

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Forest Hill School
Number of pupils in school	1231
Proportion (%) of pupil premium eligible pupils	30.64%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	George German
Pupil premium lead	Hannah Thomas
Governor / Trustee lead	Kate O'Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,860
Recovery premium funding allocation this academic year	£42,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£321,200

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors of Forest Hill School are committed to ensuring that our provision meets the needs of all our pupils, so they have the best possible opportunity to make excellent progress in their learning. Forest Hill welcomes and shares the government's desire to tackle all forms of disadvantage and as a school we work tirelessly to ensure inclusion and equal access to all learners. Our aim is to help disadvantaged pupils of all abilities to reach their potential ensuring the gap between them and their peers closes.

Our current pupil premium strategy plan is seeking to achieve these objectives by providing a range of activities, interventions and staffing to provide support and provision to our disadvantaged pupils both in and outside of the classroom. This allows all our learners to thrive in their learning and fulfil their true potential, supporting them in becoming resilient and well-rounded individuals when they leave school.

Our key principles are entirely centred upon the belief that all our pupils have a right to a broad, varied and engaging school experience that supports them in achieving their life goals. For those who are struggling or falling behind, early intervention is key to ensure they do not fall through the cracks. To ensure this happens we monitor a variety of data throughout the year to ensure that students are not falling behind – this includes academic, attitude to learning, attendance and behaviour data as well as looking at more qualitative data and feedback from staff and parents. When students are flagged as falling behind in any of these areas a holistic approach is taken to ensuring they are supported in the most suitable way possible.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in knowledge due to missing school through lockdowns

2	Poor literacy and/or numeracy skills
3	Lack of independent study skills or resources to study at home
4	Behaviour for learning and lack of engagement
5	Attendance
6	General deprivation and stress/mental health issues

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Narrow the progress gap for PP students at FHS	Year 11 P8 gap between FHS PP and national non to be less than 0.5 Year 7-10 PP and non-PP progress gap to be reduced
Ensure Year 11 PP students can access suitable Post 16 studies	Increase the number of students achieving Basics 5+ to at least 45% All PP students to have Post 16 places
Narrow the literacy gap between PP and non- PP students	Narrow the gap between reading ages and other literacy data for PP and Non-PP students
Narrow the attendance gap between PP and non-PP and reduce the number of PP persistent absentees	Narrow the gap between PP and Non-PP to less than 2% Reduce the number of PP persistent absentees to under 30%
Improve the behaviour for learning of PP students	Reduce the proportion of FTE's and other behaviour incidents for PP students compared to non-PP students

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition CPD to encourage practice across school	EEF evidence of very high impact for very low cost – teaches pupils to think about their own learning more explicitly. CPD in place to promote consistent approach to this across the school.	2, 3, 4
Stretch and challenge CPD to encourage practice across school	Improving teaching raises outcomes for all but is disproportionately beneficial for the most disadvantaged. CPD in place to promote consistent approach to this across the school.	2, 3, 4
Literacy CPD to encourage practice across school	Promotion in CPD of a variety of reading comprehension strategies e.g., reciprocal reading, to promote consistent approach. EEF evidence of very high impact for very low cost.	2, 3, 4
Feedback CPD to encourage practice across school	EEF evidence of very high impact for low cost based on evidence of extensive research. CPD in place to promote consistent approach to this across the school.	2, 3, 4
Promotion of collaborative learning through CPD to encourage practice across school	EEF evidence that collaborative learning approaches have a positive impact and are a cost-effective approach	2, 3, 4

	for raising attainment. CPD investment is important in ensuring effective management of collaborative learning.	
Explorer curriculum for less able students in Years 7-9	EEF evidence that small group tuition has high impact for moderate cost and is very effective at improving pupil outcomes.	2
Lewisham College Offer for less able students in Year 10 and 11	Placing students in courses that are more suitable for them will aid engagement with school and improve future career pathway options	2, 4, 6
Broad curriculum including strong focus on arts participation	EEF evidence that arts participation has moderate impact in terms of academic outcomes in other areas of the curriculum and in terms of engaging learners	4, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GCSE intervention for Year 11 students to narrow gaps	EEF evidence that small group tuition has high impact for moderate cost and is very effective at improving pupil outcomes.	1, 2, 3
CLA intervention from HLTA	EEF evidence that small group tuition is beneficial. LAC intervention provides invaluable support for pupils in terms of homework, study skills, post 16 pathways etc	3, 4, 6
Academic Mentors working in Maths and Science with students in Years 7-11	EEF evidence that small group tuition has high impact for moderate cost and is very effective at improving pupil outcomes.	1, 2, 3

Year 7-9 study enrichments e.g., puzzle club	EEF evidence that small group tuition has high impact for moderate cost and is very effective at improving pupil outcomes.	1, 2, 3
Revision and study trip for disadvantaged students in Year 11	EEF evidence that small group tuition is beneficial.	1, 2, 3, 4
Support for Pupil Premium students from Underachieving Groups Lead Teachers in Years 7-11	School based evidence that interventions organised within core subject areas have an impact on attainment, engagement and progress.	1, 2, 3
SMHW and homework club to support students without access to study space, resources and support at home in Years 7-11	EEF evidence of high impact for low cost - +5 months positive impact on secondary school pupils. SMHW allows students access to homework information and resources easily. Homework club in place to support those who need a quiet place to work.	1, 2, 3, 6
Peer tutoring with sixth form and y11	EEF evidence that peer tutoring has a positive impact on both tutors and tutees and is a cost-effective approach to delivering one to one or small group tuition in school. Best used when consolidating learning.	1, 2, 3
Online assessment tools used to build sophisticated picture of student's strengths and weaknesses in Years 7-9	Diagnosing areas of weakness will be key for ensuring that staff are able to intervene effectively to aid progress. Will also improve information provided to parents.	1, 2
NTP tuition programme used to supplement students with specific gaps in knowledge in key subjects in Yr 11	EEF evidence that small group tuition has high impact for moderate cost and is very effective at improving pupil outcomes.	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers interviews for Year 10 students to help motivation	PP students have career interviews first – this ensures their time to apply is maximised and they can do so from an informed perspective.	4
ICT access for students who don't have access at home in Years 7-11	Laptop and dongle provision for PP boys to support independent learning at home	1, 2, 3, 4, 6
Football Beyond Borders intervention for disengaged Year 9's	FBB evidence shows students involved in their intervention achieve higher than national average for PP and FSM boys	4, 5, 6
XLP interventions for disengaged students for Years 7-11	Mentoring builds relationships with young people to develop resilience, character and aspirations with the support of an adult.	4, 5, 6
You Are Awesome intervention for disengaged students in Years 7-9	Growth mindset and resilience intervention supporting in small group. EEF evidence that small group tuition is beneficial.	3, 4, 5, 6
Free music lessons to engage students with school in Years 7-11	Evidence that learning music can reduce stress, understand maths and improve social skills and self-confidence. Free music lessons mean disadvantaged students can enjoy these benefits which they may not previously have been able to afford. EEF evidence that small group tuition is beneficial. EEF evidence that arts participation has moderate impact in terms of academic outcomes in other areas of the curriculum and in terms of engaging learners.	4, 5, 6
House engagement programme for Years 7-11	House engagement programme of competitions to improve morale and engagement with school. House charity fundraising events to promote social enterprise and community contribution.	4, 5, 6

Extra-curricular activities to engage students in Years 7-11	Wide range of extracurricular opportunities on offer to a) improve access to cultural capital b) improve engagement with school life	4, 5, 6
Provision leadership opportunities for students in Years 10-11	Student leadership team provides students with opportunities to build up their CV, sixth form applications, UCAS applications etc, thus improving future life chances.	4
Unifrog activities to raise aspirations and improve information advice and guidance for key groups in Years 7-11	Unifrog evidence shows students gain a greater understanding of future pathways and opportunities available to them, building aspirations and engagement with school.	4, 6
Trips subsidies to widen access and participation in Years 7-11	Allows disadvantaged students access to cultural capital opportunities they might not otherwise be able to access.	4, 5, 6
E-Praise and rewards to engage students in Years 7-11	Builds engagement with and happiness in school as well as improving self-esteem.	4, 5, 6
Attendance and Welfare Officer to ensure good attendance from key groups in Years 7-11	Evidence shows AWO's discover absentee patterns, build positive relationships with parents and put supportive interventions in place to reduce absenteeism in schools.	5
Young Lewisham Project to engage key students in Years 7-11	Provides opportunities outside of school for students to build new skill sets, make new friends and stay away from negative social influences.	4, 5, 6
Alchemy music programme at Goldsmiths to engage key students in Year 12	Evidence that learning music can reduce stress, understand maths and improve social skills and self-confidence. Free music lessons mean disadvantaged students can enjoy these benefits which they may not previously have been able to afford. EEF evidence that small group tuition is beneficial. EEF evidence that arts participation has moderate impact in terms of academic outcomes in other areas of the curriculum and in terms of engaging learners.	4, 5, 6

Total budgeted cost: £ 300,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Last year there were eight challenges identified in the PP strategy document with an evaluation of how we have met each of these areas below.

Challenge	Evaluation																														
Poor GCSE outcomes	<p>Overall there was significant improvement in PP students GCSE outcomes from the last set of examination results in 2019. Please see table below</p> <table border="1"> <thead> <tr> <th>PPM (Non)</th> <th>Number</th> <th>A8</th> <th>P8</th> <th>Basics 5+</th> <th>EBACC APS</th> </tr> </thead> <tbody> <tr> <td>2020 results</td> <td>55 (148)</td> <td>4.5 (5.3)</td> <td>-0.1 (+0.3)</td> <td>38% (58%)</td> <td>3.7 (4.6)</td> </tr> <tr> <td>2019 results</td> <td>75 (131)</td> <td>3.3 (4.9)</td> <td>-1.25 (-0.35)</td> <td>19% (53%)</td> <td>2.7 (4.5)</td> </tr> <tr> <td>2019 national</td> <td>NA</td> <td>(5.0)</td> <td>-0.45 (+0.13)</td> <td>(50%)</td> <td>(4.4)</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>2021 TAG's</td> <td>79 (131)</td> <td>4.3 (5.2)</td> <td>+0.21 (+0.75)</td> <td>44% (62%)</td> <td>3.7 (4.6)</td> </tr> </tbody> </table> <p>Of particular note is the increase in P8 and Basics 5+ scores from 2020 results alongside the increases from 2019.</p>	PPM (Non)	Number	A8	P8	Basics 5+	EBACC APS	2020 results	55 (148)	4.5 (5.3)	-0.1 (+0.3)	38% (58%)	3.7 (4.6)	2019 results	75 (131)	3.3 (4.9)	-1.25 (-0.35)	19% (53%)	2.7 (4.5)	2019 national	NA	(5.0)	-0.45 (+0.13)	(50%)	(4.4)	2021 TAG's	79 (131)	4.3 (5.2)	+0.21 (+0.75)	44% (62%)	3.7 (4.6)
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<p>Poor literacy and numeracy skills</p>	<p>There was clear evidence of improvements in Year 11 student's literacy and numeracy through the improved qualification results for Pupil Premium students (A8 increase of 1.7 for English and 1.1 for Maths from 2019). This was supported by the students in all year groups who reported that the small group work with the Academic Mentors and the tutors from the National Tuition Programme greatly helped them improve their literacy and numeracy.</p> <p>The strong focus on literacy through the library, literacy CPD, Explorer curriculum and the work of the literacy based Academic Mentors saw a real improvement in reading ages with PP students making at least half a year's greater progress than non-PP students. However, PP students do still have lower reading ages overall so continue to need support to catch up.</p> <p>The Progress Tests in English, Maths and Science show that by Year 9 our PP students have less of a gap with the non-PP, though in Year 7 and 8 the gap remained the same. This is likely to be due to the disruption caused by the pandemic.</p> <p>The improvement in Maths grades was also supported by the focus on numeracy activities in tutor time along with interventions such as the UCL Maths Horizons online tutoring in Year 10 which saw over 60% of the students complete all the maths online sessions as extra-curricular tuition after school.</p> <p>However clearly literacy and numeracy gaps still exist and so this stays a clear priority for the school.</p>
<p>Behaviour for learning</p>	<p>There was significant disruption to our behaviour routines due to pandemic changes, but the three-year trends for behaviour data show both a reduction in the instances of poor behaviour and proportionally less of the behaviour incidents involving PP students. This reflects our work in developing an effective Inclusion Team but also the success of smaller scale interventions such as You Are Awesome.</p>

Challenge	Evaluation
Lack of motivation, engagement and understanding of links between study and future careers	<p>Engagement and motivation were very difficult to measure due to pandemic disruption. Interventions took place after the students Attitude to Learning scores were collected but lockdown prevented an analysis of the impact of this. However, staff's perseverance in ensuring students were engaging with work during lockdown did help improve engagement during the challenging time.</p> <p>Careers support ensured that all Year 11 students in school were able to find Post 16 places for the following year.</p>
Issues with independent study skills	<p>All students were given a great deal of support with their independent study skills through the process of moving learning remotely. All PP students were offered laptops and internet dongles and 160 devices were handed out. The inclusion and pastoral teams were very effective at ensuring that all students were logging onto Teams and engaging with learning with over 90% of students managing this. This was supported by weekly phone calls home to support our most vulnerable pupils who were not attending school.</p> <p>To further develop students' independent skills, all year groups had sessions on revision and study skills delivered by Elevate Education with over 95% of students responding that they found this helpful. Year 10 and 11 also had sessions with a different Study Skills group with positive feedback. The strategies and methods used were woven into the online lessons and continued to be focused on when returned and student voice was clear that all students felt better prepared for revising and studying on their own.</p> <p>CPD was delivered to all staff on different remote learning strategies to support independent learning with the Underachieving Groups Lead Teachers targeting vulnerable PP students to ensure that they were fully supported with this.</p>
Attendance	Attendance interventions were followed through methodically and creatively last year but unfortunately the lockdown disrupted many students learning habits and the gap for PP attendance vs non-PP widened to 2.5%

Challenge	Evaluation
	and the % of persistent absentees increased to 38%. Focusing on our effective strategies for improving attendance will be a key focus for 2021.
Home / social influences and stress and mental health issues	The inclusion team offered effective support to students most at risk and was able to offer a range of support during lockdowns. The PSHCE programme was effectively adapted to focus on resilience and mental health which has remained incorporated into the yearly plan.
Lack of suitable home study environment	Students were surveyed regarding their access to resources for learning from home with 160 laptops being given to students who did not have access along with a smaller number of internet dongles. Engagement with remote learning was much higher and more effective in the second lockdown compared to the first lockdown.

Externally provided programmes

Programme	Provider
Academic Mentoring	Teach First
National Tuition Programme Tutoring	Manning's Tutors/Randstad Education