

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	1573
Proportion (%) of pupil premium eligible pupils	20.7%, (265 total)
Academic year/years that our current pupil premium strategy plan covers	September 2026 – July 2027
Date this statement was published	October 2026
Date on which it will be reviewed	Termly and overall impact in July 2027
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

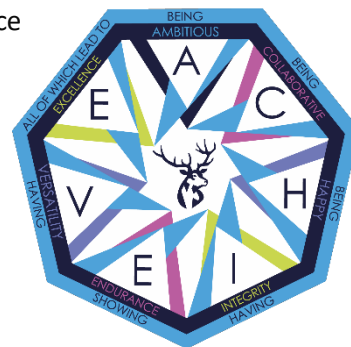
Detail	Amount
Pupil premium funding allocation this academic year	£313,339 (£286,600 in 2025/6)
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic 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>	£313,339

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 with special educational needs and/or disabilities and those who are disadvantaged make positive progress from their starting points.’ Ofsted 2026

‘Leaders deliberately encourage participation, particularly for disadvantaged pupils, to ensure that all pupils have the broadest possible set of experiences while at school. As a result the significant majority of pupils participate in sports, creative, academic or life skill activities, in addition to their formal learning’. Ofsted 2026

‘Leaders understand pupils’ needs. Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.’ Ofsted 2026

‘Leaders make effective use of additional funding to support disadvantaged pupils. They consider research-informed approaches when establishing the most effective strategies. Leaders continuously review the impact of their work and adapt priorities where needed.’ Ofsted 2026

To ensure the effectiveness of our strategy, and to address the areas for development in the 2026 Ofsted report:

- The school is investing additional resources in supporting the attendance of all learners, particularly those who are disadvantaged. This is a collaborative whole school approach, working alongside families and external agencies to reduce barriers to accessing education.
- Teaching and Learning will focus on ensuring that staff are aware of key strategies to support the needs of disadvantaged students, as well as meeting individual needs of pupils.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with tasks requiring executive functioning skills. In 2025/6 the attainment gap was -20.89 and attainment remains a focus for 2026/7. Assessments on entry into year 7 in the last 2 years indicate that between disadvantaged pupils arrive with a reading age between 7-18 months younger than their peers Students who are disadvantaged, on average, have CAT scored 11 points lower than their peers.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 2 years, on average, disadvantaged pupils have a reading age of between 7months and 18months lower than their peers. CAT scores last year were, on average, 7 points lower for disadvantaged learners.
3	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been 7.4%- 9.5% lower than for non-disadvantaged pupils. 44.4%- 43.3% of disadvantaged pupils have been 'persistently absent' compared to 23.4% - 17.7% of their peers during that period, with both groups persistent absence reducing in the last year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Behaviour/Isolations/Suspensions. Whilst there have been significant improvements in addressing the inequalities that exists when it comes to behaviour rewards and consequence, this remains a challenge for disadvantaged learners. For 2025/26 the reward to consequence ratio is 9% lower for disadvantaged students than their peers, this has improved from 12% in 2024/5. In 2025/6 there were 107 PP suspensions compared to 89 non-PP suspensions.
5	Through observations and conversations with pupils and their families, along with internal data tracking, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Fewer disadvantaged pupils access academic or residential enrichment-based opportunities within the school.

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
Progress and attainment To close or eliminate the attainment and progress gap between disadvantaged pupils and their peers, PP will be at the forefront of curriculum development, CPD and interventions.	In successive years, the attainment gap should close. Positive P8 for PP students using internal measures.
Attendance Strategies will consider the needs and barriers of pupils to reduce the attendance gap between disadvantaged students and their peers.	Attendance for disadvantaged learners to increase, with persistent absence reducing. Attendance to be at least 93% for students in receipt of Free School Meals Persistent Absence to be less than 34% for students in receipt of Free School Meals Attendance Raising Standards Meetings to support the reduction in attendance gap between disadvantaged students and their peers.
Behaviour for Learning Strategies will consider the needs and barriers of 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 be reduced in line with Governors' strategic objectives. • Suspension <15% • Isolation <30% Behaviour Raising Standards Meetings to support the reduction in gaps between disadvantaged students and their peers.
Widening participation Pupil premium students will be actively targeted throughout the planning of enrichment opportunities. Staff will encourage PP students to participate in a range of enrichment opportunities 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. At least 50% PP students at least one after school club All PP students engage in at least one enrichment activities. Staff will actively encourage pupil premium students to successfully engage with the opportunities they run

	(evident in participation number and student voice).
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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: £37,175

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. Handwriting interventions will be available for pupils where concerns arise that handwriting is impacting learning.	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/Inclusion teams to undertake a full liaison with primary schools to determine missed knowledge and skills. Students will be identified from baseline data, CAT 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.	1,2, 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. Staff training will focus on the below areas in 2026/7: - Executive functioning - Speech, language and communication needs - SEMH needs	All
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 vulnerable students through school counsellors, ELSA and Zones of Regulation.	1 and 4

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

Budgeted cost: £111,500

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, numeracy, handwriting and EAL 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, reading, handwriting and EAL interventions. This is further supported by the Key Stage 3 Raising Achievement intervention. Whether further need is identified, Educational Psychologists and/or Barriers to Learning Assessments are commissioned.	1 and 2

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: £164,460

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.	1,3 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, the school utilises two Attendance Officers. Use of Arbor and Studybugs attendance systems 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, 3 and 4.
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 AHT for KS3, Year 7 HoP, SENCos and Pastoral Manager to ensure smooth start to the new school year. The school runs two transition days along	2, 3 and 4.

	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.	
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.	1, 3, 4 and 5.
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, when the LA makes these available.	3

Total budgeted cost: £313,339

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2025/26 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 2025/26 PP cohort of students performed above the 2024 national averages for progress. Disadvantaged pupils achieved better than the 2024 national average in the following measures: 0.13 better for Progress 8, 0.47 for Maths P8, 0.48 for Maths, 0.48 EBacc.

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 (2024/25 results provided for context)

2025/26 GCSE Results 2024/5 GCSE Results	Cohort Size	P8 Score per student	A8 Score per student
Total	248 254	0.22 0.39	47.74 42.9
Pupil premium indicator: No	207 199	0.36 0.54	51.19 44.75
Pupil premium indicator: Yes	41 55	-0.44 -0.15	30.30 36.27
Gap		-0.80 -0.69	-20.89 -18.1

Review of 2024/25 school PP strategy

Intended outcome	Success criteria
To close or eliminate the attainment gap between disadvantaged pupils and their peers.	Attainment slightly dipped for all for all students in 2025/6 compared to 2024/5 and the gap is -20.89 compared to -18.1 in the prior year. The Pupil Premium P8 gap (-0.80) is slightly lower than 2024/5 (-0.89). This data indicates that PP students' performance has slightly dipped in 2025/6. However, PP progress remains higher than national figures. 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 Connect curriculum is now fully embedded into the school. 71% of the Connect cohort is in receipt of Pupil Premium. Attendance to Connect lessons remains higher than that to other lessons, which indicates the positive impact the subject is having. The introduction of a wider Connect Pathway (including English, Maths, Science, Geography and History Pathways) has positively benefitted the attendance and suspension levels for this group. There were significantly lower isolations and suspensions in the 2025/6 Connect cohort than previous cohorts. This is demonstrating the impact of the extended Pathway trialled in 2025/6. The wider connect pathway has been extended into Year 7 & 8 for 2026/7.
To reduce the attendance gap between disadvantaged students and their peers.	Overall attendance of PP students fell in 2025/26 from 85.6% to 83.9%. A small number of students with complete barriers to learning significantly contribute to this figure. 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. A whole school attendance initiative is in place for 2026/7 to further support a reduction in absence from school.

		2025/6	2024/5	2023/4	2022/23
	PP	83.9%	85.6%	86.0%	88.1%
	Non PP	93.4%	93.1%	93.1%	92.7%
To address the inequalities in FPSS behavioural system between disadvantaged students and their peers.	Significant improvements were made in addressing behavioural incidents across the school in 2025/6. However, there remains a gap between disadvantaged students and their peers in this area. The ClassCharts behaviour monitoring system shows that within the 2025/26 cohort disadvantaged students received few negative behaviour points than their peers. However, the received fewer positive points also, leading to a lower points ratio than their disadvantaged peers. Non-PP students received 95% ratio, whereas PP students received 89%, a gap of 6% between the cohorts. This is an improvement on the 9% gap in 2024/5. Pupil Premium suspensions accounted for 54.6% of all suspensions in 2025/6, down from 59% in the previous year. It remains a priority to reduce this figure. 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 clubs and visits.	To address inequalities between disadvantaged students and their peers in accessing extra-curricular clubs and visits. In 2025/6 66.5% of PP pupils attended a trip compared to 58.7% of non-PP pupils. The school has increased financial support, internally and via charities, for trips, residentials, LAMDA and peripatetic music lessons.				

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	Peripatetic teachers
Football	KickStart
SEMH Canine Therapy	Adeline's dog therapy
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 2025/6. 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.