

Pupil Premium strategy statement – Furze Platt Senior School

This statement details our school’s use of Pupil Premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| School Name | Furze Platt Senior School |
| Number of pupils in school | As of Sep.2023 1532 |
| Proportion (%) of pupil premium eligible pupils | As of Sep. 2023 17.95%, (275 total) |
| Academic year/years that our current pupil premium strategy plan covers | September 2023 – July 2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | Termly and overall impact in July 2024 |
| Statement authorised by | Andrew Morrison (Headteacher) |
| Pupil Premium lead | Joe Wellard-Jeffs (Pupil Premium Provision Lead) |
| Governor/Trustee lead | Katie Donnison (Pupil Premium Governor) |

Funding overview

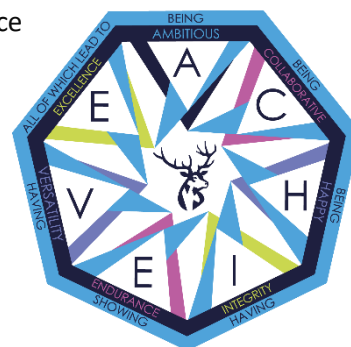
| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £236,900 |
| Recovery premium funding allocation this academic year | £69,353 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £15,000 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £306,000 |

Part A: Pupil premium strategy plan

Statement of intent

At FPSS we use our PPG and Pupil Premium Strategy with the aim to reduce and close the gap between disadvantaged pupils and their non-PP peers. To ensure that all students are making expected progress and achieving individual success in-line with their peers. To achieve this an evidence based, quality first teaching strategy is required.

Within the FPSS community we aim to embody the ACHIEVE values, where all students should strive for excellence.



'Pupils' relationships are shaped by the ACHIEVE values of the school, which stands for 'Ambitious, Collaborative, Happy, Integrity, Endurance, Versatility, Excellence'.'

'Disadvantaged pupils are known to the teachers, who have a range of strategies to support them. However, these pupils are still not achieving as well as their peers, especially since the COVID-19 pandemic.'

FPSS Ofsted Report 2021

To ensure the effectiveness of our strategy, and to address the concerns mentioned above in the 2021 Ofsted report:

- Students will be known on an individual basis by their form tutors, pastoral managers, and teachers. Staff will identify what support disadvantaged students require and put strategies in place to support them.
- Heads of Progress and Heads of Department will monitor the progress of disadvantaged students to check it is in line with the peers. Where needed further strategies will be put in place to intervene and support individuals/cohorts.
- The schools' Raising Standard Leader process will monitor the wider experience of disadvantaged students across the school, ensuring that their experience is in line with their peers.
- All staff will contribute to the wider experience of school for disadvantaged students and support them in achieving their fullest potential.
- Students will be supported to take part in a range of curriculum and enrichment opportunities, to ensure that they experience a wide variety of opportunities both inside and outside of the classroom.

Challenges

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

*Challenges in bold are the 2023-24 main focuses.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Progress of KS4 students 2022/23 GCSE results shows that disadvantaged students had a P8 attainment gap of 0.60 compared to their peers. 2021/22 was 0.69 P8 gap. We need to continue to close this gap. 2023/24 TBC once validated data available. |
| 2 | Reducing the barriers to learning within KS3 cohorts reading and writing ability. Identifying where students are making lower than expected progress compared to their peers and putting in place a variety of interventions to reduce these. |
| 3 | Attendance – The 2022/23 attendance gap between disadvantaged students and their peers is 4.97% for 2022-23 our aim is to reduce this gap throughout the time a student is at FPSS. 2020/21 = 7.92% and 2021/22 = 4.34%. |
| 4 | Behaviour/Isolations/Suspensions. Addressing the inequalities that exists when it comes to behaviour rewards and consequence. For 2022/23 the reward to consequence ratio is 13% lower for disadvantaged students than their peers. Also, from 2022/23 behaviour data disadvantaged students are 27.2% more likely to be isolated and 17.3% more likely to receive a suspension. |
| 5 | Staff CPD: <ul style="list-style-type: none"> - All staff to be reminded and new staff to be trained to employ the school PP strategies and on supporting PP students within their lessons/ tutor groups. - Staff training should ensure that all students receive consistent support and quality first teaching. |

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 |
|---|---|
| To close or eliminate the attainment gap between disadvantaged pupils and their peers. | In successive years, the attainment gap should close (based on the results of assessment compared to milestones). |
| To identify and support students KS3 students with their functional literacy, and to ensure that their curriculum supports them in being successful whilst at FPSS. | Gaps in progress close so they are in line with their peers and students make consistent progress with their literacy that is in line with their peers. |
| To reduce the attendance gap between disadvantaged students and their peers. | To close the gap in each year group in terms of progress towards schools' attendance milestones. |

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| To address the inequalities in FPSS behavioural system between disadvantaged students and their peers. | Heads of Progress will identify disadvantaged students whose behaviour is impacting their learning. Assessment will be based on reward points (positive), consequence points (negative), and other sanctions. Strategies will be put in place to reduce any gaps in either reward points or consequence points. |
| To ensure that all staff are using quality first teaching and learning strategies tailored for the individual needs of disadvantaged students. | Form tutors are confident in identifying the needs of their disadvantaged tutees. Teaching staff implement strategies in the classroom enabling students to progress. These are evident in learning walks and in the various peer to peer review procedures. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Testing Identification of student's abilities and banding at the start of KS3. The accuracy of KS2 data was impacted by the pandemic. We therefore have chosen to continue with CAT4 testing. | As part of the introduction to KS3 students in year 7 conduct baseline assessments (including CAT4). Which are used to monitor students' ability at the start of KS3 and to then measure progress within KS3 and 4. Further to this data to be used by members of staff to inform planning for intervention at both in the classroom and in outside interventions. HoDs and HoPs will use this data to inform class/individual targets and attainment. | 2 |
| Identifying gaps in learning Knowledge and understanding of key concepts at KS2 that were missed due to the school closures. Some students will struggle to access the full KS3 curriculum due to missed schooling. (It is important to note that this continues to have an impact despite being | Use of Transition Coordinators and with full liaison with primary schools to determine missed knowledge and skills. Students will be identified from baseline data, teaching staff and early identification (primarily from primary schools). Use of Elevate workshops at KS4 to support underachieving with their exam preparation and revision skills. Disproportional number of PP students in this cohort. Teaching staff to use low stakes testing regularly within lessons to identify gaps, | 2 |

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| several years on from the pandemic) | review knowledge and inform planning for future lessons and term plans. | |
| <p>Staff Training</p> <p>Form tutors are trained to support their Pupil Premium students. Class teachers are trained to use the strategies that are identified in the EEF.</p> <p>CPD Teaching and Learning for staff focused on sound and profound teaching.</p> <p>Sharing good practice – through Learning Walks, through informal discussions and through mentoring.</p> | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during department meetings, staff briefings and INSET days. All staff are provided with the opportunity to attend at least one externally facilitated CPD throughout the year.</p> <p>Further to this a full year’s programme of CPD will be in place for all teaching staff.</p> <p>Pastoral staff training on zones of regulation, self-regulation, and social skills to be used to support students with complex SEMH needs.</p> <p>Previously the whole school CPD programme has covered topics including early years phonics, subject specific vocabulary and tier 3 language, childhood ACEs training, support for PP within lessons, restorative relationship policy, support for SEN learners and most recently colleague lead CPD focusing on provision for LAB students.</p> | 1, 2 and 5. |
| <p>Recruitment and Retention</p> | <p>Aim to ensure our most successful PP practitioners are rewarded through the school Appraisal Process.</p> <p>PP funding used to support most vulnerable students through school councillors and mental health support workers.</p> | 1 and 4 |

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

Budgeted cost: £166,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Raising Achievement Intervention</p> | <p>Small group intervention proved successful in previous years; disadvantaged students benefitted from low staff / student ratio. Students particularly in KS4 are identified by a range of staff who are then supported by the RA staff. Students work in small groups after being removed from a non-core subject to support them with core and remaining subjects.</p> <p>As part of this RA provision PP students are provided with revision resources and revision guides for all core subjects and academic options. This is then used both in RA time and in lessons.</p> | <p>1, 2, 3 and 4.</p> |
| <p>Build-Up Programme</p> | <p>Underachieving students and those identified to be in greatest need of academic support work in small groups twice a fortnight in tutor time to support them throughout KS4, with the Build-Up lead.</p> | <p>1, 2, 3 and 4.</p> |
| <p>Learning Support Intervention</p> | <p>Literacy and Numeracy intervention from the LS team proved successful last year, disadvantaged students benefitting from low tutor / student ratio.</p> | <p>1 and 2</p> |
| <p>English Intervention Reading Plus</p> | <p>Developing specific literacy interventions for individuals will allow students to be supported in an effective manner. Reading Plus as a diagnostic software provides a fast and effective way to determine students' reading proficiency and ensure they are on a personalised learning path to success.</p> | <p>1 and 2</p> |
| <p>Tutoring interventions (previously the NTP literacy and numeracy) Term 6 tutoring will support students in either Maths or English.</p> | <p>Small groups of year identified students in year 10 will receive a 'tutoring in term 6' led by a tutor on areas that have been identified as either a gap in learning or specific intervention that will help to raise levels of achievement.</p> | <p>1 and 2.</p> |
| <p>Improving Literacy Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> | <p>1 and 2.</p> |

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| <p>Secondary Schools guidance.</p> <p>We will fund professional development focussed on each subject area.</p> <p>Literacy and reading tasks forms part of our tutor programme.</p> | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional support</p> <p>Provided for those students whose progress has been impeded, due to previous school closures, poor attendance, and poor behaviour.</p> | <p>The Pastoral Manager in each year group focuses on inclusion and supporting all students. Working alongside pastoral and SEND teams, their role is to intervene and support students overcoming barriers to learning that may vary from attendance issues, behavioural issues, anxiety, and mental health problems. We have also set up an alternative provision rooms run by a various support staff.</p> <p>We also provide a counselling service, a school nurse (First Aid and SEMH support), SEMH Coach and pastoral managers in each year group lead to support students with their well-being.</p> <p>Where needed further external provision is provided including the programmes Kickstart, Canine Therapy, Boxing Mentoring and ELSA support.</p> <p>PP students identified as more able are supported by the more able lead, who works with departments to ensure that these students are stretched and challenged within all lessons.</p> | <p>1, 3 and 4.</p> |
| <p>Access</p> <p>Ensuring that all students can access the curriculum, wider curriculum, and extra-curricular activities.</p> | <p>Attendance data allows us to monitor disadvantaged students access to the curriculum (e.g. cooking ingredients, scientific calculators, revision guides) wider curriculum (e.g. music lessons) and extra-curricular activities.</p> <p>Funding will be made available to ensure participation in trips, enrichment, and curriculum activities. This has reached</p> | <p>1, 3 and 5.</p> |

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| | parity between PP and their non-disadvantaged peers. | |
| School Minibus | During the exam period the school provides a minibus service to ensure that our most vulnerable students and those with poor attendance are supported in accessing their exams. | 1 and 4 |
| Provision Where applicable a contribution towards uniform, school equipment and meals. | Disadvantaged students will not be distinguished based on their socio-economic background or access to wider school engagement. | 1 and 4. |
| Laptops for learning | Over a two year cycle all students at FPSS will be supported by the school to access a personal laptop device. PP students are provided with this as part of their provision. As part of the wider school curriculum all students are expected to bring their devices with them as every lesson will be partially delivered using digital pedagogy. | 1, 2 and 5. |
| Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium | Increased communication with parents by form tutors, HoPs, and other pastoral staff. As well as classroom teachers. Individual pastoral managers for each year group have a close relationship with parents/carers and ensure that communication is in place to support our disadvantaged students and adapt this when needed. | 1, 3, 4 and 5. |
| Use of rewards to motivate students. | Reward Points, ClassCharts behaviour data and termly reports showing progress within subjects and attendance. | 1 and 3. |
| Focus on transition activities and support to assist students with a smooth start to secondary school. | Full transition programme in place with two transition co-ordinators supporting the jump from KS2 (year 6) to KS3 (year 7). Closely working with the Year 7 HoP and Pastoral manager to ensure smooth start to the new school year. | 2, 3 and 4. |
| Focussed careers provision against the Gatsby benchmarks. | Careers advisor working alongside students and supporting HoPs, SLT with the year 9 option programme and departmental careers in the curriculum. As part of the KS4 CEIAG programme disadvantaged students are given first priority to ensure that they meet with the schools' careers lead, who provided individual tailored support for progression after KS4. | 1, 2 and 5. |

Total budgeted cost: £321,000 [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2022/23 school year FPSS implemented many programmes aimed at supporting the academic and pastoral wellbeing of students in receipt of the PPG.

Our internal data analysis and assessment indicate (as seen below) that the 2022/23 PP cohort of students performed roughly the same as the previous cohort in terms of the P8 gap to their non-disadvantaged peers. Despite an overall decrease in P8 performance across the cohort. The A8 result improved by 0.35, despite still being negative at -1.1 gap.

This shows that despite the interventions made there is still further to go to reduce the progress gap, something that is part of the wider school improvement plan (SIP).

Provisional GCSE results: 2022/23 (2021/23 results provided for context)

| 2022/23 GCSE Results | Cohort Size | P8 Score per student | A8 Score per student |
|-------------------------------------|--------------------|-----------------------------|-----------------------------|
| 2021/22 GCSE Results | | | |
| Total | 216 195 | 0.06 0.03 | 48 |
| Pupil premium indicator: No | 182 158 | | |
| Pupil premium indicator: Yes | 34 37 | | |
| Gap | | -0.60 -0.69 | -1.45 -1.1 |

AT KS5 the PP gap was wider than anticipated at -0.5 and fell compared to the previous year to a negative L3VA.

A Level results: 2022/23

| 2022/23 A Level Results 2021/22 A Level Cohort Size | Cohort Size | L3VA Combined (A level and Applied) |
|--|-------------|--|
| Total | 145 136 | |
| Pupil premium indicator: No | 137 125 | |
| Pupil premium indicator: Yes | 8 11 | |
| Gap | | On grade gap between PP (D+) and Non-PP (C+) students in 2022/23 |

End of three year Pupil Premium Strategy Review

The 2022/23 school year was the end of a three year PP plan aimed at focusing on eight intervention strategies to support disadvantaged students at FPSS. Moving forward we will be using a one year plan for 2023/24.

| Intervention Strategy | Intended outcome | Outcome |
|---|--|--|
| Intervention: Effective implementation of the relationship policy. | Improve the learning environment throughout the school, focusing on restorative practice to support relationships within our school community. | The school has moved to a restorative behaviour policy where all students are given the opportunity to engage meaningfully with their peers and staff alike to resolve conflicts and issues that arise. This has reduced the number of negative interactions with staff for our disadvantaged learners. Further work has been outlined to reduce the gap of reward to consequence points for our disadvantaged students. |
| CPD Training – Towards better understanding programme: a mixture of INSET training as well as | Learning walks and lesson observations identifies lessons that are scaffolded to meet the needs of all students in the classroom. | The wider staff body have participated in several CPD sessions aimed at adaptive teaching, vocabulary, support for SEN and LAB students. This has shown meaningful improvements to quality first |

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| encouraging self-led professional development. | | teaching, which now need to be consistently applied across the school. |
| AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis. | Improve outcomes for PP students and ensure access to a broad curriculum. | AIMS (now rebranded to ACHIEVE) has been an ongoing weekly meeting where senior staff, middle leaders and the Rasing Achievement team action concerns raised at department and individual level. Actions are taken to ensure that the curriculum provided to our learners it fit for purpose and their individual needs. |
| Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade. | Improve outcomes for PP students. | The Rasing Achievement team have worked with a range of disadvantaged students to support them in accessing their curriculum. They have worked particularly closely with a number of Ukrainian refugees over the last 18 months. In the 2023/24 school year this programme will expand to provide further support to KS3 students. |
| Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills. | Evidence of teaching of vocabulary is explicit within classroom practice. | As part of whole school CPD and departmental literacy development. Colleagues are now demonstrating a range of literacy and vocabulary specific pedagogical techniques within lessons. Students are versed in subject 'jargon' and level 3 terminology. |
| Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through the appointment of a parent support advisor and a new programme developed to | All parents engaging in school life, including the use of Go4Schools to track positive and negative behaviour points. | The school has moved from mainly using the Go4School system to communicate with parents, to the ClassCharts platform. This has aided staff ability to communicate quickly and easily both in regard to rewards and consequences to students' parents/carers. Further to this students' behavioural patterns can be closely analysed and intervened with. |

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| support parents is to be regularly available. | | |
| Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life. | Increase in PP students engaging in extra-curricular school life so that staff members are able to identify in the early stages, issues around well-being and target support as soon as possible. | Use of EvolveClubs and a post pandemic 2 year school wide push for more clubs and enrichment provision across departments has seen a huge rise in the number of students participating in clubs each week, enrichment opportunities and school trips. As well as a reduction in the gap between disadvantaged students and their peers in attendance. |
| Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives. | Intended outcomes: Decrease in PP persistent absenteeism Success criteria: By Year 3 PP attendance is in line with non PP students. | The attendance gap of disadvantaged students grew slightly in 2022/23 from 4.97% compared to 2021/22 at 4.34%. However longer term this figure has continued to fall. A small number of persistent absentees had an impact of decreasing the overall PP attendance figures. |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|--------------------------------------|
| CAT4 | External Assessment Agency |
| National Tutoring Programme | Rasing Achievement Support |
| Music Lessons | External musical instrument teachers |
| Football and Boxing Mentoring | KickStart, Boxing Mentors |
| SEMH Canine Therapy | Canine Therapist Organisation |
| KS4 Study Skills and Exam Prep Workshop | Elevate |

Service pupil premium funding (optional)

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| How our service pupil premium allocation was spent last academic year |
| The school received £335 for one Service PP student in 2022/23. The funding contributed to paying for our wider pastoral services. |
| The impact of that spending on service pupil premium eligible pupils |
| All PP students (including the one service child) were able to access this support throughout the year as and when needed. |

