

Pupil premium strategy statement – Finham Park School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	1761
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Bishop
Pupil premium lead	Sanna Raja
Governor / Trustee lead	Laura Ridley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£ 160,425

Part A: Pupil premium strategy plan

Statement of intent

Our comprehensive strategy for the effective allocation of pupil premium funding utilizes the guidance from the Education Endowment Foundation, prioritising quality first teaching, targeted interventions and wider strategies to support the social and emotional development of our young learners. Our ultimate goal is for all disadvantaged students to meet or exceed nationally expected progress rates by ensuring equity for our disadvantaged students.

As the Education Endowment Foundation has stated, high quality teaching is one of the most powerful and effective ways for a school to improve pupil premium attainment, and therefore we ensure this is at the forefront of our strategy plan towards achieving our objectives. 85% of our budget is spent on promoting and regulating best teaching practice, focussing on high quality internal and external CPD for all staff. Overstaffing has also allowed class sizes to be reduced at KS4, allowing for more a more individualised learning experience for our students. Furthermore, every department within our school has a personalised plan for raising attainment for Pupil Premium within their subject.

A dedicated Pupil Premium team has been formed to support our disadvantaged students academically, socially and emotionally through different forms of mentoring and support. Through a robust data collection programme, we are able to track student progress and intervene. The team also supports in parental engagement, leading to increased attendance and happier, more engaged students.

We also recognise the importance of wider experiences to help build cultural capital as well as promote social and emotional wellbeing. Our pupil premium students are representative of the most vulnerable students, and therefore it is vital to ensure they receive the support necessary to access the curriculum. Our range of wider strategies offered ensures students have prioritised access to extracurricular activities, trips outside of school, and social and emotional support.

Our strategy ensures disadvantaged students have 'the time of their lives' experience and will be to measure Pupil Premium attainment against all students nationally.

Challenges

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

Challenge number	Detail of challenge
1	Wide attainment gap between PP and non-PP students Our most recent GCSE results showed a widening of the gap between PP and non-PP students, indicating that more must be done to improve academic progress.
2	Low reading and literacy attainment on beginning KS3 Average reading ages of students joining at KS3 level shows a majority of PP students are well below their actual reading age, making it more difficult for them to access the curriculum.
3	Attendance Attendance of PP students is an ongoing issue and represents one of the strongest barriers to learning and success.
4	Cultural capital Lack of cultural capital is prominent in PP students, and results in low aspirations and poor emotional intelligence due to a lack of understanding of the world.
5	Emotional and wellbeing support PP students may not have the emotional and wellbeing support as non-PP students, resulting in a lack of readiness for the classroom and struggling to access the curriculum.

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
Narrow attainment gap	Percentage passing GCSE English and Maths Attainment 8 and Progress 8 scores
Increasing reading and literacy in KS3	NGRT test scores SPARX reader scores
Positive behaviours in lesson and around school	Monitoring positive and negative behaviour points through BROMCOM Decreased behaviour sanctions
Raise attendance	Termly attendance statistics and comparisons.
Increased participation in extra-curricular activities	OOSHL allows tracking and comparison of pupil premium students with non-pupil premium students attending extra-curricular activities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Overstaffed – English Teacher.</i>	Allows reduced class sizes +2 at KS4 resulting in a more personalised learning experience for DA students. Smaller class sizes when compared to national average. Schools, pupils and their characteristics, Academic year 2023/24 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)	1,2
<i>Programme of CPD supporting quality first teaching.</i>	PP Focused ‘TALK’ sessions focussing on sharing best practice, paying particular attention to metacognition and self-regulation +7, oral language interventions +6 and feedback +6.	1,2
<i>CPD books purchased for staff</i>	Promotes high quality teaching +7 and staff engagement with CPD programme.	1
<i>Staff recruitment and retention</i>	“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” – EEF Guide to Pupil Premium “Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.” – EEF Guide to Pupil Premium	

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Employment of Pupil Premium Lead</i>	Teaching member of staff to manage strategy and funding. EEF – Behaviour interventions +4 EEF – Mentoring +2 months EEF – Social and emotional learning +4 EEF– Parental Engagement +4 months	1, 2, 3, 5
<i>Employment of Academic Mentor</i>	Targeted academic mentoring EEF – Mentoring +2 EEF – Metacognition and self-regulation +7 EEF – Individualised instruction +4 EEF – Mentoring +2	1,2
<i>Revision guide subsidies</i>	EEF - Homework +5 EEF – Metacognition and self-regulation +7	1,2
<i>Targeted intervention</i>	EEF – Individualised instruction +4	1,2
<i>SPARX maths</i>	Provides differentiated work based on baseline testing. EEF – Individualised instruction +4. EEF - Homework +5 Sparx-impact-in-first-cohort-case-study.pdf (sparxmaths.com)	1
<i>SPARX English</i>	Provides individualised reading and comprehension activities based on regular testing. EEF - Homework +5 EEF - Reading comprehension strategies +6 EEF – Individualised instruction +4	1,2
<i>PP focussed learning walks and book looks</i>	Promoting high quality teaching	1
<i>Department led Intervention</i>	EEF – Extending school time +3 Afterschool intervention targeting DA students to narrow the attainment gap.	1
<i>KS4 Reduction of class sizes</i>	EEF – Reducing class size +2	1
<i>Peer tutoring</i>	EEF – Peer tutoring +5	1,2
<i>Homework club</i>	EEF - Homework +5	1,2
<i>Academic and behaviour achievement rewards programme</i>	Rewards for students who show academic progress based on end of unit assessments across subjects.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor/attendance and wellbeing facilitator?</i>	EEF- Behaviour interventions + 4 - Parental engagement + 4	1,3,5
<i>Breakfast Club</i>	Providing free breakfast prepares children for learning. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	4
<i>Contribution to school trips</i>	EEF – Social and emotional learning +4	4
<i>Mental and Emotional Wellbeing Support - Guardian Ballers</i>	EEF – Physical activity + 1 EEF – Social and emotional learning +4 EEF - Behaviour Interventions +4	1,3,5
<i>Uniform</i>	Prepares students for the day and makes them feel comfortable as well as part of the school community.	3
<i>Music lessons</i>	EEF - Arts Participation + 3	1,4
<i>Purchasing of materials for food tech and art</i>	EEF - Arts Participation + 3	1,4
<i>Prioritising PP students for extra curricular activities</i>	EEF - Physical Activity +1 EEF - Social and emotional learning +4 EEF - Arts participation +3 months	
<i>Rewards programme for behaviour</i>	EEF - Behaviour Interventions +4 Rewards for student who receive a high number of reward points and show improved behaviour. Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support” – EEF Guide to The Pupil Premium	

Total budgeted cost: £ 160,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Before analysing the data of our actual results from the previous academic year, it is important to consider key factors that contributed to the widening of the gap between disadvantaged (DA) students and non-disadvantaged students. The effects of covid are still present, with students struggling to access the curriculum as a result of this. Furthermore, there were 5 DA non-attenders, which had a significant impact on results.

40.91% of DA students received a grade 4-9 in English and Maths. 32% of DA students received a grade 4+ in English, with 27% receiving a grade 4+ in Maths. Our P8 score went down to -0.94 for DA students and A8 score was 34.7%. As a result of this, our main priority for the academic year 2024-2025 will be a focus on ensuring the gap narrows by offering high quality teaching and targeted interventions.

When considering Ebacc, 36.36% of DA students were entered, and the gap between DA and non-DA represented a score of -1.22.

Details	Progress 8							Performance	
	Summary			Baskets				5 A* to C Grades	
	Name	Entries	Score	% Positive	English	Maths	EBacc	Other	%
All Students	232	0.19	58.62	0.15	0.2	0.37	0.02	55.51	
SEN	60	-0.05	58.33	-0.11	0.13	0.15	-0.32	30.65	
Gender	Males	107	-0.07	52.34	-0.29	0.34	0.17	-0.45	47.75
	Females	125	0.41	64	0.52	0.08	0.54	0.42	62.4
	Gender Gap		-0.48	-11.66	-0.81	0.26	-0.37	-0.86	-14.65
PP	Pupil Premium	21	-0.71	42.86	-0.51	-0.41	-0.74	-1.02	19.05
	Non Pupil Premium	211	0.27	60.19	0.21	0.26	0.48	0.12	59.07
	Pupil Premium Gap		-0.99	-17.33	-0.73	-0.67	-1.22	-1.14	-40.02
Prior Attainment	High	76	0.01	57.89	-0.12	-0.06	0.22	-0.07	76.32
	Middle	126	0.16	55.56	0.22	0.16	0.29	0	52.38
	Low	30	0.73	73.33	0.53	1	1.08	0.33	20
White British Boys	61	-0.48	39.34	-0.62	-0.12	-0.31	-0.8	38.71	

11 PP Students are SEND
 7 PP Students are White British Boys
 4 PP Students are SEND and WBB

Attendance of our DA students for the previous academic year was 88.05%. Raising attendance and working closely with attendance officers will also be a priority for the current academic year. A significant amount of DA students have been involved in music lessons and were prioritised for extra-curricular activities as well as trips.

As the strategy for the budget has changed and more of an emphasis has been placed on teaching and learning and targeted interventions, we are on target to meeting our intended outcomes.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.