

## Pupil premium strategy statement: Forest Hill School

1. Summary information					
School	Forest Hill School				
Academic Year	2018-19	Total PP budget	£350K	Date of most recent PP Review	23/04/18
Total number of pupils	1056 in Yr7-11	Number of pupils eligible for PP	Yr7: 53 / 190 = 28% Yr8: 84 / 206 = 41% Yr9: 96 / 224 = 43% Yr10: 69 / 218 = 32% Yr11: 80 / 218 = 37% Total: 382 / 1056 = 36%	Date for next internal review of this strategy	September 2019

2. Current attainment Yr11 2017-18				
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils not eligible for PP (FHS)	
Progress 8 score average	-0.7 (estimate)	2017: 0.1	-0.2	
Attainment 8 score average	3.6	2017: 5.0	5.0	
Basics 5+	20%	48%	50%	
EBacc APS	3.0	n/a	4.4	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy skills and ability to complete extended writing
B.	Numeracy and progress in Mathematics

<b>C.</b>	Behaviour for learning limits progress and masks potential	
<b>D.</b>	Low aspirations leading to lack of motivation, lack of clear links between study and career opportunities	
<b>E.</b>	Limited understanding of independent study skills and what it is to be a successful learner	
<b>External barriers</b>		
<b>F.</b>	Low attendance	
<b>G.</b>	Home / social influences	
<b>H.</b>	Lack of suitable home study environment and homework routines	
<b>I.</b>	Stress / mental health issues	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Improve literacy skills both in English and other written subjects so students are better able to access exams, leading to improved progress and reduced gap.	Disadvantaged English P8 and A8 score increases and gap decreases for Yr10-11  Whole school attainment and progress gap closes for Yr11  Gap in percentage of students in Yr7-9 on their target grade decreases.
<b>B.</b>	Improve numeracy skills and learning in Mathematics and other relevant subjects so that the gap reduces.	Disadvantaged Maths P8 and A8 score increases and gap decreases for Yr10-11  Gap in percentage of students in Yr7-9 on their target grade decreases.
<b>C.</b>	Improve behaviour for learning.	Reduced number of behaviour logs for disadvantaged students, reduced number of internal and fixed term exclusions.  Improved behaviour for learning across the school evidenced through learning walk data, behaviour logs and staff feedback.

<b>D.</b>	Improved motivation to succeed and higher aspirations.	<p>Students show greater engagement in school demonstrated through improved attitude to learning scores.</p> <p>Maintain the high proportion of disadvantaged students attending SFH6 and other further education establishments.</p>
<b>E.</b>	<p>Improved independent study skills leading to better focus during independent study time in lessons, as well as improved outcomes resulting from improved revision and study skills.</p> <p>Career guidance provision provides an improved understanding of what post 16 pathways and careers are available along with a knowledge and understanding of how to get onto them and how independent study skills links to this.</p>	<p>All student outcomes improve to be in line with national averages. Gap between disadvantaged and their peers improves.</p> <p>Students make more informed post-16 choices and understand how to make them.</p> <p>Maintain high proportion of disadvantaged numbers at SFH6 and other further education establishments.</p>
<b>F.</b>	Attendance and punctuality improves	<p>Persistent absentee rates decrease especially in PP students.</p> <p>Attendance percentages increase to 96%</p> <p>Punctuality to school improves through implementation of late detention system and contact home.</p>
<b>G.</b>	Increased positive engagement with parents improves school – home working relationship. PSHCE programme and school counsellor support students with negative home/social influences.	Parents of disadvantaged families become more engaged with the school – feedback from tutors and HoHs / HoFs to reflect this. Students report greater ability to deal with home/social influences and safe and supported in school in dealing with these issues. Referral data will reflect this along with qualitative feedback from HoHs, tutors and parents.

<b>H.</b>	Provision of in-school working environment at lunchtime and after school to improve homework and completion. Provision of breakfast for all to improve concentration and focus throughout the day.	SMHW shows PP students are completing homework in line with their peers.  Review of homework clubs / study sessions show PP students are attending and completing homework to a high standard.
<b>I.</b>	Improved levels of stress and improved mental health.	Students report decreased stress and improved mental health.  Counsellor referrals / feedback reflect this.

5. Planned expenditure					
Academic year		2018/19			
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					
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?
Improved outcomes for disadvantaged learners, closing the gap between them and their peers	Effective use of data in planning for learning and giving effective written feedback.	Outcomes data demonstrates there is a gap in attainment and progress between disadvantaged learners and their peers.	<p>Ongoing CPD to help teachers embed understanding of new GCSE grading and curriculum.</p> <p>Ongoing CPD and faculty time dedicated to quality written feedback and supporting students to make progress.</p> <p>Regular department and whole school review of data (x3 a year).</p> <p>Regular learning walks to ensure all seating plans annotated with disadvantaged learners and quality teaching across the school.</p> <p>Book looks to ensure quality of written feedback is consistent, making sure disadvantaged learner books are identified to check for gaps in progress and achievement. This will also ensure teacher understanding of new curriculum and grading is being reflected in their written feedback.</p> <p>Monitoring use of PLCs and question analysis for PPEs and other exam based assessments.</p>	RWF / HoFs / HTS	Each data drop and after each QA cycle

HLTA CLA interventions	Bespoke mentoring and support based on needs	EEF: "small group tuition is effective"	CLA have intervention from learning mentor and from HLTA fortnightly.  Home tuition from private tutors for English maths and science 3-4times a week (funding from Virtual School)	IHN	Each term
Improved behaviour for learning to support the progress and learning of all students.	Consistent implementation of the behaviour for learning policy across the school	EEF: "behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours" Good behaviour for learning across all lessons will improve outcomes for all.	Line management meetings with HoFs to look at behaviour data as well as outcomes data.  Introduction of Behaviour Support 1 and 2 and the referral room to improve SLG presence and support across the school at all times.  New points thresholds to act as deterrence for continued poor behaviour as well as providing a more supportive framework of interventions.	IHN / HoFs / HoHs	Each half term
Stretch and challenge for all to ensure pupils reach their potential and meet their aspirational targets	Ensure all lessons have a range of challenge tasks available	Progress of the more / most able students is below national average.	Write a policy on how to improve attainment and progress of HAPS pupil.  Use of data to identify all HAPS pupils on seating plans.  Use of data to identify underperforming HAPS pupils and set up challenge meetings and support.  CPD on strategies to support HAPS pupils.  Standing item in Faculty meetings on effective subject specific strategies to improve outcomes of the more / most able, as well as after each data drop to assess data.  Report to SLG/SLT/Governors after each data drop on progress made.  Use of QA cycle to monitor implementation of stretch and challenge in lessons.	AKA / HTS / HoFs	Each term and each data drop.

<p>Improve the quality of written feedback to aid the progress of all learners.</p>	<p>Embedding of new quality of written feedback policy.</p>	<p>Quality of book presentation and consistency of teacher feedback recognised as key area for improvement.</p> <p>Sutton Trust and Education Endowment Foundation recognise effective feedback and self-regulation / meta-cognition as key approaches to improve student progress.</p>	<p>Regular book looks to monitor implementation of feedback policy.</p> <p>Faculty meetings to discuss how to show progress in books and to share best practice in written feedback.</p> <p>Production of feedback sheets for each assessment to improve consistency in quality of feedback.</p> <p>Regular learning walks to recognise best practice across the school and to establish areas where support is needed.</p>	<p>RWF / HoFs</p>	<p>Each term</p>
<p>Improving the performance of underachieving students in core subjects.</p>	<p>Underperforming groups lead teacher in English, Maths and Science</p>	<p>If core subject attainment gap is closed for underperforming groups then lessons learned can be applied across the school. Improved literacy and numeracy in underperforming will positively affect progress in other areas.</p>	<p>Underperforming groups leads to use data after each data drop to identify underperforming students.</p> <p>Suitable interventions, both in class and out of class, will be put into place and monitored through QA cycle.</p>	<p>GGN / IMN / CGN / FAN</p>	<p>After each data drop</p>
<p>Explorer groups for Yr7-9</p>	<p>2FTE explorer teachers, 0.25 FTE science teachers 0.25 FTE MFL teachers</p>	<p>Small groups to improve the progress of the explorer students and support them in catching up with their peers.</p> <p>EEF: "small group tuition is effective"</p>	<p>Explorer groups decided on after half term one with Yr7.</p> <p>Groups can be moved around depending on need throughout Yr7-9.</p> <p>Follow the same curriculum as other students but with an innovative project style delivery and a focus on literacy development.</p>	<p>IHN / HSN</p>	<p>Each term</p>

Improved engagement with and completion of homework.	Implementation of Show My Homework.	Sutton Trust and Education Endowment Foundation recognise homework as a key approach to improve student progress.	Regular reporting from SMHW to monitor setting and completion of homework.  Regular faculty time dedicated to setting homework and sharing of homework tasks to reduce workload and increase consistency of homework across each Faculty.  Rolling out of knowledge organisers across the school as a means of improving student retention of knowledge.	RWF / HoFs	Each half term
<b>Total budgeted cost</b>					
<b>ii. Targeted support</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>
Improved literacy and extended writing	Quality first teaching for all.  PiXL literature  Extra English teacher to facilitate smaller bottom set groups	This is the first step in responding to pupils who may be struggling within the classroom.  EEF “digital technology is associated with moderate learning gains: on average, an additional four months’ progress”  EEF: “Reducing class size appears to result in around three months’ additional progress for pupils”	1x piece of extended writing every 2 weeks at KS4 1x piece of extended writing every 3 weeks at KS3  Sophisticated vocab sheets given to all KS4 students and stuck in their books  Key words printed in all pupil planners for them to refer to in every lesson / for homework.  Word of the Week scheme run by the library.  Library lessons for all Yr7-8 weekly and ad hoc for Y9-11 to instil lifelong love of learning.	RLB	Each term



<p>Improved numeracy across the curriculum and results in mathematics</p>	<p>Quality first teaching for all.</p> <p>MyMaths and PiXL Maths app</p> <p>Extra Maths teacher to facilitate smaller bottom set groups</p>	<p>This is the first step in responding to pupils who may be struggling within the classroom.</p> <p>EEF “digital technology is associated with moderate learning gains: on average, an additional four months’ progress”</p> <p>EEF: “Reducing class size appears to result in around three months’ additional progress for pupils”</p>	<p>Regular diagnostic assessment (using PiXL resources) of students’ needs/strengths/weaknesses and adapting the teaching and support to address these.</p>	<p>GKN</p>	<p>Each term</p>
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<p>Reduce persistent absentee rates and improve attendance and punctuality of disadvantaged students</p>	<p>Identify disadvantaged students.</p> <p>Robust data for quicker response and targeted interventions</p> <p>Written communication with parents / carers</p> <p>Parental involvement early on.</p> <p>Individualised support for targeted students in line with the school policy.</p>	<p>Adopting best practice from a range of sources including: DofE Research into improving attendance in schools serving deprived areas, March 2012</p> <p>Strategies for schools to improve attendance and manage lateness, Welsh Assembly Government</p> <p>10 Proven Ways to Improve Attendance – the Australian Society for Evidence Based Teaching</p> <p>Attendance strategies that have helped schools significantly reduce absence rates of disadvantaged pupils, Northumberland Education</p> <p>Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, Portland Oregon</p>	<p>The process will be launched in Pastoral Meetings</p> <p>Data will be used in regular attendance review meetings.</p> <p>Disadvantaged students will be highlighted and reviewed at regular attendance meetings to identify any concerns regarding attendance and punctuality early on.</p>	<p>SAN / IHN</p>	<p>Each half term</p>
<p>Improved career advice and support</p>	<p>Engagement with Lewisham Work Experience programme.</p> <p>Careers software.</p>	<p>Understanding of future pathways will aid students in understanding what attainment they should be aiming for and improve motivation towards meeting these goals.</p> <p>EEF “digital technology is associated with moderate learning gains: on average, an additional four months’ progress”</p>	<p>Ensure all students find a work experience placement, especially if they do not have any personal/family contacts to utilise.</p> <p>All students have career interviews and disadvantaged / vulnerable students will be revisited and have more than one.</p>	<p>GGN</p>	<p>End of academic year and ongoing during work experience placement find</p>

Targeted support with revision in the lead up to exams	Provision of revision guides in core subjects for free.  Residential revision weekend for targeted boys following PPE2s.	Barriers to learning audit showed of our disadvantaged students cannot afford the revision materials we recommend, so we will support with purchasing these. Plus, there will be sessions on how to use the revision guide to revise effectively offered through the study skills sessions  Some of our disadvantaged students do not have somewhere to revise at home, so an intensive revision weekend will both provide the space to do so but also the skills needed.	All students will receive revision guides by Christmas.  The revision weekend will be planned for April 2019 with students chose based on A2L and outcomes data – use of Horsford Quadrant, as well as the barriers to learning audit.		
<b>Total budgeted cost</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>
Improve students' leadership, organisation, resilience, independence and communication (LORIC) skills	Implementation of PiXL's The Edge programme once a week in tutor time as part of the PSHCE provision in school.	PiXLs research showed that, above outcomes, employees value the LORIC skills most highly in those they seek to employ. 1/3 of students nationally do not achieve the national expectation of 5 grade 5s and above, so it is important to provide lower ability students with a further qualification to demonstrate their wider skill base.	Rolling out of The Edge across Yr7-11 tutor times once a week with a focus on the LORIC skills.  Regular learning walks to monitor consistency and implementation of these sessions.  Taking regular feedback from tutors, HoHs and students on the effectiveness of the sessions.	HTS / HoHs	Every half term.
Improve students' ability to revise so as to improve outcomes and retention	Implementation of study skills sessions, Yr11 assemblies and	Many students struggle to revise effectively and regularly, which is reflected in student voice.	Use of Life Skills Company in KS4. Year 10 have an input session for two hours in HT2 which is preceded by assemblies and meetings with tutors.	RWF / AKA / HTS	

	tutor programme on how to revise.		<p>Following the input session, students will complete revision skills booklets in tutor time.</p> <p>Different subject areas will focus on a different revision strategy that works well for their subject and teach it in their lessons.</p> <p>Year 11s go back through the strategies prior to PPEs.</p>		
Develop students' cultural capital	Trip subsidies for disadvantaged students.	Many disadvantaged students do not get the opportunities to access engaging activities outside of school resulting in a loss of cultural capital.	<p>All trips offered will have a subsidy provided for disadvantaged students.</p> <p>Number of disadvantaged students participating in trip increases.</p>		Each term
Raise aspirations of disadvantaged students' and equip them with the tools to reach their goals	<p>Implementation of The Edge to equip students with tools of success.</p> <p>Raising Aspirations career lectures to improve understanding of career opportunities.</p> <p>Engagement with The Brokerage.</p>	<p>Qualitative and quantitative feedback from PiXL schools who have rolled out The Edge shows improved outcomes and student LORIC skills as a result of engagement with the programme.</p> <p>Student voice demonstrates a narrow understanding of career opportunities available and this needs to improve in order to raise aspirations and give students a focus on specific career goals.</p>	<p>Rolling out of The Edge across Yr7-11 tutor times once a week with a focus on the LORIC skills.</p> <p>Regular learning walks to monitor consistency and implementation of these sessions.</p> <p>Taking regular feedback from tutors, HoHs and students on the effectiveness of the sessions.</p> <p>Introduction of Raising Aspirations lectures in 2019 – getting external speakers to come in and discuss their area of work and how they reached it.</p> <p>Engagement with The Brokerage to increase awareness of careers in The City.</p> <p>Work experience programme with Year 10 – work to ensure all students get a placement and as many as possible sort out own find placements in an area of work they're interested in.</p>	HTS / GGN / HoHs	Each term

Improved confidence and development of growth mind-set amongst disadvantaged learners	I Am Awesome project on 10 week / termly rotation.	Education Endowment Fund / Sutton Trust show metacognition and 'learning to learn' is a very valuable high impact low cost strategy.  I Am Awesome is based on Matthew Syed's book and comes with a range of accompanying lessons and activities from PiXL – qualitative feedback from participating schools has been positive.	Use of numerical outcome data and qualitative understanding of students to pick relevant students for the programme.  Roll the programme out on a 10 week programme each term. Assess impact at the end of each cycle through teacher and student voice feedback.	HTS / GGN / HoH	Each term
Improve ability of students to deal with negative external social / home influences.  Improve teacher understanding of these issues to support in building stronger, more understanding relationships with pupils.	Engagement with external agencies to support with reduction in crime involvement.  Provision of counselling to support students. Provision of advice from external agencies especially Police.	Negative external influences reduces student participation and motivation in school and therefore outcomes are reduced.  Counselling provides young people support in dealing with challenging social and family situations by providing every day strategies.	Students can be seen through the counsellor either by self-referrals or staff referrals.  CRS to report on each years' statistics.  CRS to provide information of other relevant agencies to support students' mental health  ABN to do staff CPD on crime in Lewisham and its impacts on pupil wellbeing and attitudes to school.  ABN to run tutor time sessions / assemblies on the law.	CRS / IHN	Each term
Improved focus of students through provision of free healthy breakfast.	Free porridge provided for all students.	A healthy breakfast every day improves the focus and attention of students in school.	Chartwells to provide free porridge every day to students and report back on numbers taking this offer up.  Monitoring of how many students and which ones take the breakfast.	SDS	Each term
<b>Total budgeted cost</b>					