



Pupil Premium Report (2018/19)

Key Priorities

The key priority is to narrow the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families. We anticipate that targeted additional support strategies will result in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to our curriculum
- Access our extra-curriculum programme
- Receive high quality care and pastoral support

Reporting

Each year, we discuss with Governors our Pupil Premium Strategy, which is the plan for how we intend to spend the Pupil Premium Grant to benefit our students. Once it is approved, it is published on the school website. The following year, we publish a review of how we spent the money and how effective our strategy was. In addition, the regular Headteacher's Report to Governors includes:

- The progress and attainment of students entitled to the Pupil Premium and progress made towards 'closing the gap'.
- An outline of the provision and approximate cost for the academic year.
- An evaluation of the provision and impact upon progress, attainment and other measurable outcomes such as improvements in attendance and behaviour.

Pupil Premium cohort

The school receives Pupil Premium funding for the following groups of students:

- Looked after children
- Previously looked after children
- Children in receipt of free school meals
- Children who are not currently in receipt of free school meals, but have been within the last six years (Ever 6)
- Services children

2018/19

The Pupil Premium in financial year 2019/19 was an additional £935 for each eligible student and £300 for service children. This resulted in a grant of £123,384 for the academic year, which was based on the number of eligible students on the school roll in January 2018. We received this money in regular instalments and these funds were in addition to the main school budget (the general annual grant).

Funding has been used to support a number of priority interventions for disadvantaged students and it is the aim of Formby High School, making reference to the Sutton Trust Toolkit (<http://educationendowmentfoundation.org.uk/toolkit/>) and wider research as the basis of our Pupil Premium support, to continually evaluate, and adapt the interventions provided. In addition, a detailed Pupil Premium Strategy was agreed and monitored by Governors for 2018-19. A copy of the strategy (including the review) can be found on the school website.

In 2018/19 the following costed interventions were put in place:

Year 7 and 8 intervention £15,400

A specialist teacher was employed to work with students in years 7 and 8 who were identified as needing additional support in English and Mathematics. This also included the purchase of a



programme designed specifically to boost reading ages. This enabled us to support them in making sufficient progress to access the secondary curriculum alongside their peers.

Targeted additional Mathematics and English study support £26,000

Teaching capacity within the Mathematics and English departments was enhanced to allow for smaller teaching groups and targeted intervention. For example, some younger students received extra literacy and numeracy support instead of studying a foreign language and older students followed a reduced curriculum pathway to allow time for additional specialist teaching in these core subjects.

Enhanced Pastoral Team £41,000

An additional member of the Pastoral Support Team provides assistance to the Climate for Learning Leaders, supporting students with difficulties at home or in school to achieve success. This includes working with families to improve attendance and punctuality and also supporting students on behaviour for learning strategies. This has also allowed for the provision of a Teaching Assistant to support the Pastoral Support Team through working with targeted students.

Careers Coach £9,000

A careers and mentoring specialist was engaged to meet with targeted students from the Pupil Premium cohort on a weekly basis to provide careers guidance (eliminating the likelihood of them becoming NEET) and advice on study skills.

Easter School and 'Out of Hours' Revision £8,000

Additional revision sessions for students in Years 10 and 11 were provided during weekends and school holidays. This intervention was offered by all subjects across the curriculum.

Access to online revision resource £800

Students in Years 10 and 11 were provided with access to GCSEPod to support their studies and examination preparation.

Counselling Sessions £2,280

A small group of Pupil Premium students have attended counselling sessions provided by an external service.

Text message package £1,000

This was used to inform parents of the successes and positive attitude to learning of our students. Teachers across all subjects use it to communicate praise. It enhances our relationship with parents and carers and encourages students to engage positively with school life.

Lunchtime and after school study provision £4,000

Supervised study facilities were provided for students to complete out of lesson learning before and after school with access to resources and support.

Music lessons £1,070

Provision was made for students with an interest in learning a musical instrument, including those studying Music GCSE, to receive lessons from specialist teachers.

Sports Leader Programme £1,000

This is a structured programme in sports leadership which increases students' engagement with school, develops leadership skills and provides a formal recognition of progress.



Educational visits £914

Funding was provided to enable Pupil Premium students to participate in trips, visits and extra-curricular activities which enhance their learning and their cultural capital and promote their engagement with the wider life of the school.

Provision of additional support for looked after students in accordance with Personal Education Plans £7143 (full amount spent from budget last year)

Climate for Learning leaders liaise with carers to identify and provide appropriate personalised intervention and support for looked after children.

Additional Expenditure £4,402

Several of our Pupil Premium students find the underlying costs of achieving well in certain curriculum areas a barrier to their success. We have provided some subsidies to enable students to participate in activities essential to their studies. We have also supported disadvantaged students to meet individual wellbeing and study needs in a variety of ways. In these cases, our objective has been to enable students to attend school regularly, arrive punctually, have the necessary equipment to be able to learn effectively, have the support and guidance to participate fully and to have teaching which meets their needs.

Total expenditure for 2018/19 was approximately **£122009**.

As students join or leave the school, or as individual family circumstances alter, the exact composition of the cohort varies throughout the year. The profile of the 2018/19 group on 6 September 2018 was:

| Year Group | Pupil Premium Cohort |
|--------------|----------------------|
| 7 | 19 |
| 8 | 28 |
| 9 | 24 |
| 10 | 34 |
| 11 | 29 |
| Total | 134 |

This table includes Ever 6, Free School Meals, Looked After Children, Previously Looked After Children and Services Children.

Attainment and Progress of the 2018/19 Pupil Premium Cohort

The attainment and progress of the Pupil Premium cohort for 2018/19 is outlined in the table below. Attainment 8 is a measure of the average grade a student achieves over a group of eight subjects. The English Baccalaureate is a group of subjects including English, Mathematics, Science, a Humanity subject (History or Geography) and an additional language. Not all students opt to study a combination of subjects which includes all of these.

Comparisons are made with national figures from the previous year as the final 2018/9 national data has not yet been published.



| Measures | FHS Pupil Premium | FHS Non-Pupil Premium | National Non-Pupil Premium (2018) |
|--|-------------------|-----------------------|-----------------------------------|
| Attainment 8 | 46 | 53 | 50 |
| Grade 5 or above in English and mathematics | 35% | 53% | 50% |
| Grade 4 or above in English | 79% | 93% | |
| Grade 4 or above in Mathematics | 66% | 87% | |
| Five Standard Passes (grades 9 – 4) incl English and Mathematics | 67% | 78% | |
| Five Strong Passes (grades 9-5) incl English and Mathematics | 37% | 50% | |
| English Baccalaureate (standard passes) | 10% (out of 17%) | 26% (out of 35%) | 28.5% |
| English Baccalaureate (strong passes) | 3% (out of 17%) | 19% (out of 35%) | 20% |

Attendance of the 2018/19 Pupil Premium Cohort

The table below summarises the 2018/19 attendance of the Pupil Premium cohort in comparison with the Non-Pupil Premium cohort.

| | 2018/19 Attendance | 2018/19 Persistent Absenteeism |
|--------------------------------|--------------------|--------------------------------|
| FHS Pupil Premium | 94.3% | 12.2% |
| FHS Non-Pupil Premium | 96.2% | 4.1% |
| National All Students (2017/8) | 94.5% | 13.9% |

Plans for 2019/20 for the Pupil Premium Cohort

Detailed plans for expenditure in 2019/20 can be found in the 2019/22 Pupil Premium Strategy on the school website and include:

- The purchase and deployment of Class Charts – a system which provides teachers with enhanced student information to support teaching and learning and behaviour monitoring
- The appointment of a Personalised Learning Coordinator to provide intervention and appropriate curriculum pathways to meet the academic needs of students
- The establishment of a Year 7 Character education programme
- The continuation of existing successful strategies such as enhanced pastoral support, support for 'out of hours' learning and independent study, the retention of the Careers Coach, the provision of Music tuition, the text messaging service and support for participation in extra-curricular activities, trips and visits.
- The continuation of support for individual wellbeing and academic needs as they arise.
- Individually identified support for looked after students.