

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Fitzharrys
Number of pupils in school	771
Proportion (%) of pupil premium eligible pupils	11.4% (88 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Will Speke Headteacher
Pupil premium lead	Pauline Wileman
Governor / Trustee lead	Claudia Lusardi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,590
Recovery premium funding allocation this academic year	£27,698
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	£104,288

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, are able to maximise their potential through an educational offer with integrity, ensuring the capitation that is additional, improves educational outcomes and life chances for disadvantaged students.

The focus of our pupil premium strategy is to support all disadvantaged students to make good progress and achieve high attainment through a broad and ambitious curriculum. Quality first teaching allows disadvantaged students to fulfil their potential, raise their aspirations and drive their ambitions along with a pastoral system of excellence that encourages disadvantaged students to overcome barriers to learning.

Our strategy is driven by our teaching and learning priority of challenge and high expectations, achieved through high quality teaching outlined in the Fitzharrys lesson standard. These are the principles, habits, and routines we expect to see across all curriculum areas with a focus on those strategies which are proven to have the greatest impact on the improving the progress of disadvantaged students whilst sustaining the progress of the non-disadvantaged students.

Our strategy is also integral to our wider school plans for inclusion and education recovery for those students who have been most impacted by the pandemic. This includes a particular focus on attendance and wellbeing both of which have negatively impacted the attainment and progress of students in particular those who are disadvantaged.

Our approach will be based on diagnostic assessment of the both the academic and wider challenges students face and will be aligned with the school development plans and existing practices. Our strategy will provide flexibility to respond to new challenges and responsive through regular monitoring and evaluation of the strategy. We will ensure that we;

- Have the highest of expectations of all pupils and that disadvantaged pupils don't lack talent or ability but may lack opportunity. Prior attainment should not set limits on our ambitions for pupils.*
- Create a culture of collective responsibility for disadvantaged pupils including governance, senior leadership, subject leadership, the classroom, and pastoral care.*
- Have a strategy rooted in assessment not assumptions.*
- Have a culture of early intervention for addressing need, addressing academic and non-academic barriers to attainment such as attendance, behaviour, wellbeing, and cultural capital*

- *Avoid “over intervention” and narrowing the curriculum, recognising the importance of curriculum equity.*
- *Give staff with the capacity, knowledge, and expertise to support disadvantaged pupils.*
- *Have a clear process and impact evaluation process to understand whether the strategy is working/has worked.*

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment and progress of disadvantaged students historically is lower than their peers. The gap between pupils from disadvantaged backgrounds and their peers grew significantly since school disruption caused by the pandemic.</p> <p>Whilst the School disadvantaged progress 8 score for 2023 GCSE results was positive (0), a gap remains between the progress of disadvantaged and non-disadvantaged pupils.</p>
2	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 7 - 8% lower than for non-disadvantaged pupils.</p> <p>Persistent absence among disadvantaged students is too high and above the National average. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Assessments, with KS3 pupils indicate that disadvantaged pupils generally have lower than average levels of language and literacy levels compounded by the school closures 2020. This impacts their progress in all subjects.</p> <p>Internal data indicates that disadvantaged pupils across KS3 are making less progress than their non disadvantaged peers. This gap remains steady during pupils' time at our school.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of</p>

	<p>enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased particularly for pupils who are disadvantaged and currently require additional support with social and emotional needs.</p>
5	<p>Families of disadvantaged students have, on average, lower engagement with the school demonstrated through the following engagement indicators.</p> <p>Learning, including homework completion, academic progress, attendance, and punctuality.</p> <p>Levels of communication, including attendance at parent consultation and ease of access via phone/email.</p> <p>In School activities, including information events.</p> <p>Decision making, including responding to school consultations</p>

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
Improved attainment and progress among disadvantaged pupils across the curriculum by the end of KS4.	Disadvantaged students will have levels of progress which are in line with their non disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged students will have levels of attendance which are in line with their Non disadvantaged peers.
Improved levels of language and literacy, particularly among disadvantaged pupils.	Data (including data from Bedrock and Lexia and NGRT testing for students who are part of the literacy intervention groups) demonstrates progress in diminishing the difference between disadvantaged pupils and their peers. All students can access the curriculum and make better progress.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To increase parental engagement with the school particularly prioritising families of disadvantaged students by improving the quality of how we communicate with PP parents, reporting to parents in a meaningful way and scaffolding the mechanisms/plans for helping parents to support their children's learning.</p>	<p>High levels of engagement of families of disadvantaged students equivalent to their peers demonstrated by:</p> <ul style="list-style-type: none"> • An increase in attendance at parent consultation meetings. • An increase in attendance at other School events. • An agreed and successful way of communicating with all parents. • An increase in parental responses from families of disadvantaged pupils to School consultations.

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: £ 17,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils have access to quality first teaching supported by evidence informed CPD for teachers and support staff.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>The EEF guidance report for Special Educational Needs in Mainstream Schools recommendation 3 outlines the importance of ensuring all pupils have access to high quality teaching and that good teaching for pupils with SEND is good teaching for all.</p> <p>Ensure all pupils have access to high quality teaching</p>	1
<p>Ensure that academic reading is taught explicitly in all subjects.</p> <p>Equip staff and students to explain how literacy and oracy are taught in their subject.</p>	<p>The guidance report from the EEF, Improving Literacy in Secondary Schools recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</p>	3

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

Budgeted cost: £35,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To adopt and embed the Bedrock vocabulary curriculum across KS3 to narrow the word gap that exists between different groups of students and improve outcomes across the curriculum for all students, particularly our disadvantaged students.</p>	<p>Acquiring key tier 2 and 3 vocabulary is crucial to enable students to access the curriculum. Improving Literacy in Secondary Schools</p>	<p>3</p>
<p>To adopt and embed Lexia as our chosen intervention/support programme for supporting students' literacy development to narrow the gap and improve outcomes particularly for our disadvantaged students.</p>	<p>Provide high-quality literacy interventions may be required for identified students to support the high-quality teaching in the classroom. Improving Literacy in Secondary Schools</p>	<p>3</p>
<p>Targeted after school support for homework to remove the barriers for students in completing homework by providing the resources and support needed to complete the tasks set.</p> <p>Staff will be employed to run this support.</p>	<p>The EEF findings state that homework has a positive impact on average (+5 months) particularly in Secondary Schools. Homework</p>	<p>1</p>
<p>Tutoring for identified students whose education has been impacted by school disruption due to the pandemic.</p>	<p>There is extensive research showing the impact of tutoring to support students who have fallen behind. EEF - One to one tuition</p>	<p>1</p>

<p>Targeted literacy intervention for identified Year 7 and 8 students as part of their English curriculum.</p> <p>Targeted daily phonics intervention for identified students.</p> <p>Purchase of books for tutor time reading to increase students' exposure to words and reading more challenging texts.</p>	<p>Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</p> <p>Improving Literacy in Secondary Schools</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50.703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DFE's Improving School Attendance advice.</p> <p>Home School link worker will be appointed to support families with attendance and acute needs and build capacity for home visits and early morning phone calls.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>

<p>Support accessing trips, after school activities and providing resources to ensure all students receive equal access. To offer a wide range of extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>Children who do participate in extracurricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education. "An Unequal playing field"</p>	<p>4</p>
<p>To appoint a counsellor to ensure pupils social and emotional needs are met so they can actively engage in learning.</p>	<p>Extensive research is available highlighting the huge impact of the pandemic on the mental health of young people Effect of the pandemic on well being the increase in need for children's mental health services which cannot be met Childrens commissioner report</p>	<p>4 2</p>
<p>To adopt and embed a whole school policy on parental engagement outlining how parents are going to be engaged and who is accountable. Tailor communications to encourage positive dialogue about learning. Staff training. Providing materials and resources. Additional staff time for more frequent engagement.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF toolkit - Parental engagement EEF - Working with parents to support learning</p>	<p>5 2</p>

Total budgeted cost: £ 104.288

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 2022 to 2023 academic year.

Aim	Outcome															
<p>Improved attainment and progress among disadvantaged pupils across the curriculum by the end of KS4.</p>	<p>Disadvantaged progress 8 score for 2023 GCSE results was 0, following the trend from the 2022 results.</p> <p>Disadvantaged pupils' attainment 8 score for 2023 GCSE results was 41.5.</p> <p>Disadvantaged pupils nationally averaged an attainment 8 score of 34.9.</p> <table border="1" data-bbox="845 929 1273 1361"> <thead> <tr> <th>Year</th> <th>P8</th> <th>Att 8</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>0</td> <td>41.5</td> </tr> <tr> <td>21-22</td> <td>0.07</td> <td>45.7</td> </tr> <tr> <td>20-21</td> <td>-0.75</td> <td>33.3</td> </tr> <tr> <td>19-20</td> <td>-0.91</td> <td>37.7</td> </tr> </tbody> </table>	Year	P8	Att 8	22-23	0	41.5	21-22	0.07	45.7	20-21	-0.75	33.3	19-20	-0.91	37.7
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance remains a priority as part of our SIP - Implement the 5 foundations attendance approach to ensure all students are not disadvantaged by poor attendance. Whilst there is evidence progress has been made in improving individual children's attendance, attendance of disadvantaged students as a group remains a concern.</p> <p><u>Key attendance data for 2022-23</u> School % attendance 0.7% above national average All year groups above national average except Year 9. School persistent absence figure 2% above the national average. FSM attendance 2% above national average.</p>															

	PP v Non-PP - Gap of 5.8% (National average gap of 6.7%)
Improved levels of language and literacy, particularly among disadvantaged pupils.	<p>Using Bedrock last year, students in receipt of the Pupil Premium made, on average, a 16% improvement in their word knowledge (compared with a 17% improvement average improvement among non-disadvantaged students).</p> <p><u>English tutoring</u></p> <ul style="list-style-type: none"> • 21 students at risk of not achieving a grade 4 had tutoring on Literature; of these, 60% met or exceeded their target grades in Literature. • 12 students at risk of not achieving a grade 4 had tutoring on writing for English Language; of these 40% met or exceeded their target grades in Language. At the mock reporting point in November, all were under target. • 14 students were supported to achieve Pass grades or higher in their Spoken Language Endorsements. • The tutor worked with 4 students in lessons and with one-to-one support. 3 of these students exceeded their target in one or both of their English GCSEs. • 80% of the students in receipt of the Pupil Premium who had tutoring over the course of the year 2022-23 met or exceeded their target grades in one or both of their English GCSEs.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Last academic year 45 students were seen by the counsellor.</p> <p>Positive outcomes from student feedback.</p> <ol style="list-style-type: none"> 1. Feeling relief that they could talk about a difficult situation. 2. Feeling more positive about the future 3. Reduction in anxiety/ guilt 4. Better able to express difficult feelings. 5. Feeling listened to and acknowledged. 6. Improved self-esteem/ self-belief 7. Able to feel more compassionate towards themselves and others. 8. Increased ability to cope when things go wrong. 9. Feeling less distressed by thoughts/ feelings 10. Improved relationships at home 11. Better peer relationships 12. Greater self-awareness

	<p>13. Being able to see things from different perspectives.</p> <p>14. Have strategies to manage their ANTs (automatic negative thoughts)</p> <p>15. Having a safe space to process grief, loss and bereavement</p>
<p>To increase parental engagement with the school particularly prioritising families of disadvantaged students by improving the quality of how we communicate with PP parents, reporting to parents in a meaningful way and scaffolding the mechanisms/plans for helping parents to support their children's learning.</p>	<p>The following recommendations from the parental survey have been actioned.</p> <ol style="list-style-type: none"> 1) Parent newsletter for Year groups has been launched, to include information on curriculum maps and assessments including key dates – when progress reports will be received. 2) The way assessment information (through reports) is being communicated has been adapted. <i>Evidence from questionnaire - I find my child's 'Impact report', which has written actionable targets that I can monitor, useful in helping my child to progress academically. 69% of parents strongly agree or agree that the impact reports are supporting their child to make progress, 18% of parents responded indicating they Strongly disagree or disagree with this statement.</i> 3) Parent teacher consultations – Blended approach of face to face at key points throughout the student's time in school and online was implemented during the school year 2022-23.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We tailor our support for service children to the specific needs and challenges faced by individual young people and the unique challenges they may face due to the mobility and lifestyle associated with their parents' military service.

We have systems in place to identify service children within the community and have a designated member of staff to coordinate any support.

Service children have access to counselling services and emotional support and all staff are aware of who service children in the school.

We will provide financial support for events/activities/resources.

We work closely with the army welfare officer and other organisations such as study higher to enhance the support available to service children.

The impact of that spending on service pupil premium eligible pupils

We have provided financial support to enable service children to attend trips/events.

Service children have been able to access mental health support as necessary.

We have established links to enable us to continue to improve the support available for service children coordinated by a designated member of school staff.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising support from the CAMHS outreach team and [The Abingdon bridge](#) plus, funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Ensuring that our disadvantaged students are all well known to all staff and all staff have access to comprehensive data, information and guidance to support each disadvantaged student.
- Our whole school strategy for Inclusion which includes our plan to increase the support provided for vulnerable students in the classroom to enable students to benefit from high quality teaching across the curriculum.
- A focus on disadvantaged students through the RAP process including learning walks, work scrutiny and pupil and teacher voice activities.
- Deployment of the best staff to support disadvantaged pupils.
- A checklist for disadvantaged students in each lesson.
- An ongoing item on all faculty and pastoral meetings.
- Marking the books of disadvantaged pupils first.
- Ongoing work with Maiden Erlegh (NLE) to support School Improvement.
- CIEAG has a particular focus on disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils. Evidence (especially [EEF toolkit](#)) was used to decide which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. Particular consideration is given to high impact, low-cost strategies. We also used the EEF's families of schools database to view the [EEF toolkit](#) of disadvantaged pupils in school similar to ours and contacted schools with high performing disadvantaged pupils to learn from their approach

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.