

Pupil premium strategy statement

What is the Pupil Premium Grant?

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Why is this Important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to pupil premium funding?

The pupil premium grant is allocated to the school based on the number of eligible pupils in Years 7-11.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

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Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

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How many disadvantaged pupils do we have at Fisher More in 2018-19?

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	ALL No	All %	PP No	PP MPA %	ALL No	All %	PP No	PP LPA %
7	161	50	31	44	27	8	16	74	46	28	56	43	27	14	28
8	147	48	33	46	31	10	21	49	33	14	29	50	34	24	50
9	147	33	22	54	37	9	27	57	39	13	40	36	24	11	33
10	146	35	24	47	32	9	25	78	53	21	60	21	14	5	14
11	145	39	27	45	31	6	15	74	51	20	51	26	18	13	33

Allocation	2018/19 Expected Funding		
Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018.	165	@ £935	£154,275
Looked-after children (LAC): The pupil premium from 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	8	@ £1,900	£15,200
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.	1	@ £300	£300
Total			£169,775

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Broad strategic principles: Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning. This document is not intended to reference the detail behind this EEF evidence. More detail can be found at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

- 1. Ensuring that teaching & learning is the highest quality:** It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the authority and ability to adapt their pedagogy in support of individual pupils. Marking work in such a way that feedback is timely and challenges pupils to think is an example of ensuring this quality. Micro strategies such as ensuring pupils can see the interactive white board or that pupils are equipped for lessons are critically essential in helping children to learn.
- 2. Ensuring that the curriculum is right for all pupils:** A school should provide a broad and balanced curriculum which is also exciting and relevant. We want our disadvantaged pupils to have access to courses which are relevant to their ability and aptitudes. In KS3, we want our pupils to develop skills. For a minority, as a precursor, it will be necessary to ensure that literacy and numeracy skills are developed to assist them in accessing the broader curriculum. For most, our aim is to lay the foundations of learning including the ability to become self-sufficient. We believe that pupils should have access to different routes of learning. Disadvantaged pupils are not pre-destined to study a specific set of subjects to examination level. Some will choose subjects seen as 'academic', some will choose subjects that are a mix of 'academic' and 'creative' and others will choose practical routes which may include vocational learning.
- 3. Ensuring that disadvantaged pupils have access to the best career education advice:** Our aim is to inspire disadvantaged pupils so that they are in education, training or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. We see our responsibility as stimulating the desire to take study routes appropriate to each's ability and aptitude.
- 4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality:** There are three reasons for this. The first is that children will only make progress in their learning if they are in school. The second is that being in school supports the overall safeguarding agenda relevant to all pupils. The third is that healthy attendance and punctuality helps young people develop life skills which will impact on attitudes to work in the future.
- 5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils:** Evidence shows that the opposite happens. This further disadvantages the disadvantaged and tends to place vulnerable pupils at greater risk. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school. As for attendance, the aim is to keep pupils in classrooms so that progress is maintained and children are not placed at risk.
- 6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils:** For many disadvantaged pupils, there are more barriers to parental engagement than for other pupils. Put simply, it can be harder for some families to physically visit school because of hardship and other reasons. We will develop strategies to help overcome these barriers.
- 7. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos:** We know that hierarchically, children develop when physiological, safety, belonging and self-esteem needs are met. These are our aims for all pupils but the challenges and barriers for disadvantaged pupils are usually greater.

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Allocation, Spend and Impact Expected Funding

1. Summary information					
School	Fisher More RC High School				
Academic Year	2018-19	Total PP budget	£169,775	Date of most recent PP Review	17/06/19
Total number of pupils	746	Number of pupils eligible for PP	174 (23%)	Date for next internal review of this strategy	February 2020

2. Current attainment																		
	School P8	School PP P8	National NPP P8	School A8	School PP A8	National NPP A8	School +4 English	School PP +4 English	National NPP +4 English	School +5 English	School PP +5 English	National NPP +5 English	School +4 Maths	School PP +4 Maths	National NPP +4 Maths	School +5 Maths	School PP +5 Maths	National NPP +5 Maths
2018	0.23	-0.18	0.13	46.75	34.19	50.1	73%	50%	71%	58%	31%	50%	72%	54%	71%	46%	12%	50%
2019	-0.29	-0.63		40	29		72%	51%		55%	41%		61%	35%		35%	15%	

This data suggests that:

Overall Progress 8:

In 2018 the school's overall P8 was above the national figure, although disadvantaged P8 was below.

In 2019 both the overall and disadvantaged P8 figure significantly dropped in 2019. Gaps between PP and NPP remained the same.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Literacy and numeracy skills significantly lower than national values (KS2 many below expected standard on entry). This prevents them from making good progress across the curriculum. Some pupils identified as having significant issues in these key skills
B.	Faster progress of most able pupils not sustained throughout KS3 and 4 due to lack of support and challenge

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C.	Attendance issues cause pupils to have gaps in their knowledge and understanding leading to slower progress being made by all attaining groups of pupil premium pupils.			
D.	Curriculum offer too limited to enable all pupils, particularly the disadvantaged pupils, to make good or better progress			
External Barriers				
E.	Culture of low aspiration and achievement particularly relevant to this group of pupils in this local area of East Lancashire.			
F.	Lack of parental support impacts on both the aspiration and achievement of pupil premium pupils.			
Review of 2017-18 strategy				
	Focus	Impact	Cost	Funding allocated in 2018-19?
1	KS3 Learning Mentor	Small group intervention with KS3 Learning Mentor, Learning Support Department. Provided the development of the new Springboard Room that support disadvantaged pupils.	£25,726	No
2	TA3 delivery of IDL literacy/numeracy	Targeted groups of pupils that needed specific literacy support to help them improve.	£13,768	Yes
3	Careers Guidance	One to one and whole group support. Provided impartial CEIAG to pupils ensuring the pupils at risk remains negligible. No NEET at the end of 2018.	£447.60	Yes more investment
4	Show my Homework	Home learning enhances students class work, sets them up for managing their time, revision and good practice with GCSE's. We have seen an increased number of PP students completing their home learning. This year we are trying to roll the home learning provision out further and PP students who are failing to complete home learning have to attend the home learning club the following week to ensure it is completed to the best of their ability	£1,550	Yes, but investment in better e-platform
5	Pupil Premium HLTA	Allowed HLTA to work directly with Y11 vulnerable students in order to raise the progress of the students	£27,921	Yes
6	Vocational courses	This allowed students to access a different curriculum path at KS4. The results of the vocational courses in year 11 show this to be a real success.	£2,000	Yes

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7	Attendance Improvement Worker	All disadvantaged students who had a lower than 90% attendance have been spoken to on a regular basis by the attendance improvement worker. The attendance officer also conducted home visits and liaises with our PP families who have ongoing attendance issues.	£2,988	Yes	
8	Groupcall	This was a strategy to help with the engagement of parents. Engagement with parents has improved.	£2062.50	Yes	
9	More able specialist Maths & English specialist	This allowed for intervention opportunities on the More Able Students in Year 11 that stretched students to realise their potential. This had limited impact on the Year 11.	£31,188	No. This proved to be a high cost with minimal impact	
10	Posting of reports	This was a strategy to help with the engagement of parents. Impact minimal as we used Groupcall with greater effect	£107.25	No	
11	Rewards System	This was used to purchase extra trophies, certificates and badges at the end of year awards evening. Teachers were asked to nominate specific students from a disadvantaged background who had been impressive in their subject area throughout the year. Students who may not have normally had their achievements recognised were celebrated.	£559.50	Yes	
Total Expenditure			£160,417.35		
4. Actions		Staff	Evidence / Rationale	How will we implement this?	Amount
1	Support the progress of SEN and LA students through improved literacy and numeracy intervention strategies	HMu DSw	There are a number of pupils with reading ages below their chronological ages. This results in problems accessing the curriculum. Various intervention strategies evidence improvements when introduced.	Tracking of strategies are employed. Regular impact reporting and further intervention when no reported impact. A team of dedicated staff employed to rapidly improve levels – all good/outstanding teachers. TA3 delivery of IDL literacy/numeracy	Elements of SLT salary £22,738 Elements of KS3 Learning mentor Salary £25,726

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2	Improve reading outcomes in Year 7	MJac DProg	Programme implemented successfully last year	All KS3 forms will undertake a 'Drop Everything and Read' strategy that focuses on improved reading outcomes of all, but particularly of the Pupil Premium students. This strategy will be monitored and developed by the Director of Progress for Year 7 and the Senior Leader responsible for improvement of literacy. Continue to develop a reading culture in school by establishing Accelerated Reader in Yrs 7- 9 and using this to monitor student engagement and progress	Elements of SLT salary £22,738 Elements of KS3 Learning mentor Salary £25,726
3	Recruitment inducement	CHa	Science post still vacant leaving some Pupil Premium pupils without a specialist teacher.	Quality first teaching is necessary to ensure that all pupils make good progress	£10,000
4	Close the gap in achievement outcomes at GCSE in English and Maths including for Pupil Premium Pupils	FLead DSwar	Funding allows for smaller withdrawal groups and targeting	Faculty Leaders will monitor that all Pupil Premium students have access to intervention opportunities in Year 11 (in class, withdrawal of groups and during extension sessions) Departments will be trained to not just focus on decreasing school gaps (PP-NPP), but look at ways of decreasing gaps in performance compared to nationally. i.e. PP (school)-NPP (national)	Elements of SLT salary £22,738
5	Ensure that all staff use a universal system of data desk mapping with a focus being on PP	HLor DSwa ATho	Nationally there are fewer Pupil Premium students reaching and maintaining high attainment compared to Non-Pupil Premium students. We want to	Introduce a new strategy to improve the attainment of the Pupil Premium pupils through SAM (identify on Seating plan, Ask a question, Mark their work). This information would allow an initiated 1v1 professional discussions with teachers about classroom layout, context and the effective	£2712

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			ensure that Pupil Premium students can achieve high attainment as well as making progress. Fisher More wants to provide all teachers with practices in order to provide stretch and encouragement for these students.	organisation of their classrooms as well as enduring a clear focus for teachers towards students who are Pupil Premium	
6	Introduce new KS4 school targets that allows for greater awareness of tracking progress of the Pupil Premium students	DSw PTri	To have a clearer approach to target setting	Using FFT Benchmark estimates (FFT 50) to assign school targets in Y10 & Y11 Developing the way we collect estimated teacher predictions in Year 11, which allows subject leaders an opportunity to implement a clear programme of intervention that runs throughout the academic year and supports students of key targeted groups, particularly Pupil Premium students to reach these school targets	Elements of SLT salary £22,738
7	Increased line management accountability with focus on Pupil Premium children	DSw FLead HoDep	Subject Leaders focus on tracking PP pupils in all year groups.	Introduction of new Faculty structure Faculty Leaders part of extended SLT team Fortnightly faculty meetings with departments that includes a clear focus of the progress of the Pupil Premium students in departments. All line management meetings with Directors of Progress include discussions of how to raise attendance/behaviour issues for students who are classed as Pupil Premium	Elements of SLT salary £22,738
8	Enable CPD opportunities for staff in order to develop quality first teaching to support specific strategies for groups within the	SAt JWo DSw ATh	We want to invest some of the Pupil Premium funds into longer term change which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an	The timetabled staff development sessions on a Thursday will have a focus on a variety of strategies that will aid T& L to ensure that Pupil Premium pupils are high profile as a group and enabling staff to understand the factors that impact negatively on engagement, behaviour and progress. As well as this the introduction of the Monday Focus briefing can be used to share good practice across the school	£4000

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	Pupil Premium cohort.		effective way to improve attainment, and it is suitable as an approach that we can embed across the school.		
9	Improve the leadership of the Pupil Premium Strategy.	DSw ATh	To raise the profile of Pupil Premium pupils within the School.	Strategically led by DHT and aided by the appointment of an extended senior leader to support targeted work with specific groups of pupils and improve the accountability for the work undertaken with Pupil premium pupils, to check interventions are robust and provide good value for money.	£22,738
10	Improve identification of specific issues for Pupil Premium students with all staff in order to develop specific support/intervention strategies.	DProg JWal	Evidence shows that Pupil premium pupils have less access to necessary provisions, such as finances for trips, revision guides or stationary. Different groups of pupils require different support. Improve tracking of intervention and its effectiveness evaluated.	All Directors of Progress will produce a RAG rated spreadsheet that is shared with all staff. The RAG rating will consider a range of information such as attendance, pastoral concerns and academic ability	Elements of Directors of Progress Salary £18,900
11	Attendance Team Salary	JWa KDe TSal	Improved attendance for any groups of pupils but with a particular emphasis on vulnerable groups, will improve outcomes. Attendance and attainment are inextricably linked	The attendance team focus on and take specific actions to track and improve the attendance and punctuality of disadvantaged pupils. This includes ensuring that the attendance and punctuality of disadvantaged pupils is high profile at all levels and in all aspects of school life, systematically monitoring and following up on the attendance and punctuality of disadvantaged pupils and engaging parents, ensuring that they understand the impact and importance of regular attendance and punctuality.	£29,000
12	Reduce the numbers of Pupil Premium students	JWal DProg Stu Serv	Increased provision in the ' Learning Zone' will stop potential issues at	Appointment of Admin Assistants to monitor behaviour for specific groups of pupil's daily using SIMS data and Class Charts to identify repeat offenders/specific issues.	Elements of Directors of

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	with exclusions and / or repeated isolation in the learning Zone		unstructured times and pupils will be better placed to access the curriculum on returning to lessons.	Appointment of Directors of Progress to strategically plan for dealing with behaviour in the school including monitored the Learning Zone provision on a weekly basis via reports and on a half termly basis via meetings with parents, providers and pupils.	Progress Salary £18,900
13	Improved Pupil Premium attendance to examinations.	JWa KDe TSal DSw ATh	Pupils are taught to face difficulties and be persistent learners. This will help them to be more positive during examination periods.	Liaise with Attendance Manager to ensure all students who are Pupil Premium receive an individual phone call to parents informing them on exam information. All departments will keep a list of attendance during examinations. Meetings with Y11 parents of Pupil Premium students will take place in the weeks preceding the Y11 Mock examinations	Elements of Attendance team salary £29,000
14	EAL withdrawal Years 7 – 11	MDep HMur	Students unable to access full curriculum due to language barriers	Specialist EAL intervention teacher appointed to oversee this area of work.	£26,999
15	Establish peer-to-peer tutoring based around literacy and numeracy	LWo ATh	There is evidence to support improvements in literacy and support when students teach subject areas to other students	Develop a system that uses pupil premium pupils in leadership roles to support peer-to-peer literacy and numeracy projects in school	Elements of SLT salary £22,738
16	Members of the Leadership team to be involved in a Pupil Premium Review at a contrasting school	CH DSwa JWor JWal	Sharing and learning from good practice of what works is an important strategy when looking at decreasing gaps in attainment of the PP students	All members of the core SLT to be part in external reviews at different schools in the County, including observing and providing constructive feedback to the schools being reviewed. Practice learned on these reviews to be shared to the rest of the leadership team and good practice observed at the schools to be implemented in future Pupil Premium strategies at Fisher More	£500
17	Increased use of public speakers/ motivational speakers to talk to students in general but with a focus on aspirations for	JWal DProg	Aspirational speakers that are relatable have a higher chance of engaging with PP students.	AHT responsible for careers/aspirations will develop a system that allows appropriate guest speakers/presenters to each year group, working with other Directors of Progress to identify each year groups specific wants and needs	£1000

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	Pupil Premium students linked to resilience, overcoming obstacles.				
18	Increase the cultural experiences of PP students within the school particularly attending out of lesson opportunities eg educational/ aspirational trips	DSw JWa	Aspiring students will perform better in the classroom as they will be able to see the opportunities that are out there for them. This in turn aids engagement in school. Whilst on trips pupils and staff can build more positive working relationships and increase collaborative efforts.	SLT to monitor and approve trips to ensure quality control. Out of lesson opportunities to be monitored by the Senior Leadership team. Ensuring, where possible that Pupil Premium students get the 1 st opportunities of attending educational and aspirational trips. Ensuring that we use some of the money provided by the PP grant to reduce the costs of school trips.	£3000
19	Developing Parental Engagement	DSw ATh SAAt	Two recent meta-analyses from the USA suggested that increasing parental engagement in secondary schools had on average two to three months' positive impact.	Investment in Class Charts to enable us to reach all parents. All parents will be given a username and log in details for an app. Class Charts will be used to send information about homework's, behaviours and any other relevant information. Investment in Group Call to improve immediate contact with home Newly appointed extended Senior Leader will be looking at how we approach parents evening in terms of we engage hard to reach parents, particularly of pupil premium children	£5200
20	Improved organisational skills of Pupil Premium Pupils	EUt	Ensuring all students have the correct equipment and a place to store their equipment will help with the organisation skills of all Pupil Premium pupils	Beginning with a phased approach with Y7 and Y8 and continuing all students who are classed as FSM will be offered a locker without payment to help with their organisational skills. All Directors of Learning will be provided with pencil cases that can be given to students who may need extra support.	No Cost

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21	Ensure that all Pupil Premium students are fully prepared for school in terms of wearing full uniform and having the correct PE Kit	DSw	School uniform and school PE kit has been subsidised for Pupil Premium students where necessary, this enables students to look and feel smart and be part of the community.	School will purchase a bank of uniform for students in all year groups including appropriate branded PE kit. This PE kit will be available for all of the Pupil Premium students should the necessity require.	£700
22	Develop approaches to how Pupil Premium students access responsibilities within schools such as prefects, year reps and sporting opportunities	LWolt DSw ATh SAt	Are opportunities sufficiently wide including student council prefects etc to support the school ethos? Pupil Premium students have further distance to travel to achieve success and this should be noted in leadership opportunities where they may fall short due to being disadvantaged	Teacher responsible for Junior Leadership monitors the opportunities provided for students eligible for Pupil Premium and liaises with Directors of Progress. Where possible pupils are offered support and extra time to complete applications and conduct interviews for leadership roles. Fisher More adopts a positive discriminatory stance when selecting Pupil Premium students for leadership roles in school	Elements of SLT salary £22,738
23	Establish outstanding breakfast provision which encourages PP to get to school early	HMur CFitz	This ensures that they have a good start to the day and that they have nutrition to aid focus.	Breakfast available for all 7, 8 & 9 FSM students between 8.15-8.30 am. This ensures that they have a good start to the day and that they have nutrition to aid focus. A range of students from all year groups access the FSM breakfast. Toasters provided for all form teachers to use within form time.	£1500

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Summary PP Expenditure 2018-19			
	Item	Cost	Strategy
1	More able specialist maths & English specialist	£13,768	Support the progress of SEN and LA students through improved literacy and numeracy intervention strategies
2	Attendance Manager and Attendance Improvement Worker	£26,493 & £2,988	Attendance Team Salary
3	Recruitment inducement	£10,000	Recruitment inducement
4	EAL Manager	£26,999	EAL withdrawal Years 7 – 11
5	Groupcall	£2500	Developing Parental Engagement
6	Doddle Learn	£1920	Close the gap in achievement outcomes at GCSE in English and Maths including for Pupil Premium Pupils
7	Class Charts	£2712	Ensure that all staff use a universal system of data desk mapping with a focus being on PP

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8	GCSE POD	£3280	<i>Close the gap in achievement outcomes at GCSE in English and Maths including for Pupil Premium Pupils</i>
9	Enrichment Opportunities	£3000	<i>Increase the cultural experiences of PP students</i>
10	Core SLT role	£22,738 – Pupil Premium Lead (9 periods per week, ie 30% of timetable/30% of full year salary cost of £75,794	<i>Improve the leadership of the Pupil Premium Strategy.</i>
11	Vocational courses	£2000	
12	Subsidiary Costs	£500	<i>Members of the Leadership team to be involved in a Pupil Premium Review at a contrasting school</i>
13	KS3 Learning Mentor	£25,726	<i>Support the progress of SEN and LA students through improved literacy and numeracy intervention strategies</i>
14	Purchasing of Toasters for classrooms and breakfast resources	£1500	<i>Establish outstanding breakfast provision</i>
15	CPD opportunities	£4000	<i>Enable CPD opportunities for staff in order to develop quality first teaching</i>

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16	Director of Progress	Salary (2b allowance - £6,300 x 3) - £18,900	<i>Improve identification of specific issues for Pupil Premium students with all staff in order to develop specific support/intervention strategies.</i>
17	Uniform and Kit	£700	<i>Ensure that all Pupil Premium students are fully prepared for school in terms of wearing full uniform and having the correct PE Kit</i>
	Total	£169,775	