

The Pupil Premium at FCHS 2018-19



What is Pupil Premium?

In April 2011 the Government introduced the Pupil Premium. This was additional funding allocated to schools so that they can support their disadvantaged students and close the attainment gap between them and their peers. The students eligible are:

1. Pupils in years 7 to 11 recorded as Ever 6 FSM
2. Ever 6 service children or those in receipt of a child pension from the Ministry of Defence

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between disadvantaged children and others by ensuring that funding to tackle disadvantage reaches the pupils who need it most. **Pupil Premium is currently £935 per student per year for Ever6 FSM students and £300 per student per year for Ever6 Service Children.**

What is Pupil Premium Plus?

From April 2014, the government provided additional money to schools to raise the attainment of the following groups of students:

3. Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
4. Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

This funding is known as the **Pupil Premium Plus**. In doing this, they acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting students who have had a difficult start in life. **Pupil Premium Plus is currently £2,300 per student per year.**

Pupil Premium at FCHS

FCHS is situated in an area of comparatively favourable socio-economic circumstances. The proportion of students for whom we are in receipt of Pupil Premium funding is much lower than the national average at approximately **18%** compared to a national average of **28%**. For the 2018-19 financial year, the numbers of students in each year group for whom we are in receipt of pupil premium were as follows:

Year Group	Size of cohort	Number of students eligible for Pupil Premium	% entitled eligible for Pupil Premium
7	179	31	17%
8	180	34	19%
9	178	31	17%
10	173	31	18%
11	178	29	16%
7-11	888	156	18%

For the academic year **2016-2017**, this gave us a total funding of **£127,580**

For the academic year **2017-2018**, this gave us a total funding of **£137,865**

For the academic year **2018-2019**, this gave us a total funding of **£134,285**

Our aim for Pupil Premium students



Nationally, there is a gap between the achievement and progress of students identified as disadvantaged and those who are not and our aim is to continually narrow this gap at Finchley Catholic High School so that it closes. We have high aspirations for all of our students and strongly believe that no individual should be left behind; our role is to support each student to maximise their progress in school and to take advantage of the wider opportunities it has to offer, and through this, to raise their aspirations for life beyond school. We will aim to ensure that the rich opportunities that are made available through their school life help to raise their expectations of themselves and to support their future ambitions.

We are able to spend the Pupil Premium funds in ways which we think will best achieve this and our mission for all students ***'to grow enquiring minds that will value scholarship and develop a joy of learning that will stay with us all our lives.'***

For students who start Year 7 with lower prior attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations by the end of KS3 and that they sustain this through KS4. However, we will ensure that disadvantaged students with higher prior attainment are also given the opportunity to enrich their school experience, make accelerated progress and develop high aspirations.

Governors and all members of staff, both teaching and non-teaching, are fully aware of their responsibility for improving the life chances of disadvantaged pupils, be they academic, pastoral or social. They are firmly committed to meeting the needs of this diverse group and our aim is to identify the barriers to learning of disadvantaged students in our community and work with them to eliminate these barriers and enable them to accelerate their progress and develop their potential.

How we do this in practice



Knowing who the students are - there is an expectation that:

- All staff are aware of which students in their classes/form groups are Pupil Premium via information on SIMs
- All teaching staff have indicated students who are Pupil Premium on their seating plans and have thought about how their position in the class will facilitate their progress in lessons
- All teaching staff have highlighted students who are Pupil Premium on their intervention triangles and have identified and are implementing strategies which will accelerate their progress regardless of their starting point; for example, this could involve additional in class support for those students who need it, but equally, the opportunity to lead learning for the more able
- All staff are prioritising students who are Pupil Premium for any additional support classes they are running whether they are sessions aimed at:
 - (i) progress at the lower end e.g. Foundation to Developing at KS3; G to D/1 to 3 at GCSE
 - (ii) crossing a threshold e.g. Developing to Meeting at KS3, D to C or 3 to 4/4 to 5 at GCSE
 - (iii) targeting top grades e.g. Meeting to Exceeding at KS3, B to A to A*/6 to 7 to 8 to 9 at GCSE
- All staff are prioritising students who are Pupil Premium for enrichment opportunities within their department/pastoral team and for extra-curricular opportunities
- All staff are identifying students who would benefit from additional pastoral support both internally and externally
- All staff are taking advantage of CPD aimed at improving provision for and progress of Pupil Premium students

Analysing data - there is an expectation that:

- Curriculum Areas are comparing the progress of Pupil Premium students and non-Pupil Premium students in each cohort after each data pick-up. This is undertaken by both subject teachers and Curriculum Leaders and strategies will be amended in the light of this
- Pastoral Teams are comparing the progress of Pupil Premium students and non-Pupil Premium students in their form group/year group after each data pick-ups. This is undertaken via Form Tutors, Assistant Pastoral Leaders and Pastoral Leaders and strategies will be amended in the light of this
- Pastoral teams are addressing concerns relating to attendance and punctuality, fixed term exclusions, parental engagement, behaviour and behaviour for learning
- Successes are celebrated to increase motivation levels

Monitoring and Review – there is an expectation that SLT will oversee the provision for and progress of Pupil Premium students at a curriculum level and pastoral level through:

- Ensuring that provision for Pupil Premium students is monitored in observations, learning walks, book monitoring and marking monitoring
- Supporting and challenging the response to analysis of data pick-ups
- Overseeing the response to concerns and successes at both pastoral and curriculum level
- Ensuring that Pupil Premium students are targeted for additional support classes and enrichment opportunities
- Carrying out reviews of all provision pertaining to Pupil Premium students so that practice continues to improve
- Appointing a Pupil Premium Champion to oversee provision and monitor effectiveness

In addition, all information collated, including the Behaviour and Safety report, is reported on to governors through committee meetings and at Full Board, so that this group remains a high priority for all stakeholders.

Barriers



There is no typical profile of a disadvantaged student at Finchley Catholic High School but year on year, students span the entire spectrum regarding:

- APS on entry
- Behaviour for learning
- Ambition and aspirations
- Attendance and punctuality
- Parental engagement
- Involvement in the wider life of the school
- Behaviour
- Cultural capital

Through a variety of methods, the barriers specific to individual students will be identified and appropriate strategies implemented to help accelerate their progress whatever their starting point.

GCSE outcomes for students

Summer 2018



INDICATOR	FCHS (COHORT)			FCHS (PP)			FCHS (Non PP)		
	2018	2017	2016	2018	2017	2016	2018	2017	2016
≥Grade 4 in English	94%	93%	85%	85%	81%	68%	96%	94%	88%
≥Grade 4 in Maths	87%	94%	81%	70%	76%	68%	91%	97%	83%
≥Grade 4 in Eng & Maths	84%	89%	76%	67%	67%	58%	88%	93%	80%
≥Grade 5 in English	82%	80%	N/A	63%	43%	N/A	86%	86%	N/A
≥Grade 5 in Maths	73%	68%	N/A	48%	48%	N/A	78%	71%	N/A
≥Grade 5 in Eng & Maths	66%	63%	N/A	41%	33%	N/A	71%	67%	N/A
≥5+9-4 grades	83%	90%	84%	67%	67%	71%	86%	94%	86%
≥5+9-4 grades (inc EM)	79%	86%	76%	56%	62%	58%	84%	90%	79%
≥5+9-5 grades (inc EM)	66%	63%	N/A	41%	33%	N/A	71%	67%	N/A
% EBacc (Eng & Maths ≥4)	43%	47%	44%	33%	19%	27%	45%	52%	48%
% EBacc (Eng & Maths ≥5)	33%	43%	N/A	15%	10%	N/A	36%	48%	N/A
A8 score for English	11.41	11.12	11.52	9.70	8.76	10.00	11.72	11.51	11.82
P8 score for English	+0.17	-0.03	+0.10	-0.21	-0.29	-0.25	+0.24	+0.02	+0.17
A8 score for Maths	11.45	11.17	11.52	8.96	8.95	9.94	11.89	11.54	11.81
P8 score for Maths	+0.54	+0.37	+0.37	-0.11	+0.40	+0.16	+0.66	+0.36	+0.41
A8 score for EBacc	17.17	15.10	16.24	13.73	10.24	12.97	17.79	15.90	16.86
P8 score for EBacc	+0.62	+0.17	+0.37	+0.06	-0.38	-0.13	+0.73	+0.26	+0.42
A8 score for Other	16.65	16.60	17.76	13.76	12.88	15.52	17.17	17.21	18.16
P8 score for Other	+0.31	+0.01	+0.27	-0.21	-0.42	-0.08	+0.41	+0.08	+0.34
A8 score Overall	56.68	53.98	57.06	46.16	40.83	48.32	58.58	56.17	58.65
P8 score Overall	+0.42	+0.12	+0.28	-0.11	-0.22	-0.08	+0.52	+0.18	+0.37

Review of expenditure for 2017-18



The following is a breakdown of how our **£137,865** Pupil Premium funding allocation for 2017-18 was utilised.

Strategy	Year	Amount
Additional Curriculum groups including alternative curriculum, extra English and extra Maths groups, Structured Study Support Groups.	7-11	£18,000
Maths and English in-school intervention will be expanded next year. Half a member of staff in each department will be used for this purpose.	7 - 11	£25,000
Additional curricular support ; for example, curriculum workshops and enrichment programmes and additional fees related to exams. Specific training to deliver programmes directly supporting English e.g. Let's Think in English, Sound Training, contribution to Bedrock Reading Programme	8 - 11	£12,000
Additional curricular resources ; for example, revision guides, additional textbooks, online subscriptions and other electronic resources, resources for practical subjects, stationery and IT resources, music lessons	7 - 11	£10,000
Additional Intervention ; for example, English intervention, Maths intervention (via Saturday sessions), Sound Training, Literacy intervention, Revision Programmes.	7 - 11	£20,000
Additional extra-curricular opportunities ; for example, residential cultural trips, outdoor education, DofE, retreats, activity day subsidies, theatre trips, debating, music fees, Brilliant Club, Excellence in Scholars, Poetry workshops, Speak Our Challenge.	7 - 11	£20,000
Homework Club (Yr 7 – 9) and Study Group (Yr 10 -11).	7 - 11	£7,000
Additional Pastoral Support including Learning Mentors, School Counsellor, Speech and Language Therapy, Pupil Premium Co-ordinator + External Support	7 - 11	£15,000
Additional Next Steps Guidance for Options and Post 16 Guidance.	8, 10-11	£3,500
Miscellaneous including uniform support, breakfasts and lunch support, transport support, contribution to support packages to support monitoring of disadvantaged students.	7 - 11	£5,000
Training Costs: Internal and External	All	£2,000
		£137,500

Planned spending for 2018-19



The following is a breakdown of how our **£134,285** Pupil Premium funding allocation for 2018-19 will be utilised. All plans are subject to change as the school continues to evaluate existing strategies in order to focus on the most effective ways to narrow the achievement gap between its most disadvantaged students and the rest of the cohort.

Strategy	Year	Amount
Additional Curriculum groups including extra English and extra Maths groups, Structured Study Support Groups.	7-11	£10,000
Maths and English in-school intervention will be maintained next year. More than half a member of staff will be used for this purpose.	7 - 11	£20,000
Additional curricular support; for example, curriculum workshops and enrichment programmes, additional fees related to exams, Subject Conferences, PiXL Unlock, Y8 Finance Programme costs, contribution to Bedrock Reading Programme	8 - 11	£15,000
Additional curricular resources; for example, revision guides, additional textbooks, online subscriptions for subjects and other electronic resources, materials for practical subjects, stationery, equipment and IT resources, music lessons	7 - 11	£13,000
Additional Intervention; for example: Sound Training, Literacy intervention, Revision Programmes	7 - 11	£15,000
Additional extra-curricular opportunities; for example, residential cultural trips, outdoor education, DofE, retreats, activity day subsidies, theatre trips, debating, music fees, Brilliant Club, Excellence in Scholars, More Able Reading Programme, Speak Out Challenge	7 - 11	£25,000
Homework Club (Yr 7 – 9), CP Study Group (Yr 11) and Breakfast Club (Yr 7 – 11)	7 - 11	£7,000
Additional Pastoral Support including Learning Mentors (internal and external) School Counsellor, Pupil Premium Champion, Inclusion Manager, EWO, SLT Inclusion	7 - 11	£20,000
Additional Next Steps Guidance for Options and Post 16 Guidance.	8, 10-11	£2,000
Miscellaneous including uniform support, breakfasts and lunch support, transport support, contribution to support packages to support monitoring of disadvantaged students.	7 - 11	£5,000
Training Costs: Internal and External	All	£2,000
		£134,000

How impact will be measured



The impact of the strategies adopted will be measured in a number of ways, including:

- 1. Academic Achievement and Progress over time**
- 2. Behaviour for Learning over time**
- 3. Attendance and Punctuality over time**
- 4. Behaviour over time including rewards and sanctions and fixed term exclusions**
- 5. Parent Engagement over time**
- 6. Involvement in curriculum enrichment activities and extra-curricular activities and the wider life of the school over time**
- 7. Access to wider pastoral support over time**

Further Information

If you think your son may be entitled to Free School Meals, we encourage parents to register so that FCHS receives our maximum Pupil Premium entitlement. Please contact Maggie Duffy in the school office at mduffy@finchleycatholic.org.uk if you need any advice on this.

For more information on the Pupil Premium: www.education.gov.uk/schools/pupilsupport/premium

For more information about eligibility and applying for Free School Meals:
http://www.barnet.gov.uk/info/4/free_school_meals/688/free_school_meals