged achievement had strategies best suited to addressing individual needs, rather than simply fitting pupils into	A,B,F

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-_School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf

⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_

	Some PP students need special consideration due to home life and so we always find time to screen for this (time and costs for screening)		their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.	
Outdoor Education	Raising aspirations and exposing pupils to extra-curricular and unfamiliar experiences	£ 2,100.00	EEF shows that adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions make 3 months additional progress.	C
Rewards	Funding to support the school rewards system, rewarding pupils for sustained good attitude to learning.	£ 3,000.00	Rewards will be used to motivate and reward pupils who have made an extra effort or are in need of an extrinsic motivational influence to reach their target levels.	A, C
Work Experience	To support work experience placements in Yr10.	£ 3,600.00	Work experience has been shown to increase confidence and personal development, thereby leading to improved life chances on leaving school.	C
Vocational Education	A team of teachers who work with the most vulnerable and disengaged students in vocational areas, alongside their academic timetables, to encourage engagement with school.	£ 15,000.00	The OECD ⁸ found that designing secondary education pathways to include certain vocational pathways can make it more relevant for students and can ensure the completion of secondary education, by preventing dropout by providing the vocational incentive to stay in school.	E, F
Safeguarding and the use of 'MyConcern system'.	Online safeguarding system that has most benefit to vulnerable and disadvantaged. Time from staff to attend meetings, write reports and work with partner agencies.	£ 1,500.00	The NFER ⁹ found that the most successful schools for disadvantaged achievement had strong social and emotional support strategies to help pupils in need of additional support, including through working with their families, including working with families to address any barriers they face in getting their children to school.	F
	Total	£ 294,976.06		

[briefing for school leaders.pdf](#)

⁸ <http://www.oecd.org/education/school/49620025.pdf>

⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

Summary of expenditure 2017/18

Sector	Spend	
Leadership and Management	£	61,862.70
Teaching, Learning and Assessment / Outcomes	£	297,716.87
Personal development, behaviour and welfare	£	294,976.06
Total expenditure	£	654,555.63
Total funding allocated	£	569,415.00
Overspend required	£	85,140.63