

## Friesland Pupil premium strategy 2019/20

1. Summary information					
School	Friesland School				
Academic Year	2019 - 2020	Total PP budget 2019/20	£222,504	Date of most recent PP Review	
Total number of pupils	1122	Number of pupils eligible for PP	238	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.86	0.11
Attainment 8 score average	35.1	47.6

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Progress of boys who attract the pupil premium is poorer than that of girls, in part due to low aspiration, poor behaviour and low motivation.
B.	Internal reward, behaviour and effort statistics are worse for students who attract the Pupil Premium than those who do not. Current school policies have not worked in providing extrinsic motivation for our PP cohort.
C.	Literacy rates for our PP cohort, especially PP boys, are a barrier to future attainment, coupled with a lower ability to retain knowledge over time when compared to their non PP counterparts.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for students eligible for the Pupil Premium are low compared to other students and persistent absenteeism is high for this group – this reduces the number of taught lessons they receive and causes them to fall behind other students in school. Engaging with parents of our PP cohort is a barrier both to attendance and progress.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Progress of boys who attract the pupil premium to close to that of girls who attract the pupil premium, across all year groups. Internal PP boy – PP girl gaps to close in terms of effort, rewards and behaviour, again across all year groups.</p>	<ul style="list-style-type: none"> <li>Disadvantaged boys will show improved progress towards challenging targets across all year groups</li> <li>The progress gap between disadvantaged boys and disadvantaged girls will close across all year groups</li> <li>Progress outcomes (P8) for disadvantaged boys in Y11 to improve and for the boy girl gap to close</li> </ul> <p><b>2019 boys dis. P8 score: -0.99</b>                      <b>2020 minimum target: -0.55</b>  <b>2019 P8 gender gap: -0.45</b>                         <b>2020 minimum target: -0.20</b></p> <ul style="list-style-type: none"> <li>All internal gaps to close between PP boys and PP girls in all year groups</li> </ul>
B.	<p>Internal disadvantaged – non disadvantaged gaps to close across all year groups in:</p> <ul style="list-style-type: none"> <li>Reward points awarded</li> <li>Average effort scores</li> <li>Internal behaviour statistics</li> </ul> <p>For our PP cohort to be more positive about school, receive more positive feedback and to play a larger part in the wider school community.</p>	<ul style="list-style-type: none"> <li>Disadvantaged students to receive a greater number of reward points, and the reward point gap to the non-disadvantaged to close</li> <li>The average effort score for disadvantaged students, across all year groups, to improve and for the effort gap to close</li> <li>Disadvantaged students to receive less behaviour points and hence fewer internal inclusion and exclusion. Behaviour gaps to the non-disadvantaged to close</li> <li>At least 20% of students accessing internal and external enrichment opportunities to be disadvantaged</li> </ul> <p><b>Rewards gap 2019: 11%</b>                      <b>Target 2020: 6%</b>  <b>C2 gap 2019: 7.6</b>                                <b>Target 2020: 4.0</b>  <b>C3 gap 2019: 2.7</b>                                <b>Target 2020: 1.5</b>  <b>Exc. gap 2019: 0.4</b>                               <b>Target 2020: 0.2</b>  <b>Attendance gap 2019: 4.6</b>                   <b>Target 2020: 3.0</b>  <b>P8 gap 2019: -0.55</b>                           <b>Target 2020: -0.25</b></p>
C.	<p>Literacy rates for our PP students will increase, with students better able to access and interpret key text across all year groups. PP students to have better skills in terms of knowledge retention across time and in tests or exams.</p>	<ul style="list-style-type: none"> <li>All disadvantaged students in KS3 to read for pleasure for 2.5 hours per week</li> <li>All disadvantaged students across the school to read for pleasure during school time during the DEAR initiative</li> </ul>

		<ul style="list-style-type: none"> <li>• The average accelerated reader reading age for the disadvantaged to improve and for the reading age gap between PP boys and PP girls to decrease</li> <li>• Training on knowledge retention to have taken place for key individuals and then the whole staff. QA to show that strategies are being used effectively in classrooms</li> <li>• Disadvantaged students performance in tests and exams to improve, with the ultimate aim of an improvement in the PP P8 score to at least -0.30</li> </ul>
<p><b>D.</b></p>	<p>Increased attendance rates for pupils eligible for the Pupil Premium and reduced persistent absenteeism figures. Parental engagement to improve across all year groups.</p>	<ul style="list-style-type: none"> <li>• The attendance rate for disadvantaged student to improve to be at least in line with the national average</li> <li>• The PA figure for the disadvantaged to drop to be in line with the national figure, and for both attendance gaps to the non-disadvantaged to have narrowed.</li> <li>• Further opportunities for the parents of disadvantaged students to engage with school</li> <li>• Attendance to parent's evenings for the disadvantaged cohort to have improved, and for the attendance gap to each to be 20% or better.</li> <li>• All parents of disadvantaged students to have downloaded, and regularly use, class charts.</li> </ul>

## 5. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The 'Friesland lesson' to help deliver consistently good or better lessons across the curriculum	Improved engagement, motivation and progress of disadvantaged students, especially disadvantaged boys. All staff to make sure that all PP students: - Are seated appropriately in the plan - Get high quality verbal feedback first - Receive high quality, challenging questioning - Are rewarded regularly Specifically for our PP boys, staff will use challenge rather than competition to motivate in lessons. PP students to all receive regular high quality homework.	The EEF identify feedback (+8) and homework (+5) as cost effective ways of boosting progress for all students, and hence the disadvantaged. We feel our PP cohort needs to be more motivated and hence engaged, which has led to the purchase and use of class charts. Challenges are set around securing points that all can reach, rather than competitions that have one winner, and hence multiple 'losers'. Student voice from 2018/19 tells us that our students were demotivated by rewards they felt they could not achieve.	Via the whole school and departmental QA. Via the link meeting process. Via the weekly class charts reports	KP/AM	Half termly for the QA impact statements and link meeting reports. Weekly via class charts reports In depth via departmental reviews and external whole school PP review

<p>Staff CPD on metacognition and knowledge retention across 2019/20</p>	<p>Staff to be trained on metacognition and knowledge retention via both external courses, internal project work and sharing good practice. That training to lead to improved practice in the classroom, improved learning and hence improved performance in tests and exams. Whilst all students will benefit from this, the disadvantaged will be a key focus in the classroom.</p>	<p>The EEF identify metacognition (+7) as an effective impact in the classroom. From the 2019 GCSE result, and through our own QA work, students remembering enough content in terminal testing has been raised as a key barrier to progress.</p>	<p>Via CPD impact monitoring, including whole school QA, CPD feedback sheets, PP student voice and test/exam results</p>	<p>KP</p>	<p>Half termly via QA impact statements Termly via PP student voice At data entry points through the course of the year</p>
<p>The literacy of our disadvantaged students to improve</p>	<p>All disadvantaged students to read for pleasure for at least 2.5 hours per week in school. Accelerated reader to be used across KS3 to boost reading age and comprehension. Reading mentors for certain KS3 PP students from October 2019. DEAR days to continue half termly for the whole school, highlighting the importance of reading to our disadvantaged cohort. Word power initiative to continue into 2019/20, helping the disadvantaged cohort to interpret text in a variety of different subject areas. All staff to be teachers of literacy, using the literacy marking policy consistently to improve written work.</p>	<p>Internal QA and the 2019 GCSE result highlighted issues around literacy as a key barrier to interpreting text and responding to questions appropriately. The EEF identify reading comprehension (+6) as an effective impact strategy.</p>	<p>Via QA of the literacy policy, both at departmental and whole school level. Accelerated reader scores for disadvantaged students to improve and close to their non-disadvantaged counterparts</p>	<p>JBi</p>	<p>Weekly via form reading records Via the QA process Regularly as reading ages are updated in AR</p>

Enhanced staffing to allow for smaller group teaching and intervention work	English and maths to run 5 classes across all year groups, allowing for smaller group teaching and more targeted intervention within lessons.	Literacy and numeracy are key to both the success of our students in school and in securing appropriate routes post 16. The EEF have reducing class size as an effective intervention (+3)	Through departmental and whole school QA	KP/AM	Regularly via QA and the link meeting process post data capture
<b>Total budgeted cost</b>					<b>£98, 000</b>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged mentoring programme	<p>All PP students to receive an appropriate level of mentoring/support across 2019/20, either:</p> <ul style="list-style-type: none"> <li>- 1:1 staff mentor from the mentor team</li> <li>- 1:1 teacher staff mentor</li> <li>- 1:1 peer mentor</li> <li>- 1:1 literacy mentor</li> <li>- Form tutor monitoring</li> <li>- Via the group support programme</li> </ul> <p>Support to be aimed at need, with targets set at each meeting and reviewed at the next. All targets and teaching advice to be added to the notes section on class charts for staff to use in their planning and interactions with the students.</p>	<p>This is an evolution of a programme that we feel has worked well at Friesland across a number of years. Whilst the EEF do not currently have mentoring as a high impact intervention, we believe that it is key to provide that level of support for our disadvantaged cohort across all year groups</p>	<p>Regular meetings between the PP lead and mentoring team. Analysis of attendance, rewards and behaviour data every week. Analysis of progress and effort data at data capture points.</p>	CP	<p>Termly at the strategy update points: winter, spring, summer. At every data point</p>

The careers programme to support aspirations and provide viable routes post 16 for the disadvantaged	Unifrog to be used across all year groups to enhance careers provision, aspiration and motivation. Our expanded careers offer to target disadvantaged students in the first instance. All disadvantaged students to take part in Y11 careers day in November, with follow up visits to open days and/or employment opportunities via the mentoring programme.	In our community, especially our disadvantaged community, social mobility is low. Aspirations beyond merely finishing school can also be low. We believe that we need to make the routes beyond education more accessible to our PP cohort. Whilst the EEF have aspiration intervention at low impact, we feel that our situation warrants the input.	QA of unifrog usage, followed up by the pastoral team. Disadvantaged student voice on the mentoring programme, careers advice and careers day for Y11. NEET figures across time for the disadvantaged cohort.	MP	Regularly via the QA programme At specific points in the year for the careers input (winter, spring and summer strategy updates) At data points for RONI and hence NEET
Departmental budget and improvement strategy	20% of all department budgets to be ring fenced for PP spend, with each planning and evaluating the success of that via their departmental SEFs	The performance of the disadvantaged is inconsistent across faculties, this strategy is to allow individual areas to respond to their specific need. Budgets were increased to meet the financial need.	Scrutiny of subject SEFs Whole school and departmental QA. Results analysis	CP	Regularly via QA At points in the year through the data capture process Yearly through SEF analysis and results analysis

**Total budgeted cost    £82, 000**

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of the disadvantaged cohort to improve	Our new attendance team to have a focus on the disadvantaged cohort in the first instance: TAG groups, home visits and in school mentoring. Pastoral leaders to use the weekly attendance file to challenge poor attendance and liaise effectively with the attendance team. Positive relationships in school, high quality teaching and an embedded	Attendance of our disadvantaged cohort across time is poor, often following on from poor attendance at primary school. Poor attendance is preventing students from making the appropriate progress across the curriculum.	Weekly attendance update leading to a Monday meeting between Deputy head and pastoral lead. Key focus groups and individuals then drawn up for the week ahead.	JH/APe	Weekly followed by more detailed analysis of attendance Vs progress at data capture points

	rewards culture to encourage improved attendance among our disadvantaged cohort.				
Rewards and behaviour systems to change in order to improve engagement and motivation of the disadvantaged cohort	<p>New rewards and sanctions system to be in place from September 2019, based on the class charts app. More rewards to be given, with challenge not competition the key focus.</p> <p>PP students to receive far more positive feedback and far fewer sanctions.</p> <p>Attachment awareness training to take place for all staff, around lessening confrontation and building positive relationships with disadvantaged students.</p>	<p>The rewards and behaviour statistics from 2018/19 show that disadvantaged students receive fewer rewards than their non-disadvantaged peers, but significantly more sanctions. This was building a negative perception of school, leading to poor attendance and poor progress.</p> <p>The EEF have behaviour interventions as an effective strategy (+3)</p>	<p>Tracking of class charts to ensure consistent use.</p> <p>Through both departmental and whole school QA of B4L as well as the impact of attachment training.</p> <p>Through disadvantaged student voice.</p>	CP	<p>Weekly ABR file</p> <p>At data points to link with progress</p>
Enrichment budget in place with the goal of encouraging engagement	<p>We have set the goal of improving engagement with extra-curricular and enrichment opportunities for our disadvantaged cohort, and have a target of 20% of all students engaged in all activities being disadvantaged.</p> <p>To that end we have ring fenced a specific enrichment fund (£6000) for staff to bid into to support disadvantaged students to attend.</p>	<p>Engagement and motivation are key barriers for our disadvantaged cohort this is an attempt to integrate the students more into our wider community; boosting attendance and hence progress as a result.</p> <p>The EEF has both arts and sports participation as effective strategies (+2)</p>	<p>This fund will be closely monitored by the PP lead, with all decisions made centrally.</p> <p>Attendance at all events, clubs and after school sessions to be tracked and monitored from November 2019, with the target of closing any gaps across time and reaching the minimum 20% goal across all activities</p>	CP	<p>At regular intervals, but also at the strategy update points; January, spring and summer</p>
<b>Total budgeted cost</b>					<b>£45, 000</b>

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress of disadvantaged boys	CPD was undertaken and disseminated to staff with a view to improving the quality of teaching, with an increased repertoire of strategies for all teachers. A key focus for school and departmental leadership was placed on our disadvantaged boys. The rewards policy was revamped to better target PP boys.	The strategies did lead to an extended repertoire of skills in the classroom, but in retrospect we gave too many strategies instead of asking staff to focus on the key improvements we wanted to make. The disadvantaged results were significantly down on 2018, but we do feel that the impact will take hold longer term. The changes to the rewards policy did not have the desired impact in terms of engaging and motivating boys.	We have taken the range of strategies and boiled them down to our key message, incorporated into the 'Friesland Lesson'. Whilst a huge amount of leadership time went into the disadvantaged in 2018/19, we feel that some of that time was misplaced and not learning focussed enough. This will change in 2019/20. We have changed the rewards policy again, moving to challenge for all rather than competition. Early indicators are that this new approach is working well.	£40, 000
Increased rates of progress for the high attaining students	Those 4a and above prior attainment students to make increased progress across all year groups. With enhanced in lesson support and targeted intervention work outside of lessons. A range of strategies to be trialled to employ within the classroom	Internal tracking of this group was very strong, and we were well aware, as were staff, as to who the students were and what their progress situation was. Significant intervention and staff time was put into this, including record keeping and sharing of good practice, but a lot of that work did not have the desired impact across the different year groups.	The quality of data remains, and we will continue with that approach, but will move away from detailed written reports and sharing good practice documents for 2019/20. They had become very time consuming for little gain, other than having a record of what was being done. Advice, feedback and individual targets for PP students, of all ability, will now go into the notes on class charts, making them readily available for staff when planning and preparing lessons. Intervention plans will also be different, and mostly less punitive and more rewards focussed.	£35,000

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Mentoring	All Y11 disadvantaged students, and key students in other year groups, to have 1:1 mentoring in school with a view to supporting and motivating them to achieve in school.	We really believe in this initiative, and have run it in a similar format for many years now. It has led to the vast majority of Y11 PP students leaving us to go into education or training and has supported many students through challenging times in their young lives. The relationships built with families were also key in getting certain students in to sit their exams.	We have learned that full mentoring in Y11 is not enough, and that we need to start the process much earlier. From 2019 all disadvantaged students across the school will now have some form of support, either from the mentor team, staff mentors, peer mentors, tutors or in small groups. The meetings will now be more target focussed, with key targets set, shared with all teachers of that student, and re-visited at the next meeting. The mentoring needs to lead more directly to improved planning, as teachers know better how to impact upon their students.	£35,000
Careers	Our careers provision to be enhanced, with a new team in place, RONI protocols in place and checked regularly, a careers event for Y11, Unifrog in place and used regularly. All to help motivate our disadvantaged students to achieve more.	There was real impact here in terms of improved careers provision for our disadvantaged, unifrog was rolled out across the school and used reasonably well. The Y11 careers day was a big success and appreciated by the students. Whilst the impact cannot be measured in terms of outcomes, we do feel that for year one of the change it did go well.	The realisation is that we cannot leave a lot of our careers and aspiration work until Y11. For 2019/20 we have again increased our careers support time in school, which will be targeted at disadvantaged students in the first instance. Unifrog has now been rolled out to the whole school and is being used across year groups as well as in curriculum areas. That usage is now tracked more thoroughly and support is targeted to where it is needed.	£25,000
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<p>20% budget ring fenced for each department to spend on the disadvantaged</p>	<p>Departments to have their own disadvantaged fund to spend as they saw fit. The money to be targeted very much at specific need.</p>	<p>Departments are now more accountable for their PP spend, and have had to plan out and measure the impact. This led to some genuinely innovative use of the money, including live theatre performances, as well as more prosaic purchase of much needed resources or equipment.</p>	<p>We will run this initiative again, departments will reflect upon the impact of their 2018/19 spend in the 2019 SEF, before then planning out the 2019/20 spend.</p>	<p>£20,000</p>
<p>New literacy plan across KS3 and into KS4</p>	<p>Purchase of accelerated reader, alongside new resources for the library, coupled with our new literacy policy, to boost the literacy of our disadvantaged students and hence their overall progress.</p>	<p>More reading is now taking place at Friesland. All KS3 students read for pleasure for 2.5 hours a week in school, an all students take part in our DEAR initiative through the year. Word power training took place and the initiative was trialled across three subjects. Inference training took place and fed into the booster programme in KS3. The new literacy marking policy was introduced across the school, but with minimal impact on marking practice.</p>	<p>The literacy marking policy was too complicated and did not have the desired impact, this has now been simplified for 2019/20 and is QA'd more rigorously. The word power work did not have the profile of our other reading initiatives, so will be run differently in 2019/20. Accelerated reader, the DEAR initiative and our 2.5 hours of reading a week are things we are very much invested in, we believe are working and will make a significant long term impact on Friesland school, particularly our disadvantaged cohort. We will not change this element of our plan for 2019/20.</p>	<p>£25,000</p>