



# Fallibroome

National Teaching School  
Specialist Arts College

**Pupil Premium Strategy**

## Review Date 7<sup>th</sup> June 2021

Metric	Data
School name	The Fallibroome Academy.
Pupils in school	1526
Proportion of disadvantaged pupils	14.1%
Pupil premium allocation this academic year	£135,002
Academic year or years covered by statement	2020, 2021.
Publish date	March 2020, June 2021
Review date	October 2021.
Statement authorised by	Mr F. Power
Pupil premium lead	Mr M Priest
Governor lead	Mrs R. Johnson

### Disadvantaged pupil performance overview for last three academic years of official data 2017- 2019

Performance Measure	2017	2018	2019	2020+	National 2019
Progress 8	-0.09	-0.07	-0.38	+0.17	0.13 (all pupils, all backgrounds)
Attainment 8 Score	38.8	39.3	38.4	45.6	50.3
Ebacc entry	24%%	12%	17%	17.85%	40% (all pupils, all backgrounds)
Percentage of Grade 5+ (B) in English and Maths	35%	32%	31%	32%	24%
Percentage of Grade 4+ (c) in English and Maths	47%	63%	41%	67.9%	44%
Ebacc	24%	9%	7.5%	17.85%	
Students staying in education or	56%	88%	90%		

employment after Key Stage 4					

## Introduction

The central element of our Pupil Premium Strategy lies in Quality First Teaching. By making sure that we keep expectations high for all students and that we support each individual to work hard in every lesson, we maximise the chances of our Pupil Premium students reaching their full potential. Alongside working with our staff to maximise the quality of lesson delivery, this approach has led us to focus heavily on maintaining the highest standards of student behaviour and effort in every lesson. It has also led us to being quick to intervene with respect to the minor organisational issues (punctuality, basic equipment, homework, etc.) that can slowly undermine a student's progress in school, especially if they come from disadvantaged background.

Alongside this work, we have also identified a number of key issues that typically impact negatively on the outcomes and experiences of our students. This includes:

- Subject achievement
- Attendance
- Persistent absence
- Behaviour standards in lessons and around school

- Homework completion
- Punctuality
- Uniform
- Extracurricular engagement

Rather than design a strategy that attempts to focus solely on Pupil Premium (PP) students, we have chosen to focus our efforts on dealing with how these issues typically impact negatively on the outcomes and experiences of all students. We believe that this is the correct approach to take because:

- We have a moral obligation to support all students who are having a negative experience at school, regardless of their background.
- As these issues typically have a disproportionately negative impact on PP students, we believe that any success we have in these areas will have a disproportionately positive impact on their outcomes.
- By taking this approach, we have deliberately set out to improve the outcomes for all our students. As such, while we expect our PP outcomes to improve, we do not expect to eliminate the gap between them and their peers entirely.
- The actions listed in the table below describe the work we are doing in these areas. While we expect this work to have a positive impact on all our students, we have also listed targets that describe how we expect these strategies to impact specifically on Pupil Premium students. Our progress towards these targets is then recorded in our Pupil Premium Profile.

Our spending against each of these priority areas is described in Appendix 1.

Theme	Targets	Actions
GCSE Achievement	<p>To achieve a Progress 8 score of 0 or higher for PP students.</p> <p>To achieve a Progress 8 score of 0 or higher for high ability PP students.</p>	<p><u>Actions Aimed at All Students</u></p> <ul style="list-style-type: none"> <li>• We have created an Assistant Principal role with a specific brief to oversee student achievement. Improving PP outcomes is a key element of this role.</li> </ul>

		<ul style="list-style-type: none"> <li>• Through our curriculum modelling and our advice and guidance processes, we are careful to ensure that curriculum choices lead to valid and credible post-16 pathways. We are especially careful to ensure that all our students maximise their P8 coverage whenever possible.</li> <li>• We Work Pupil Premium disadvantaged students and their parents to establish high expectations for progress and attainment.</li> <li>• We have introduced small group tuition in Maths to support progress outcomes.</li> <li>• We have created supervised space to exclusively support Y11 students who wish to study during lunchtimes.</li> <li>• We have established sessions after school to support students who wish to practice examination questions in formal test conditions.</li> <li>• We frequently share good practice from high performing departments via middle leader and whole staff meetings.</li> <li>• We plan a wide range of interventions to support students who are below target (SLT, ML)</li> <li>• We have restructured Study Leave during the external GCSE exams so that students are much more closely supported at these times, especially if we believe they may lack the independent study skills to make positive use of this time.</li> <li>• We have introduced 'Futures Meetings' with parents to review outcomes for any student who we believe is at risk of not meeting their potential.</li> <li>• We identify particular Y11 students and give them a designated staff mentor to support them on an individual basis during the year.</li> <li>• We have a weekly Pastoral Team Meeting which is used to discuss arising pastoral issues and develop targeted support for individuals.</li> <li>• We hold a fortnightly Achievement Meeting (VP, LM Year 11 and Achievement Lead) to review the progress of Y11 students.</li> <li>• We hold a fortnightly Student Support Meeting (VP, Pastoral Lead, SEN Lead, and Achievement Lead) where we review and plan support for a designated caseload of students</li> </ul> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>We have identified the following as particular barriers to learning for PP students:</p> <ul style="list-style-type: none"> <li>• Low attainment on entry in Y6</li> <li>• Low attendance</li> <li>• Poor behaviour standards</li> <li>• Low homework completion percentage</li> <li>• Preventing the attainment gap widening. Currently 20/32 subjects returned positive value added for disadvantaged students with good attendance.</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• We meet individually with PP students and their parents to establish high expectations for progress and attainment.</li> </ul>
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		<ul style="list-style-type: none"> <li>• We ensure all PP students have up to date revision guides and key texts as appropriate to each subject.</li> <li>• All DTLs report on PP attainment to VP and Achievement Lead follow each KS4 data entry.</li> <li>• We scrutinise the progress of all individual PP students following each data point and direct students to curriculum interventions as appropriate.</li> <li>• We ensure that identified PP students are included in small group interventions to support Maths and English.</li> <li>• The Assistant Principals for Curriculum and Achievement ensure that all disadvantaged students receive an options interview that is aspirational and that this is followed up with a career discussion.</li> </ul>
Attendance	<p>To achieve a PP attendance figure of 94.1% or higher (above the national figure for PP students)</p> <p>To achieve a persistent absence figure of 10% or lower.</p>	<p><u>Actions Aimed at All Students</u></p> <ul style="list-style-type: none"> <li>• The Assistant Principal (Pastoral) has the responsibility of raising student attendance</li> <li>• We celebrate good attendance through initiatives such as the 100% attendance challenge, Easter Egg challenge and reward certificates.</li> <li>• Our Pastoral team send daily text messages to non-attenders.</li> <li>• We escalate attendance issues via a series of letters, parental meetings and possibly FPNs</li> <li>• We meet frequently with parents to identify causes of low attendance and work to address these</li> <li>• We work with other Trust schools to share good practice and improve our approaches in this area</li> </ul> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>PP attendance and Persistent Absence continues to be an area that we are looking to improve. We have identified the following as particular barriers to attendance for PP students:</p> <ul style="list-style-type: none"> <li>• Low parental support</li> <li>• Historical poor attendance</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• We have developed a logging system and attendance tracker for key PP students</li> <li>• We have redeployed the Inclusion Assistant to focus on attendance and behaviour of PP students. This includes making daily phone calls to the parents of any absent PP students.</li> <li>• We have increased parental engagement through the use of the Inclusion Manager to support and gain traction with hard to reach families. This includes supportive meetings with families in a non-threatening environment.</li> <li>• The LM fortnightly attendance meeting focuses primarily on PP attendance.</li> <li>• We seek to buy in to the LA EWO service when this is available</li> </ul>
Behaviour	To reduce the total number of PP exclusions to 30 or fewer.	<u>Actions Aimed at All Students</u>

	<p>To reduce the number of PP students with more than one exclusion to 4 or fewer.</p> <p>To reduce the total number of internal isolations for PP students to less than 80.</p> <p>To reduce the number of PP students with more than one in-lesson isolation to less than 20.</p> <p>To reduce the total number of out-of-lesson isolations for PP students to 80 or fewer.</p> <p>To reduce the number of students with more than one isolation for out-of-lesson issues to less than 20.</p> <p>To reduce the number 'lates' per PP student to less than 8 per year.</p> <p>To reduce the number of uniform cautions per PP student to less than 3 per year.</p>	<p>We ensure that a combination of Staff CPD, the Ready to Learn behaviour system, curriculum development and a strong focus on departmental and whole school approaches to rewards are used to deliver the following to our students:</p> <ul style="list-style-type: none"> <li>• highly focused lessons</li> <li>• high expectations of pupil involvement and engagement with their learning</li> <li>• high levels of interaction for all pupils</li> <li>• appropriate use of teacher questioning, modelling and explaining</li> <li>• an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups</li> <li>• an expectation that pupils will accept responsibility for their own learning and work independently</li> <li>• the regular use of encouragement and authentic praise to reward and motivate pupils.</li> </ul> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>We have identified the following as particular barriers to good behaviour for PP students:</p> <ul style="list-style-type: none"> <li>• Punctuality: Cautions for students late to school are higher than for non-PP students</li> <li>• Higher number of internal isolations</li> <li>• Low parental engagement</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Each Learning Manager will identify key families and make phone calls as an added reminder of key events.</li> <li>• We use Refocus Cards and Inclusion to provide behaviour support to individuals' needs.</li> <li>• We closely monitor lates through R2L and work with students to address this</li> <li>• Learning Managers will identify key students for personal organisation based interventions.</li> <li>• Low engagement with school from some parents of disadvantaged students in key whole school information events. We have increased our focus on communication around Parents' Evenings, year group information and use the Inclusion Team to build relationships with hard to reach families.</li> </ul>
Homework	<p>To reduce the number of homework cautions per PP student to less than 5 per year.</p> <p>To reduce the of homework detentions for PP students</p> <p>To improve communication with and support from parents / careers regarding homework.</p>	<p><u>Actions Aimed at All Students</u></p> <p>Ensure that a combination of Staff CPD, the Ready to Learn behaviour system, curriculum development and a strong focus on departmental and whole school approaches to rewards are used to deliver the following to our students:</p> <ul style="list-style-type: none"> <li>• The development of quality homework that extends the learning</li> <li>• The use of R2L to monitor student's homework completion</li> <li>• Communication of expectations via assemblies, staff meetings and information evenings.</li> <li>• The targeted use of homework club to avoid sanctions for non-completion.</li> </ul>

		<ul style="list-style-type: none"> <li>• LRC space available at lunchtime and afterschool for homework completion by students that have better developed study skills.</li> <li>• Year 11 study space used to support exam preparation and revision for Year 11.</li> <li>• The continued use of Google Classroom amongst staff, students and parents.</li> </ul> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>Barriers to learning these priorities address:</p> <ul style="list-style-type: none"> <li>• Cautions for Homework are currently higher than non-disadvantaged</li> <li>• Some PP students lack an appropriate environment and facilities to complete homework</li> <li>• Some PP students lack parental ability to support</li> <li>• Some PP students have a lack of study skills and organisational skills</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Strategies for PP improving homework is a regular agenda item for LM meetings</li> <li>• We have tasked our Year 7 LM to increase the number of PP students meeting the criteria for Student Leader. Homework caution count has been a blocker for some PP students. One PP student met the criteria in 2019 and did not complete the application process. Monitor this through future PP profiles and intervene where appropriate.</li> <li>• We identify KS3 students who are struggling with homework organisation and then teach them Study Skills sessions.</li> <li>• Repeat homework offenders are tracked and intervention meetings are held by Learning Managers and Achievement lead to support individuals identified.</li> </ul>
Extracurricular/ Wider School Engagement	Monitor and increase the participation of disadvantaged students in wider school life and extra-curricular activities	<p><u>Actions Aimed at All Students</u></p> <p>There are numerous opportunities for students to get involved in extra-curricular activities that both support and extend subject based learning and develop interests beyond subjects. The majority of our extra-curricular activities are communicated effectively to students and parent careers by a variety of methods. The development of a more consistent communication and improved website presence would benefit all students.</p> <p>The development and promotion of student leadership here at Fallibroome can have a great impact on student experiences within all areas of school life. All students have the opportunity to contribute to Student Leadership opportunities:</p> <ul style="list-style-type: none"> <li>• Student Community Council</li> <li>• Student Leaders (Year 8,9,10)</li> <li>• Student Ambassadors (Year 11)</li> <li>• Student Management Team (Sixth Form)</li> </ul> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>Barriers that these priorities address</p>



		<ul style="list-style-type: none"> <li>Overcoming the culture of some students not participating in wider school events.</li> <li>Lack of awareness of wider aspects of school life such as student leadership opportunities.</li> <li>Weak behaviour standards in lessons and around school: behaviour standards have prevented some students engaging with the student leadership opportunities on offer.</li> </ul> <p>We are also conscious that we have a lack of data to establish actual levels of engagement in wider school life. This is something we aim to address this year.</p> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>Develop the Pupil Premium Profile to include the monitoring of participation in Performing Arts, sporting activities, school trips and subject revision sessions.</li> <li>Identify, monitor and track disadvantaged students' participation in our extra-curricular offer.</li> <li>We have deployed the Year 7 LM to Increase the number of disadvantaged students meeting the criteria for Student Leader. There has been a low level of disadvantaged students meeting the criteria in 2019- 2020 and low completion the application process</li> <li>We have deployed Community Managers to engage targeted students in Community events.</li> <li>Create and promote opportunities for disadvantaged students to better informed about life experiences beyond their norm.</li> <li>Highlight PP students for residential and educational visits, music tuition, etc.</li> </ul>
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### Review of 2020-21 Targets

Target	Actions	Evaluation
To improve subject achievement for PP students	<p>Staffing support – Additional SLT role and Data manager</p> <p>Alternative Curriculum –Business and Enterprise (KS4),</p> <p>Curriculum resources (KS4 students) External speakers (KS4 students)</p> <p>Intervention groups – Maths, English, MFL, mentoring groups, etc</p>	<ul style="list-style-type: none"> <li>SLT member responsible has collated reports on progress in each area of the strategy and targeted actions have been implemented for individuals and key groups.</li> <li>VA was +0.17 and P8 +0.27 for this group. Target achieved after outliers removed</li> <li>KS4 HA PP Disadvantaged students all had full P8 coverage.</li> <li>18/32 subjects returned positive value-added for their PP students when outliers removed</li> <li>SLT member responsible worked with department leads to ensure that all disadvantaged students had access to their own revision support materials and key texts.</li> <li>Targeted intervention groups ran in Year 11 for Maths and English ran in 2018-19.</li> <li>The Mentoring programme was offered to all disadvantaged students and additional intervention support was coordinated on a case by case basis.</li> <li>Off-site provision: monitoring visits are conducted for students attending off-site provision. These students returned outcomes in 3 GCSE subjects each.</li> </ul>

To improve the behaviour standards of PP students in lessons and around school	<p>Pastoral support: on-site counsellor, Behaviour Centre coordinator, Inclusion Centre facilities</p> <p>External Provision – Off site placements (Fermain Academy)</p>	<ul style="list-style-type: none"> <li>• Significant reduction seen in the number of disadvantaged students frequently isolated</li> <li>• Significant reduction seen in the number of exclusion sessions for disadvantaged</li> <li>• A number of students were able to access the off-site provision and achieve good outcomes</li> <li>• In the period September 2019 - February 2020 the average homework caution count was 250 per week. 121 PP students cautioned 83% of PP cohort. Average count 9.8 per PP student. 759 non-PP students cautioned 72% of non-PP cohort. Average count 5.7 per student.</li> <li>• SLT member responsible has worked with Learning Managers to identify and direct key students to Homework Club as an intervention. There has been some success with individual cases.</li> <li>• 2020-21 – 1 student attended the Fermain Academy</li> </ul>
Extracurricular/ Wider School Engagement	Other – Support for residential and educational visits, music tuition, etc.	<ul style="list-style-type: none"> <li>• We were able to provide targeted support for disadvantaged students.</li> <li>• Developing a culture within school of high engagement and high aspirations for all remains a target.</li> </ul>

## Expenditure 2020-2021

Description	Cost
Additional staffing or additional responsibilities - Additional SLT role and Data manager	£40,000
Pastoral support – On-site counsellor, Inclusion Resource Centre, Behaviour support coordinator, Careers advisor, etc.	£62,000
Contributions to individual student curriculum resources or support	£3,000

Intervention groups – Maths, English, Science, Mentoring Programme, etc	£10,000
External off-site provision	£8,000
Support for residential and educational visits, music tuition, participation in sporting activities, support for uniform.	£5,000
Additional academic support for students onsite (e.g. Homework Club, Easter School)	£8,000
<b>Total</b>	<b>£136,000</b>