

## 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	1551 (October census data)
Proportion (%) of pupil premium eligible pupils	16.18%, (249 total)
Academic year/years that our current pupil premium strategy plan covers	September 2024 – July 2025
Date this statement was published	October 2024
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

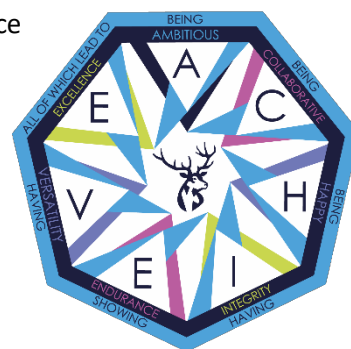
Detail	Amount
Pupil premium funding allocation this academic year	£273,510
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£273,510

## 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 2024-25 main focuses.

Challenge number	Detail of challenge
1	<b>Progress of KS4 students 2023/24 unvalidated GCSE results shows that disadvantaged students had a P8 gap of -0.53. 2022/3 was a -0.51 P8 gap. We need to continue to close this gap.</b>
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 be supported through the introduction of Key Stage 3 Raising Achievement and the Connect Key Stage 3 Curriculum Pathway.
3	<b>Attendance – The 2023/24 attendance gap between disadvantaged students and their peers is 7.1% for 2024- 25 our aim is to reduce this gap throughout the time a student is at FPSS. 2022/23 = 4.6% and 2022/21 = 4.4%.</b>  The aim will be to continue to reduce the gap in Persistent Absence between disadvantaged students and their peers. In 2023/4 the gap is 21.2%. 2022/23 24.7% and 2022/21 = 16.9%
4	<b>Behaviour/Isolations/Suspensions. Addressing the inequalities that exists when it comes to behaviour rewards and consequence. For 2023/24 the reward to consequence ratio is 12% lower for disadvantaged students than their peers. This was 13% in 2022/23.</b>  <b>*2023/4 suspension/isolation data to be added when verified*</b>
5	Enrichment opportunities to increase. Resulting in greater than 50% of students in receipt of PPG attending an extra-curricular club and comparable PP and Non-PP attendance to trips.

## 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 implementation 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 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.

### 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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Testing</b> 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.</p>	<p>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.</p> <p>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.</p>	2
<p><b>Identifying gaps in learning</b> 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.</p>	<p>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).</p> <p>Use of Elevate workshops at KS4 to support underachieving with their exam preparation and revision skills.</p> <p>Disproportional number of PP students in this cohort.</p> <p>Teaching staff to use low stakes testing regularly within lessons to identify gaps,</p>	2

	review knowledge and inform planning for future lessons and term plans.	
<p><b>Access</b> Ensuring that all students can access the curriculum, wider curriculum, and extra-curricular activities.</p>	<p>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 disadvantaged students access these resources in each cohort.</p> <p>The Pastoral Teams, Tutors and Teachers monitor disadvantaged students access to the curriculum (e.g. cooking ingredients, scientific calculators, revision guides)</p> <p>Internal data monitors wider curriculum (e.g. music lessons) and extra-curricular activities to ensure disadvantaged students are benefiting. Funding will be made available to ensure participation in trips, enrichment, and curriculum activities.</p>	1, 3 and 5
<p><b>Staff training</b></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>Last year the whole school CPD focused on the data on disadvantaged students. Colleagues were asked to focus on the disadvantaged groups when planning and using the adaptive techniques. Some of the adaptive techniques that we looked at has specific literacy foci e.g. vocabulary lists, sentence stems, extending written work, flexible groupings, oracy to support literacy. This work built on the previous work on disciplinary literacy and follows good practice in pedagogy as per the EEF and reputable research.</p>	1, 2 and 5.

<b>Recruitment and retention</b>	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
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Raising Achievement Intervention</b></p>	<p>Small group intervention proved successful in previous years; disadvantaged students benefitted from low staff / student ratio.</p> <p>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.</p> <p>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.</p>	<p>1, 2, 3 and 4.</p>
<p><b>Build-Up Programme</b></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><b>Learning Support Intervention</b></p>	<p>Literacy and Numeracy intervention from the LS team proved successful in previous years, disadvantaged students benefitting from low tutor / student ratio.</p>	<p>1 and 2</p>
<p><b>English Intervention Reading Plus</b></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><b>Improving Literacy</b> Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in</a></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1 and 2.</p>



<p><a href="#">Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed on literacy.</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: £155,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional support</b> 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.</p> <p>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.</p> <p>Where needed further external provision is provided including the programmes Kickstart, Canine Therapy, 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><b>School Minibus</b></p>	<p>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.</p> <p>Where a student has low attendance to school, the minibus is also used to facilitate home visits. These visits provide an</p>	<p>1 and 4</p>

	opportunity to discuss any barriers to attending school.	
<b>Provision</b> 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
Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium	<p>Increased communication with parents by form tutors, HoPs, Parent Support Worker and other pastoral staff. As well as classroom teachers.</p> <p>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.</p> <p>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.</p>	1, 3, 4 and 5.+
Use of rewards to motivate students.	<p>Reward Points, ClassCharts behaviour data and termly reports showing progress within subjects and attendance.</p> <p>For 2024/5 there will be an increase in rewards for disadvantaged students' attendance. Each fortnight there will be a prize draw for PP students who have had 100% over the preceding fortnight.</p>	1 and 3.

<p>Focus on transition activities and support to assist students with a smooth start to secondary school.</p>	<p>Full transition programme in place with transition co-ordinator supporting the jump from KS2 (Year 6) to KS3 (Year 7).</p> <p>Closely working with the Year 7 HoP and Pastoral Manager to ensure smooth start to the new school year.</p> <p>The school runs two transition days along with an additional Enhanced Transition Day for those with EHCP, vulnerabilities or disadvantaged.</p> <p>Prioritisation given in Term 1 for interventions and pastoral support for those indicated by primaries as likely to have barriers to attendance or learning.</p>	<p>2, 3 and 4.</p>
<p>Focussed careers provision against the Gatsby benchmarks.</p>	<p>Careers advisor working alongside students and supporting HoPs, SLT with the year 9 option programme and departmental careers in the curriculum.</p> <p>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.</p>	<p>1, 2 and 5.</p>
<p>Parental Support</p>	<p>The Parent Support Worker provides 1-1 support to parents and their children. Their work is predominantly with disadvantaged families.</p> <p>They can support with parenting workshops, signposting to services and charities and delivering 1-1 Zones of Regulation and/or ELSA to students.</p>	

**Total budgeted cost: £273,510**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Throughout the 2023/24 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 2023/24 PP cohort of students performed similarly to the previous cohort in terms of the P8 gap between PP and their non-disadvantaged peers. Despite an overall increase in P8 performance across the cohort from -0.39 in 2022/3 to -0.05 in 2023/4.

The A8 result improved for all students although there remains a gap of -13.52. Data indicates that PP students overall performed better in 2023/24, but did not make progress as fast as their non-disadvantaged peers.

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). Overall, we are pleased with the performance of the 2023/24 cohorts and will continue to preserve to reduce and remove the gap between disadvantaged and non-disadvantaged students.

### Provisional GCSE results: 2023/24 (2022/23 results provided for context)

2023/24 GCSE Results 2022/23 GCSE Results	Cohort Size	P8 Score per student	A8 Score per student
Total	220 216	0.37 0.06	49.4 48.0
Pupil premium indicator: No	172 182	0.48 0.12	52.35 50.2
Pupil premium indicator: Yes	48 34	-0.05 -0.39	38.83 35.7
Gap		-0.53 -0.51	-13.52 -14.5

**Review of 2023/24 school PP strategy**

Intended outcome	2023/24 outcome												
<p>To close or eliminate the attainment gap between disadvantaged pupils and their peers.</p>	<p>Attainment improved for all students in 2023/4 and the gap reduced from -14.5 to -13.52.</p> <p>The Pupil Premium P8 gap (-0.53) is similar to 2023 (-0.51). This data indicates that PP students overall performed better in 2023/24, but did not make progress as fast as their non-disadvantaged peers.</p> <p>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.</p>												
<p>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.</p>	<p>A whole school update to curriculum policy and planning documents have seen subject departments readdress the way functional literacy and key vocabulary are delivered in their subject areas.</p> <p>The introduction 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.</p> <p>Work from the department literacy Reps and SLT literacy line manager have shown further improvement is KS3 reading ages and ARG progress. However, many PP students joining FPSS in year 7 continue to have an average reading age below KS3 level.</p>												
<p>To reduce the attendance gap between disadvantaged students and their peers.</p>	<p>Overall attendance of PP students fell in 2023/24 from 88.1% to 86.0%. 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.</p> <table border="1" data-bbox="695 1626 1257 1749"> <thead> <tr> <th></th> <th>2023/4</th> <th>2022/23</th> <th>2021/22</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>86.0%</td> <td>88.1%</td> <td>86.4%</td> </tr> <tr> <td>Non-PP</td> <td>93.1%</td> <td>92.7%</td> <td>90.8%</td> </tr> </tbody> </table>		2023/4	2022/23	2021/22	PP	86.0%	88.1%	86.4%	Non-PP	93.1%	92.7%	90.8%
	2023/4	2022/23	2021/22										
PP	86.0%	88.1%	86.4%										
Non-PP	93.1%	92.7%	90.8%										
<p>To address the inequalities in FPSS behavioural system between disadvantaged students and their peers.</p>	<p>The ClassCharts behaviour monitoring system shows that within the 2023/24 cohort disadvantaged students continue to receive more negative behaviour points than their non-disadvantaged peers. In 2023/24 non-PP students received 94% ratio, whereas PP students received 83%, a gap of 12% between the cohorts.</p> <p><b>*2023/4 suspension/isolation data to be added when verified*</b></p> <p>Following this the FPSS pastoral and teaching staff will endeavour to</p>												

	further positively bias our PP students ensuring that where possible they receive behaviour point parity with their peers.
To ensure that all staff are using quality first teaching and learning strategies tailored for the individual needs of disadvantaged students.	<p>The staff CPD focus of 2023/24 was on adaptive teaching and meeting the needs of all learners. This whole school CPD has seen sessions delivered by SLT, middle leaders, expert outside speakers and local authority colleagues. These sessions focused on support colleagues with their classroom practice to ensure all cohorts of disadvantaged and high ability students have been activity considered in planning and teaching.</p> <p>From these sessions it is clear to see the focus and attention is clearly on PP students evidenced by the overall improvement in P1 scores and in the 2024/25 school year our focus will again be on these individuals and students who are doubly disadvantaged, including PP + SEN (D)(K) students.</p>

### 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 and Boxing Mentoring	KickStart, BE A Warrior Foundation
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 2023/24. 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.