

Friesland School Pupil premium strategy statement



School overview

Metric	Data
School name	Friesland School
Pupils in school	1291 (1108 Y7 – Y11) (183 6 th form)
Proportion of disadvantaged pupils	268 (262 (24%) Y7 – Y11)
Pupil premium allocation this academic year	£258,120
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	September 2021
Statement authorised by	Craig Patterson
Pupil premium lead	Craig Patterson
Governor lead	Martin Garnett

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.62
Ebacc entry	18%
Attainment 8	36.9
Percentage of Grade 4+ in English and maths	29%
Percentage of Grade 5+ in English and maths	21%

Strategy aims for disadvantaged pupils three year overview (September 2019 – August 2022)

Long term plan:

Priority 1: Knowledge retention and improved engagement in the classroom

The school offers a rich, broad and balanced curriculum which offers appropriate challenge to all learners. The ability of our disadvantaged cohort to retain key knowledge is key to their success across all subjects. Full engagement in all lessons and learning activities is key to that retention of knowledge and overall success

Priority 2: Improved literacy

We have identified a gap in literacy skills between our disadvantaged and non-disadvantaged students on entry, alongside other issues around access to books in the home and associated cultural capital gaps. Improving the literacy of our disadvantaged cohort is vital across all subjects and for the improved life chances of our students.

Priority 3: Attendance

We have identified an attendance gap between our disadvantaged and non-disadvantaged students on entry, which grows through Y7 – Y11. A key priority for us is to ensure regular attendance to school for our disadvantaged cohort.

Priority 4: Aspiration and motivation to succeed

There is a clear gap between the aspirations of our disadvantaged and non-disadvantaged students, which is subsequently linked to student's motivation to succeed and move onto the next steps in education, training or employment. Raising those aspirations and ensuring our disadvantaged cohort achieve their goals is a key priority for the school.

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.30 or better	Aug 2021
Attainment 8	39 or better	Aug 2021
Basics Grade 4+	40% or better	Aug 2021
Basics Grade 5+	25% or better	Aug 2021
Other	-0.35 or better	Aug 2021
Ebacc entry	30%	Aug 2021
Attendance	94%	July 2021
PA	20%	July 2021
Attendance gap	3%	July 2021
Rewards gap	-6%	ongoing
C3 gap	Below 1	ongoing
C2 gap	4 or below	ongoing

Teaching priorities for current academic year

Measure	Action
Knowledge retention	Staff training to continue on strategies in the classroom to aid knowledge retention, all lessons to have the retention of key knowledge as a focus
Engagement with high quality teaching	Through consistent use of the 'Friesland Lesson' and departmental '5 Pillars' all PP students to receive high quality teaching, resulting in improved progress
Barriers to learning these priorities address	The ability to retain knowledge has a significant impact on learners' ability to engage fully with the curriculum and to be successful in exams. Engagement in learning, and access to high quality teaching, are barriers to progress.

Targeted academic support for current academic year

Measure	Action
Literacy focus and intervention	Accelerated reader and associated booster intervention to continue in KS3, with reading initiatives across the whole school to continue
Targeted Y11 intervention	The introduction of a more targeted intervention programme across KS4, with an initial focus on Y11
Barriers to learning these priorities address	Lower levels of support at home in terms of both reading and general support with school

Wider strategies for current academic year

Measure	Action
Mentoring programme	General pastoral issues greatly impact on our disadvantaged student's ability to engage fully with their lessons. Aspiration is often also low, with little knowledge of routes post 16 or how to access those routes
Attendance focus	Increased attendance of disadvantaged students across all year groups, and reduced instances of PA
Student engagement projects	Our disadvantaged cohort often do not engage fully with the school community and wider offer, we need to increase that engagement
Barriers to learning these priorities address	A culture of not attending school, or lessons, needs to be challenged, alongside general perception of school and education.

Quality of teaching for all					
Action	Intended outcome	Evidence and rationale	Implementation	Lead	Review
The 'Friesland lesson' to help deliver consistently good or better lessons across the curriculum	Improved engagement, motivation and progress of disadvantaged students, especially disadvantaged boys. All staff to make sure that all PP students: - Are seated appropriately in the plan - Get high quality verbal feedback first - Receive high quality, challenging questioning -Are rewarded regularly, Specifically for our PP boys, staff will use challenge rather than competition to motivate in lessons. PP students to all receive regular high quality homework.	The EEF identify feedback (+8) and homework (+5) as cost effective ways of boosting progress for all students, and hence the disadvantaged. We feel our PP cohort needs to be more motivated and hence engaged, which has led to the purchase and use of class charts. Challenges are set around securing points that all can reach, rather than competitions that have one winner, and hence multiple 'losers'. Student voice from tells us that our students were demotivated by rewards they felt they could not achieve.	Via the whole school 'Deep Dives' and departmental QA. Via the link meeting process. Via the weekly class charts reports	KP/AM	Half termly for the QA impact statements and link meeting reports. Weekly via class charts reports In depth via departmental reviews and external whole school PP review
Staff CPD on metacognition and knowledge retention across 2019 – 2021 Ongoing staff CPD on the disadvantaged purchased via 'challenge education'	Staff to be trained on metacognition and knowledge retention via both external courses, internal project work and sharing good practice. That training to lead to improved practice in the classroom, improved learning and hence improved performance in tests and exams. Whilst all students will benefit from this, the disadvantaged will be a key focus in the classroom. Whilst we have offered a variety of CPD on the disadvantaged over time, we have gone for an external provider this year, in part for a different 'voice' and in part due to the possibility for remote CPD	The EEF identify metacognition (+7) as an effective impact in the classroom. From the 2019 GCSE result, and through our own QA work, students remembering enough content in terminal testing has been raised as a key barrier to progress. Staff CPD is essential for the continual improvement of our quality first teaching.	Via CPD impact monitoring, including whole school QA, CPD feedback sheets, PP student voice and test/exam results 6 sessions to be delivered through the year; 3 for all staff and 3 for certain individuals/roles in school. Departments will 'action plan' after each session, feeding into impact strategies	KP	Half termly via QA impact statements Termly via PP student voice At data entry points through the course of the year.

The literacy of our disadvantaged students to improve	All disadvantaged students to read for pleasure for at least 2.5 hours per week in school. Accelerated reader to be used across KS3 to boost reading age and comprehension. Reading mentors for certain KS3 PP students from November 2020. DEAR days to continue half termly for the whole school, highlighting the importance of reading to our disadvantaged cohort. All staff to be teachers of literacy, using the literacy marking policy consistently to improve written work.	Internal QA and the 2019/20 GCSE results highlighted issues around literacy as a key barrier to interpreting text and responding to questions appropriately. The EEF identify reading comprehension (+6) as an effective impact strategy.	Via QA of the literacy policy, both at departmental and whole school level. Accelerated reader scores for disadvantaged students to improve and close to their non-disadvantaged counterparts	JBi	Weekly via form reading records Via the QA process Regularly as reading ages are updated in AR
Enhanced staffing to allow for smaller group teaching and intervention work	English and maths to run 5 classes across all year groups, allowing for smaller group teaching and more targeted intervention within lessons.	Literacy and numeracy are key to both the success of our students in school and in securing appropriate routes post 16. The EEF have reducing class size as an effective intervention (+3)	Through departmental and whole school QA	KP/AM	Regularly via QA and the link meeting process post data capture
Total budgeted cost					£ 120,000
Targeted support					
Action	Intended outcome	Evidence and rationale	Implementation	Lead	Review
Disadvantaged mentoring programme	All PP students to receive an appropriate level of mentoring/support across 2019 - 2021, either: <ul style="list-style-type: none"> 1:1 staff mentor from the mentor team 1:1 teacher staff mentor 1:1 peer mentor 1:1 literacy mentor Form tutor monitoring 6th form mentor or reading support 	This is an evolution of a programme that we feel has worked well at Friesland across a number of years. Whilst the EEF do not currently have mentoring as a high impact intervention, we believe that it is key to provide that level of support for our disadvantaged cohort across all year groups	Regular meetings between the PP lead and mentoring team. Analysis of attendance, rewards and behaviour data every week. Analysis of progress and effort data at data capture points.	CP	Termly at the strategy update points: winter, spring, summer. At every data point.

	Support to be aimed at need, with targets set at each meeting and reviewed at the next. Key targets and teaching advice to be added to the notes section on class charts for staff to use in their planning and interactions with the students.				
The careers programme to support aspirations and provide viable routes post 16 for the disadvantaged	Unifrog to be used across all year groups to enhance careers provision, aspiration and motivation. Our expanded careers offer to target disadvantaged students in the first instance. All disadvantaged students to take part in Y11 careers day in November, with follow up visits to open days and/or employment opportunities via the mentoring programme.	In our community, especially our disadvantaged community, social mobility is low. Aspirations beyond merely finishing school can also be low. We believe that we need to make the routes beyond education more accessible to our PP cohort. Whilst the EEF have aspiration intervention at low impact, we feel that our situation warrants the input.	QA of unifrog usage, followed up by the pastoral team. Disadvantaged student voice on the mentoring programme, careers advice and careers day for Y11. NEET figures across time for the disadvantaged cohort.	MP	Regularly via the QA programme At specific points in the year for the careers input (winter, spring and summer strategy updates) At data points for RONI and hence NEET.
Departmental budget and improvement strategy	20% of all department budgets to be ring fenced for PP spend, with each planning and evaluating the success of that via their departmental SEFs	The performance of the disadvantaged is inconsistent across faculties, this strategy is to allow individual areas to respond to their specific need. Budgets were increased to meet the financial need.	Scrutiny of subject SEFs and departmental priorities Whole school and departmental QA. Results analysis	CP	Regularly via QA and 'Deep Dive' process At points in the year through the data capture process Yearly through SEF analysis and results analysis

Targeted intervention programme	To run a more targeted intervention programme, alongside our Covid 'catch up' plan. Initially focussed on Y11 but spreading to all year groups. Running bespoke intervention for individuals or small groups based on specific need, both during and after school.	High quality intervention, alongside high quality teaching and strong behaviour and attendance plans, is shown to have a significant impact on outcomes.	Focussed meetings at data points, led by middle leaders working alongside AM, to identify need followed by intensive intervention	AM	At data points, via the QA, deep dive and link meeting structure
Total budgeted cost					£80,000
Wider Strategies					
Action	Intended outcome	Evidence and rationale	Implementation	Lead	Review
Attendance of the disadvantaged cohort to improve	Our new attendance team to have a focus on the disadvantaged cohort in the first instance: TAG groups, home visits and in school mentoring. Pastoral leaders to use the weekly attendance file to challenge poor attendance and liaise effectively with the attendance team. Positive relationships in school, high quality teaching and an embedded rewards culture to encourage improved attendance among our disadvantaged cohort.	Attendance of our disadvantaged cohort across time is poor, often following on from poor attendance at primary school. Poor attendance is preventing students from making the appropriate progress across the curriculum.	Weekly attendance update leading to a Monday meeting in the pastoral team. Key focus groups and individuals then drawn up for the week ahead.	BMi	Weekly followed by more detailed analysis of attendance Vs progress at data capture points.

Rewards and behaviour systems to change in order to improve engagement and motivation of the disadvantaged cohort	New rewards and sanctions system to be in place from September 2019, based on the class charts app. More rewards to be given, with challenge not competition the key focus. PP students to receive far more positive feedback and far fewer sanctions. Attachment awareness training to take place for all staff, around lessening confrontation and building positive relationships with disadvantaged students.	The rewards and behaviour statistics from 2018/19 show that disadvantaged students receive fewer rewards than their non-disadvantaged peers, but significantly more sanctions. This was building a negative perception of school, leading to poor attendance and poor progress. The EEF have behaviour interventions as an effective strategy (+3)	Tracking of class charts to ensure consistent use. Through both departmental and whole school QA of B4L as well as the impact of attachment training. Through disadvantaged student voice.	CP	Weekly ABR file At data points to link with progress
Engagement projects	A significant issue for our disadvantaged cohort is positive engagement with Friesland. Improving this would contribute to improved attendance, behaviour and ultimately progress. HoY to be given an initial budget of £5000 to run projects to engage and enthuse 'hard to reach' students and parents, designing a rewards structure to motivate and engage. We would also hope to improve parental engagement via the programme, building on the successes across lockdown	The EEF have behaviour intervention at + 3, the goal here would be to engage students to engage more positively with Friesland and hence behave and learn better	HoY to design appropriate projects and implement in Nov/Dec. Dis student voice to be used extensively in the process	HoY	At regular intervals, but also at the strategy update points; January, spring and summer. Weekly via ABR
Increased parental engagement	Engaging parents with school and their children's education has a significant impact on student progress; we have a significant parental engagement gap between disadvantaged and non-disadvantaged parents. PP students to be targeted for parents evenings, with different formats offered to assist with engagement; including phone calls, video calls, home visits where possible or appropriate	The EEF highlight parental engagement as a +3 impact. We also know from our own experience that the better we engage parents, and the earlier, the better students engage with school and subsequently perform.	HoY and pastoral support teams to build a package around individual parents to help them engage with school	HoY	Via parents evening analysis Classcharts analysis
Total budgeted cost					£50,000

Review: last year's aims and outcomes

Aim	Outcome
<p>Disadvantaged boys gaps to close to disadvantaged girls, both internal gaps and progress gap</p>	<p>We introduced class charts to help motivate boys, with some initial success which we need to build on across 2020/21</p> <p>Boys were targeted first for strong mentors, which did have a positive impact in many cases, which we will continue with in 2020/21, but expanded and even more targeted</p> <p>We worked hard at being more supportive of our boys, using language and skills picked up from attachment training. This was starting to have an impact and will continue.</p> <p>Similarly, knowledge retention work and low stakes testing were starting to impact and will continue.</p> <p>The 'Friesland lesson' was introduced, with clear and consistent expectations around the diet all disadvantaged students should receive in all lessons. This will be expanded into 2020/21, with a more rigorous QA process centred around impact and continual departmental improvement</p> <p>We still have significant work to do, however, as boy-girl gaps remain significant:</p> <p>CAG P8: -0.87</p> <p>C2: 5.1 per week</p> <p>C3: 2.1 per week</p> <p>Exclusions: 0.05</p> <p>Attendance: -5.5%</p> <p>PA: -4.7%</p>

<p>Internal gaps between disadvantaged and non disadvantaged students to close, with disadvantaged students more engaged with school</p>	<p>In the first half of 2019/20, up until the closure, we were having some success with closing our internal gaps and improving the general engagement with Friesland of our disadvantaged cohort.</p> <table border="0"> <tr> <td>Rewards gap 2019: 11%</td> <td>Target 2020: 6% (Jan: 9%) (Apr: 10%)</td> </tr> <tr> <td>C2 gap 2019: 7.6</td> <td>Target 2020: 4.0 (Jan: 4.6) (Apr: 5.2)</td> </tr> <tr> <td>C3 gap 2019: 2.7</td> <td>Target 2020: 1.5 (Jan: 1.0) (Apr: 1.1)</td> </tr> <tr> <td>Exc. gap 2019: 0.4</td> <td>Target 2020: 0.2 (Jan: 0.1) (Apr: 0.1)</td> </tr> <tr> <td>Attendance gap 2019: 4.6</td> <td>Target 2020: 3.0 (Jan: 5.1) (Apr: 5.2)</td> </tr> <tr> <td>P8 gap 2019: -0.55</td> <td>Target 2020: -0.25 (Jan: -0.56) (Aug: -0.9)</td> </tr> </table> <p>As you can see, we did not close the rewards gap, which was a major goal of the strategy. This work will continue into 2020/21 and beyond. We will continue to work on the culture and ethos of Friesland school and how design that to be able to reward our disadvantaged students, especially boys. Whilst we were successful in moving away from a ‘consequences culture’ to an extent, we did not reach our C2 target gap, but did reach the target for ‘serious’ sanctions; C3 and exclusions. This work continues into 2020/21, especially as disadvantaged students remain disproportionately more likely to be excluded.</p> <p>Attendance remains a significant concern, with a further revamp of the team underway in the autumn of 2020. New personnel and structures will be in place from November 2020. The attendance issue directly leads to the progress issue; our disadvantaged, especially boys, cannot achieve if they are not in school. There are serious issues outside of school which impact here, so continued work with outside agencies remains part of the solution.</p>	Rewards gap 2019: 11%	Target 2020: 6% (Jan: 9%) (Apr: 10%)	C2 gap 2019: 7.6	Target 2020: 4.0 (Jan: 4.6) (Apr: 5.2)	C3 gap 2019: 2.7	Target 2020: 1.5 (Jan: 1.0) (Apr: 1.1)	Exc. gap 2019: 0.4	Target 2020: 0.2 (Jan: 0.1) (Apr: 0.1)	Attendance gap 2019: 4.6	Target 2020: 3.0 (Jan: 5.1) (Apr: 5.2)	P8 gap 2019: -0.55	Target 2020: -0.25 (Jan: -0.56) (Aug: -0.9)
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<p>Literacy rates for disadvantaged students to improve</p>	<p>The work on literacy, especially the accelerated reader and DEAR programmes, are really having an impact across the school. This will continue into 2020/21, despite the funding having now run out, costing the school £6000 per year. Having analysed the programme we feel this is a cost which is of significant benefit to the students.</p> <p>DEAR remains part of the calendar and will continue to do so, with a re-launch after the closure.</p>												

	<p>The 2.5 hours reading per week will relaunch from November 2nd now that library lessons have worked through the KS3 system remotely.</p> <p>Across KS3, 49% of PP students improved their reading age between test 1 and test 2. This is hugely positive and a figure we will look to build on.</p> <p>Sadly, due to the closure, this improvement stalled and test 3 did not take place. It was clearly working, however, hence the continuation despite the funding having ended.</p>
<p>Improved attendance rates for disadvantaged students, and reduced PA figures</p>	<p>Attendance of our disadvantaged students remains a significant issue and a key element of our 3 year strategy. Obviously, our 2019/20 plan was stopped at closure point in March; and significant issues remain on re-opening, with self isolation making statistical work on attendance rates very difficult since September 2020. We will have a new team in place by November 2020, using new systems and intervention strategies.</p> <p>Attendance gap 2019: 4.6 Target 2020: 3.0 (Jan: 5.1) (Apr: 5.2)</p>
<p>Improved parental engagement for parents of disadvantaged pupils</p>	<p>The parents evening attendance gap, up until closure point, was at 37% and not improving despite our best efforts. From 2020 parents evenings will run in a different format, so we will aim to build on improved communication over the closure. We will proactively engage more with our disadvantaged parents.</p> <p>The 'enrichment fund' was working well up until the closure, with 18% of engagement with all enrichment from PP students. A lot of that work is currently not going on, so will be paused. We will continue to ensure that the disadvantaged are represented proportionately on the student council and committees however.</p> <p>84% of disadvantaged students/parents were engaging with class charts, the goal is to get that to 100% through the course of 2020/21</p> <p>Attendance to parental engagement sessions was poor, but we will try again when permitted. Attendance to the Y11 Revision evening was good, the move to November certainly worked. We will run a similar, but distanced, event in 2020.</p>