

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	1552
Proportion (%) of pupil premium eligible pupils	16.88%, (262 total)
Academic year/years that our current pupil premium strategy plan covers	September 2025 – July 2026
Date this statement was published	October 2025
Date on which it will be reviewed	Termly and overall impact in July 2025
Statement authorised by	Andrew Morrison (Headteacher)
Pupil Premium lead	Laura Lewis (Pupil Premium Provision Lead)
Governor/Trustee lead	Katie Donnison (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,600 (£273,510 in 2024/5)
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>	£0
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>	£286,600

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 their 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 2025-26 main focuses.

Challenge number	Detail of challenge
1	In 2024/5 P8 was not produced by the Department for Education due to the ongoing impact of the COVID-19 pandemic on Key Stage 2 SATs. Progress 8 remains measured internally to provide a year-on-year comparison. Progress of KS4 students 2024/25 unvalidated GCSE results shows that disadvantaged students had a P8 gap of -0.69. 2023/4 was a -0.53 P8 gap. We need to continue to close this gap. The provisional attainment for disadvantaged pupils is 33.3, compared to 51.4 for non-disadvantaged. Attainment of disadvantaged pupils remains a key focus in 2025/6.
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. This will continue to be supported through the Key Stage 3 Raising Achievement and the Connect Key Stage 3 Curriculum Pathway. The Connect Pathway will be extended in 2025/6 to run in Years 7-9.
3	Attendance – The 2024/24 attendance gap between disadvantaged students and their peers is 7.5% 7.1% for 2024- 25 our aim is to reduce this gap throughout the time a student is at FPSS. 2023/4 = 7.1% 2022/3 = 4.6%. The aim will be to continue to reduce the gap in Persistent Absence between disadvantaged students and their peers. In 2024/5 the gap is 21.5%. In 2023/4 the gap was 21.2% and 2022/23 24.7%
4	Behaviour/Isolations/Suspensions. Addressing the inequalities that exists when it comes to behaviour rewards and consequence. For 2024/25 the reward to consequence ratio is 9% lower for disadvantaged students than their peers, this has improved from 12% in 2024/5. In 2024/5 there were 94 PP suspensions compared to 72 non-PP suspensions.
5	Enrichment opportunities to continue increase. We will maintain comparable PP and Non-PP attendance to trips. The focus this year it to achieve at least 50% of students in receipt of PP attending a leisure based extra-curricular club.

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. Successful continuation of the CONNECT curriculum. Success will include increases in attendance and progress as well as reductions in suspensions/isolations for the cohort.
To reduce the attendance gap between disadvantaged students and their peers.	In successive years, the gaps should close in attendance and persistent absence. A reduction in the rate of Emotionally Based School Avoidance (EBSA) amongst Pupil Premium Pupils.
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. The gaps in suspensions and isolations between disadvantaged pupils and their peers will reduce.
To address inequalities between disadvantaged students and their peers in accessing extra-curricular clubs and visits.	Extra-curricular clubs/activities target and encourage disadvantaged students to attend. Opportunities are provided for disadvantaged students to attend trips and visits. Financial barriers to attending such trips are reduced. Disadvantaged students to attend a wider range of trips and visits.

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: £73,807

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. In addition, all Year 7 pupils are assessed in baseline Reading and Spelling on transition days. This enables early identification of those who would benefit from Learning Support intervention programmes.	2
Identifying gaps in learning Knowledge and understanding of key concepts at KS2 may have gaps for a number of reasons including pandemic closures or EBSA. Some students will struggle to access the full KS3 curriculum as a result.	Use of Transition Coordinator/Pastoral/SEND to undertake a 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

	review knowledge and inform planning for future lessons and term plans.	
Access Ensuring that all students can access the curriculum, wider curriculum, and extra-curricular activities.	The school has invested in a Key Stage 3 Raising Achievement Team and our alternative KS3 Curriculum 'Connect'. This is to support students to access the curriculum. Approx 60% of each Connect cohort is made up of disadvantaged students. The Pastoral Teams, Tutors and Teachers monitor disadvantaged students access to the curriculum (e.g. cooking ingredients, scientific calculators, revision guides) Internal data monitors wider curriculum (e.g. music lessons and LAMDA) and extra-curricular activities to ensure disadvantaged students are benefiting. Funding will be made available to ensure participation in trips, enrichment, and curriculum activities.	1, 3 and 5
Staff training	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. Further to this a full year's programme of CPD will be in place for all teaching staff. Last year the whole school CPD focused on effective routines within the classroom. Consistency and predictability benefit all groups, including those who are disadvantaged. Training also focused on neurodiversity and how to support a range of needs in the classroom.	1, 2 and 5.
Recruitment and retention	Aim to ensure our most successful practitioners, who secure strong outcomes for PP students, are recognised through the school Appraisal Process. PP funding used to support most	1 and 4

	vulnerable students through school counsellors, ELSA and Zones of Regulation.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £77,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Achievement Intervention	Small group intervention proved successful in previous years; disadvantaged students benefitted from low staff / student ratio. Students in both KS3 and 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. As part of this RA provision PP students at KS4 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. Home learning clinic is run after school to support pupils, including those who are disadvantaged.	1, 2, 3 and 4.
Build-Up Programme	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.	1, 2, 3 and 4.
Learning Support Intervention	Literacy and Numeracy intervention from the LS team proved successful in previous years, disadvantaged students benefitting from low tutor / student ratio. This consists of morning maths, morning reading, spelling and reading interventions. This is further supported by the Key Stage 3 Raising Achievement intervention.	1 and 2
English Intervention Reading Plus	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.	1 and 2

Commented [JW1]: Are we still using reading plus?

Improving Literacy Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools This is supported by the work of the Literacy Coordinator.	1 and 2.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £164,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support Provided for those students whose progress has been impeded, due to previous school closures, poor attendance, and poor behaviour.	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 also provide a counselling service, a school nurse (First Aid and SEMH support) and Pastoral Managers in each year group lead to support students with their well-being. Where required, these teams also refer to external agencies for additional support for our PP students. Where needed further external provision is provided including the programmes Kickstart, Canine Therapy, Zones of Regulation and ELSA support. PP students identified as more able are supported by the more able lead, who works on a whole school basis to ensure that these students are stretched and challenged within all lessons.	1, 3 and 4.
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. Where a student has low attendance to school, the minibus is also used to facilitate home visits. These visits provide an opportunity to discuss any barriers to attending school and to ensure safeguarding of pupils.	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	All students at FPSS will be supported by the school to access a personal laptop device. If required, 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 most lessons will be partially delivered using digital pedagogy.	1, 2 and 5
Attendance	To support further improvement of attendance and reduction in persistent absence, we have introduced Study Bugs as a new way of reporting, recording and monitoring attendance. The system will allow a greater number of communications with families to recognise improvements in attendance.	3
Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium	Increased communication with parents by form tutors, HoPs, Parent Support Worker 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. The school uses a range of communication methods to engage parents, including use of school mobile phones to text parents/carers and students where appropriate.	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. For 2025/6 there will be a further increase in rewards for disadvantaged students' attendance. Each week there will be a prize draw for PP students who have had 100% over the preceding week.	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 transition co-ordinator 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. The school runs two transition days along with an additional Enhanced Transition Day for those who may be vulnerable or disadvantaged. An additional day transition day is held for those with an EHCP. Prioritisation given in Term 1 for interventions and pastoral support for those indicated by primaries as likely to have barriers to attendance or learning.	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.
Parental Support	The Parent Support Worker provides 1-1 support to parents and their children. Their work is predominantly with disadvantaged families. They can support with parenting workshops, signposting to services and charities and delivering 1-1 Zones of Regulation and/or ELSA to students.	
Free School Meals top up	The school tops up the daily FSM allowance (£2.65) to £2.95 per day to ensure that all students can buy a full meal each day. This is crucial in supporting the well being of young people to access a hot, healthy meal daily. The school administers the provision of the Local Authority School Holiday Food vouchers scheme.	

Total budgeted cost: £286,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2024/25 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 that the 2024/25 PP cohort of students performed notably above the 2024 national averages in most areas. Disadvantaged pupils achieved better than the 2024 national average in the following measures: 0.42 better for Progress 8, 0.22 for English P8, 0.48 for Maths, 0.7 EBacc, 0.28 for P8 buckets.

Furze Platt remains focused on further reduce the progress gap and bringing the Attainment 8 in line with national figures. This remains a focus of the wider school improvement plan (SIP).

Provisional GCSE results: 2025/26 (2023/24 results provided for context)

2024/25 GCSE Results 2023/4 GCSE Results	Cohort Size	P8 Score per student	A8 Score per student
Total	254 220	0.39 0.37	42.9 49.4
Pupil premium indicator: No	199 172	0.54 0.48	44.75 52.35
Pupil premium indicator: Yes	55 48	-0.15 -0.05	36.27 38.83
Gap		-0.69 -0.53	-18.1 -13.52

Review of 2023/24 school PP strategy

Intended outcome	2023/24 outcome
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To close or eliminate the attainment gap between disadvantaged pupils and their peers.	Attainment slightly dipped for all for all students in 2024/5 compared to 2023/4 and the gap is -18.1 compared to -12.52 in the prior year. The gap between attainment in 2024/5 and 2023/4 was less for disadvantaged pupils than their peers. The Pupil Premium P8 gap (-0.69) is slightly lower than 2023 (-0.53). This data indicates that PP students' performance has slightly dipped in 2024/5. This figure will not be nationally released due to the COVID pandemic impacting Key Stage 2 SATS. Further work is needed to reduce the gap and ensure that our PP cohort is given every opportunity to be successful at the end of KS4 and are supported to overcome their disadvantage in KS3 and year 10.												
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.	The embedding of the Connect curriculum and Reading+ in English further close the gap for both the most underperforming (based on prior reading age) and the wider school cohort are supported in the functional and specialised literacy.												
To reduce the attendance gap between disadvantaged students and their peers.	Overall attendance of PP students fell in 2024/25 from 86% to 85.6%. However, a small number of persistently absent students, have skewed the results. Pastoral teams, Heads of Progress, and the attendance teams will work with the PP Champions to ensure that where possible absenteeism is reduced, through the introduction of further rewards scheme, attendance monitoring and Education Welfare Officer Support. In 2024/5 the use of StudyBugs will enable further strategic intervention for attendance. <table><tr><td></td><td>2024/5</td><td>2023/4</td><td>2022/23</td></tr><tr><td>PP</td><td>85.6%</td><td>86.0%</td><td>88.1%</td></tr><tr><td>Non PP</td><td>93.1%</td><td>93.1%</td><td>92.7%</td></tr></table>		2024/5	2023/4	2022/23	PP	85.6%	86.0%	88.1%	Non PP	93.1%	93.1%	92.7%
	2024/5	2023/4	2022/23										
PP	85.6%	86.0%	88.1%										
Non PP	93.1%	93.1%	92.7%										
To address the inequalities in FPSS behavioural system between disadvantaged students and their peers.	The ClassCharts behaviour monitoring system shows that within the 2024/25 cohort disadvantaged students continue to receive more negative behaviour points than their non-disadvantaged peers. In 2023/24 non-PP students received 95% ratio, whereas PP students received 86%, a gap of 9% between the cohorts. This is an improvement on the 12% gap in 2023/4. *2024/5 suspension/isolation data to be added when verified* Following this the FPSS pastoral and teaching staff will continue to further positively bias our PP students ensuring that where possible they receive behaviour point parity with their peers.												
To address inequalities between disadvantaged students and their peers in accessing extra-curricular	To address inequalities between disadvantaged students and their peers in accessing extra-curricular clubs and visits. In 2024/5 74.1% of PP pupils attended a trip compared to 75% of non-PP pupils.												

clubs and visits.	The school has introduced the use of provision map, to track and monitor the provision of funding to support pupils access trips, LAMDA and music lessons.
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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
Music Lessons	External musical instrument teachers
Football	KickStart
SEMH Canine Therapy	Canine Therapist Organisation
KS4 Study Skills and Exam Prep Workshop	Elevate

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The school received £335 for one Service PP student in 2024/25. 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.