

## 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	898
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	1/12/23
Date on which it will be reviewed	1/10/24
Statement authorised by	Michael Sullivan
Pupil premium lead	George German
Governor / Trustee lead	Eyvonne Browne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£248,400

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

## Intended outcomes

This explains the outcomes we are aiming for by 2024, 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 PP P8 to be above 0 and the gap to continue to narrow 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% and Basics 4+ to 70% All PP students to have Post 16 places
Improve the literacy of the PP students	Ensure that PP reading Standard Age Scores continue to improve and aim to narrow the gaps between PP and Non-PP in terms of progress in reading ages
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 1.5% Reduce the number of PP persistent absentees to under 18%
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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
BCRB and HPA CPD to encourage better identification and more support of key groups in school	School practice of identifying pupils in SEND and putting in place specific interventions has had large impact on progress. PP BCRB and HPA students have been a concern in the past.	1, 2
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. Higher % of PP students in Explorer groups.	1, 2, 3
Homework booklets created to ensure that all students have the structures and support to complete homework activities	School experience of PP students struggling to organise or look after homework resources. The booklets and the folders they are kept in enable the students to look after and complete independent learning.	2
Seneca MIS link purchased to ensure that all students can access online learning	EEF evidence that remote learning can be effective when structured, straightforward and provides good feedback to students	2
CATS testing and regular use of NGRT tests to assess ability and learning	CATS testing is proven to help identify learning needs for students as well as helping teaching staff identify strengths and weaknesses. Regular NGRT testing helps us measure the reading progress of students and plan interventions for those not making progress	1

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GCSE P6 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
GCSE Saturday school 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
Revision and study trip for disadvantaged students in Year 11	EEF evidence that small group tuition is beneficial.	1, 2, 3
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
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
Support for Pupil Premium students from Underachieving Groups Lead Teachers	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	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
Library assistant carrying out small group reading interventions for	EEF evidence that literacy interventions have high impact for moderate cost and is very effective at improving pupil outcomes.	1, 2

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
students with low reading ages to support their literacy		
EAL support with new laptop trolley and students being entered for community languages to aid progression	<p>Access to ICT is hugely beneficial for EAL pupils, many of whom are also disadvantaged, as it allows them to access the work in lessons much more effectively</p> <p>Entering EAL pupils for community languages allows them to build their confidence and qualifications by gaining a GCSE in their home language</p>	1, 2, 5

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

Budgeted cost: £ 120,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Inclusion team to ensure disadvantaged students are engaged in school	In school evidence that a strong inclusion team helps support vulnerable pupils ability to access education	3, 4, 5
School Counsellor to ensure disadvantaged students are getting mental health support	In school evidence that a strong inclusion team helps support vulnerable pupils ability to access education	3, 4, 5
Attendance and Welfare Officer to ensure good attendance from key groups	Evidence shows AWO's discover absentee patterns, build positive relationships with parents and put supportive interventions in place to reduce absenteeism in schools.	3, 4, 5
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.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
ICT access for students who don't have access at home	Laptop and dongle provision for PP boys to support independent learning at home	1, 2, 3, 5
XLP interventions for disengaged students	Mentoring builds relationships with young people to develop resilience, character and aspirations with the support of an adult.	3, 4
Free music lessons to engage students with school	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.	3, 4, 5
Extra-curricular activities to engage students	Wide range of extracurricular opportunities on offer to a) improve access to cultural capital b) improve engagement with school life	3, 4, 5
Provision leadership opportunities for students	Student leadership team provides students with opportunities to build up their CV, sixth form applications, UCAS applications etc, thus improving future life chances.	3
Unifrog activities to raise aspirations and improve information advice and guidance for key groups	Unifrog evidence shows students gain a greater understanding of future pathways and opportunities available to them, building aspirations and engagement with school.	3, 5
Trips subsidies to widen access and participation	Allows disadvantaged students access to cultural capital opportunities they might not otherwise be able to access.	3, 4, 5
Beyond Equality intervention for Year 8-10 to address gender identity and discrimination concerns.	School based research showing that some students have concerns around gender issues and discrimination and opportunity to develop student's identity and sense of self.	4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
MIND intervention for Year 7 to focus on mental health	Evidence of impact of poor mental health on engagement in school.	4, 5, 6
Free food to support students who cannot afford it. Weekly meal subsidies, free porridge, free fruit and breakfast foods.	Free School Meals supports many of our students, but only covers one meal a day and many of our students are still hungry. We also have students who are in poverty but do not qualify for Free School Meals.	3, 4, 5

**Total budgeted cost: £240,000**

## 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 2021 to 2022 academic year. Last year there were 5 intended outcomes in the PP strategy document with an evaluation of how we have met each of these areas below.

Intended Outcome	Evaluation
Narrow the progress gap for PP students at FHS	PP students progress increased by 0.27 to -0.18 with the gap narrowing to 0.4 between PP and all students whose P8 was 0.23. FHS PP students -0.26 below national non-PP. FHS students significantly better (+0.27) progress than national PP figure.
Ensure Year 11 PP students can access suitable Post 16 studies	All PP students have been accepted onto Post 16 studies. 39% of disadvantaged students achieved 5+ in English and Maths with 65% achieving 4+ in both greatly supporting their options for Post 16.
Narrow the literacy gap between PP and non- PP students	The reading Standard Age Scores of all students has improved in this period, including the PP students whose reading has improved by between 3 and 6 points depending on the year group. However, the non-PP students reading is improving more rapidly than the PP students so the gap between PP and non-PP with their reading has continued to widen in all year groups.
Narrow the attendance gap between PP and non-PP and reduce the number of PP persistent absentees	Attendance of PP students has worsened this year with an attendance gap of 3.7% between PP and non-PP in 2022-23 and a gap for Persistent Absence of 20% between PP and non-PP. Attendance nationally, locally and at Forest Hill has got worse this year and unfortunately this has been reflected at Forest Hill by a widening gap for PP students. However, attendance remains above local and national figures overall.

Intended Outcome	Evaluation
Improve the behaviour for learning of PP students	<p>No PP students were given a Permanent Exclusion in 2022-2023. 38% of Fixed Term Exclusions were given to PP students which is higher than the % of PP students in the school (27%), however this is much lower than the previous year when 52% of FTE's went to PP students.</p> <p>41% of behaviour events were assigned to PP students, which is lower than 42% in 2021-22 but significantly higher than the 27% of students in the school. The % has reduced from 2021-22 but not as much as we would like.</p>

## Externally provided programmes

Programme	Provider
Tackling Toxic Masculinity	Beyond Equality
Year 7 Mental Health training	Mind