

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Finham Park 2
Number of pupils in school	770
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers.	2023-2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Will Keddie
Pupil premium lead	Andy Ditch
Governor / Trustee lead	Michelle Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,450
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at Finham Park 2, irrespective of their background or the challenges they may face, make excellent progress and achieve high attainment across the curriculum. A significant proportion of students study the EBacc and there is also a focus on creative subjects such as Technology, Art, Music and Drama.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal. We want to ensure that any barriers to students' learning are removed and that all students can achieve the best possible outcomes and successfully progress into post-16 studies.

The main focus of our approach is high quality teaching and learning. In the EEF 3-tiered approach this is highlighted as a key ingredient of success and therefore a proportion of the pupil premium funding is allocated to this area, it will also benefit non-disadvantaged students as well. There is also a relentless focus on individual students eligible for pupil premium funding at a whole school, department and classroom level providing targeted academic support where appropriate. The third tier highlights specific interventions and wider strategies that are used on a personalised basis to remove barriers to learning. Regular pupil premium strategy group meetings with all relevant stakeholders ensure a holistic approach to these interventions.

Our approach will be driven by data, research and knowledge of individual student needs. The whole school focus on data driven instruction and responsive teaching will ensure:

- Disadvantaged students are challenged in every lesson and make excellent progress
- Timely interventions are put in place when identified through data review sheets
- All staff take responsibility for the outcomes of disadvantaged students and champion their success.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of disadvantaged students in Mathematics is generally lower than that of their peers. Students (in particular those who are high prior attainers) eligible for the pupil premium funding have historically made less progress than other students. In 2024 the APS for PP students in Maths was 3.95 compare to 4.5 for Non-PP students. In 2024 the Progress 8 score for PP students in Maths was -0.07 compared to 0.06 for non-PP students.
2	The attainment and progress of disadvantaged students in English is generally lower than that of their peers. Disadvantaged students tend to have less awareness of the wider world around them. They also tend to have lower levels of 'general knowledge' which would, in terms of reading, allow them to make connections and interpret what they are reading in a meaningful way. In 2024 the APS for PP students in English was 3.9 compared to 4.55 for Non-PP students. In 2024 the Progress 8 score in English for PP students was -0.55 compared to -0.31 for Non-PP students.
3	Current in school data shows that higher prior attaining disadvantaged students are making less progress than other high attaining students. This is evident from in school data and there is an emerging trend in years 7-10.
4	Disadvantaged students in year 7 arrive with lower academic starting points in KS3 when compared with their peers. The table below shows the detail in these gaps for the year 7 cohort in 2024.

	<table><tr><td></td><td></td><td>GPS</td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td rowspan="5">Greater Depth</td><td rowspan="2">FP2</td><td>50</td><td>38</td><td>42</td><td>15</td></tr><tr><td>29%</td><td>22%</td><td>24%</td><td>9%</td></tr><tr><td rowspan="2">FP2 PP</td><td>8</td><td>8</td><td>8</td><td>1</td></tr><tr><td>13%</td><td>13%</td><td>13%</td><td>2%</td></tr><tr><td>National</td><td>32%</td><td>24%</td><td>28%</td><td>8%</td></tr><tr><td rowspan="5">Met Standard</td><td rowspan="2">FP2</td><td>72</td><td>87</td><td>70</td><td>96</td></tr><tr><td>71%</td><td>72%</td><td>65%</td><td>63%</td></tr><tr><td rowspan="2">FP2 PP</td><td>29</td><td>27</td><td>27</td><td>29</td></tr><tr><td>62%</td><td>57%</td><td>57%</td><td>48%</td></tr><tr><td>National</td><td>72%</td><td>73%</td><td>74%</td><td>72%</td></tr></table>			GPS	Maths	Reading	Writing	Greater Depth	FP2	50	38	42	15	29%	22%	24%	9%	FP2 PP	8	8	8	1	13%	13%	13%	2%	National	32%	24%	28%	8%	Met Standard	FP2	72	87	70	96	71%	72%	65%	63%	FP2 PP	29	27	27	29	62%	57%	57%	48%	National	72%	73%	74%	72%
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	There is a significant overlap of students who are disadvantaged and also have SEND needs. This is recognised through teacher assessments and in discussions with students. Significant support is required to support these students in closing the attainment and progress gap.																																																						
5	Attendance data over the previous 2 years indicates that attendance among disadvantaged pupils has been between 4-7% lower than for non-disadvantaged pupils. In 2022-2023 the gap was 5.99%. In 2022-2023 38.6% of disadvantaged students have been 'persistently absent' compared to 21.3% of their peers during that period. IN 2023-2024 the gap in attendance between PP and non-PP was 7%. The PA for PP students was 39.8% and for non-PP students was 17.1%. Assessments, learning walks and internal observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.																																																						
6	Assessments of students in creative subjects, student voice and feedback from parents has shown that disadvantaged students have a reduced access to creative curriculum and less cultural capital. Disadvantaged students are less likely to understand the meaning of key words and cultural references within texts and other media. In turn this means that disadvantaged students are less able to make good progress in creative/practical subjects.																																																						
7	Through discussion with families, teacher assessments and mentor wellbeing checks with students it has been identified that families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This increased significantly throughout the lockdowns during COVID. It is also driven by the lost learning time and lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. There has been a significant increase in the number of disadvantaged students receiving small group support or individual counselling sessions.																																																						

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress of disadvantaged students across the curriculum with a focus on English and Mathematics.	2022-2023. Attainment 8 and Progress 8 results show that there is no gap between disadvantaged students at Finham Park 2 compared with disadvantaged students nationally. 2023-2024. PP students at Finham Park 2 achieve attainment and progress 8 results that are in line with non-disadvantaged students nationally. 2024-2025. PP students at Finham Park 2 continue to achieve in line with national PP students or above.
Improved reading comprehension across all disadvantaged students in KS3.	Star reading tests show that reading comprehension skills have improved for disadvantaged students and there is a smaller gap between disadvantaged students and their peers. Engagement data shows a significant increase in the amount of books disadvantaged students are accessing, either via the school library or online using MYON. Staff will see a marked improvement within lessons and internal data will also reflect this improvement.
The attendance of all students will improve and in particular disadvantaged students' attendance will improve and the improvement will be sustained.	By 2024-2025 the attendance of PP students will be no more than 2% below that of non-PP students. The persistent absence of disadvantaged students will be no more than 5% below that of non-disadvantaged students. The attendance and persistent absence of disadvantaged students will be above or in line with that of disadvantaged students nationally.

The mental health and wellbeing of disadvantaged students will improve and be sustained.	This will be evidenced through student attendance at a variety of sessions to improve mental health. Increased and sustained engagement in Finham Park 2's OOSHL (out of school hours learning) programme.
The number of students studying subjects in the creative curriculum will improve and be sustained, particularly for those students who are disadvantaged.	Student numbers in Music, Technology, Art, Photography and Drama at GCSE continue to increase proportionally depending on the number of disadvantaged students present in each cohort.

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: £16,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff provide excellent feedback to students. Training and development is focused on responsive teaching to support this activity.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3,4
Training and development of teachers is focused on a clear programme of instructional coaching and data driven instruction.	Instructional coaching is a nationally recognised technique to rapidly improve teaching and learning for all staff. Together with data driven instruction this will enable all teaching staff in Mathematics and English to identify students quickly and ensure strategies in class and externally are in place to improve progress and attainment.	1,2,3
Homework is structured, clear and impactful for all students with a focus on those who are disadvantaged.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – this will be considered in the approach at Finham Park 2 through the	1,2,3,4

	comprehensive OOSHL programme and numerous homework clubs within this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted programme of reading for all disadvantaged students to improve reading comprehension and target vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Mentoring of students by PP school lead and other key members of staff across the academic year.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,5,7
Students who have SEND and are disadvantaged receive targeted support by teaching assistants.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistants	4

	evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Increase access for disadvantaged students to the creative curriculum (Music, Art, technology)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,6

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

Budgeted cost: £ 106,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint Deputy College Leaders to support attendance across all colleges focusing specifically on PP students.	Mentoring and relationship building to improve student attendance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring . First day follow up for all key PP students not attending school.	5
Students have access to small group support and 1-2-1 support with a school counsellor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
Students engage in a positive restorative justice programme within school.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	5,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Students receive targeted and dedicated careers advice.	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The dedicated careers support will ensure students have the knowledge and skills needed to progress towards their aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,2,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example this could include providing uniform, access to trips and travel support as examples.	All

Total budgeted cost: £198,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The table below shows the GCSE results for all key headlines over the past 3 years. **2024 results are provisional currently**

	2022				
	DA	Non-PP	National PP	In school GAP	National Gap
Progress 8	-1.18	0.10	-0.55	-1.28	-0.63
Attainment 8	31.90	52.50	37.60	-20.60	-5.70
% Grade 5+ English and Maths	14.00	54.00	29.60	-40.00	-15.60
% Grade 4+ English and Maths	29.00	72.00	48.40	-43.00	-19.40
Attendance %	79	90	TBC	-11	TBC
	2023				
	PP	Non-PP	National PP	In School Gap	National GAP
Progress 8	-0.58	-0.41	-0.57	-0.17	-0.01
Attainment 8	33.97	45.3	34.90	-11.33	-0.93
% Grade 5+ English and Maths	19.00	43	25	-24.00	-6.00
% Grade 4+ English and Maths	42.00	67	43.10	-25.00	-1.10
Attendance %	84.00	90	TBC	-6.00	TBC
	2024				
	PP	Non-PP	National PP	In School Gap	National GAP
Progress 8	-0.56	-0.19	TBC	-0.37	TBC
Attainment 8	35.5	44.8	TBC	-9.3	TBC
% Grade 5+ English and Maths	30%	48%	TBC	-0.18	TBC
% Grade 4+ English and Maths	47%	65%	TBC	-0.18	TBC

GCSE Results in 2024 continue to show an improvement in both attainment and progress for Pupil premium students. Attainment has increase by almost 1.5 compared with 2023 and is above the 2023 national Attainment 8 figure for PP students. Progress has also increased by 0.02. Based on the national results in 2022 and 2023 this would suggest that PP students' progress is at least in line with those nationally. The above table will be updated with 2024 national figures once available.

Disadvantaged Students			
2023-2024	National Av Pts	LA Avg Pts	FP2 Avg Pts
Art and Design	4.3	4.3	4.3
Biology	5	4.3	5.4
Business Studies	3.9	3.6	2.9
Chemistry	5	4.1	4.6
Chinese	4.5	3.3	3.5
Computer Science	3.7	3.9	4.8
D & T	3.4	4.4	4
Engineering	3.2	3.6	3.6
English Language	3.9	4	4
English Literature	3.8	3.8	3.4
French	4.1	4.1	2.3
Geography	3.4	3.4	1.7
History	3.6	3.5	3.3
Hospitality and Catering	3.5	4.1	5.5
Maths	3.7	3.9	4.1
Interactive Media	2.6	2.7	2.9
Music	3.8	3.4	1.5
Photography	3.9	3.9	2
Physics	5	4.3	5.4
Science Combined	3.4	3.4	3.5
Spanish	4.1	4.4	4.6
Drama	3.8	3.6	4.3
Sports Studies	3.5	3.1	3.4

The above table shows the performance of PP students in each subject compared to the local authority average and the national average.

13 of the 23 subjects scored higher than the national APS and 15 of the 23 subjects scored higher than the LA APS.

The Pupil premium funding is used to support students in creative subject areas and it is clear from the table above that this has clearly had a positive impact particularly in the areas of Technology, Hospitality and Catering, Drama and Art. Each of these subjects now has an average points score above the local authority and national APS.

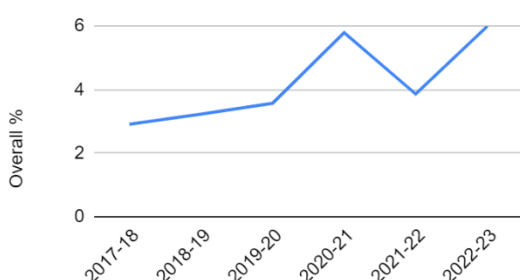
Early FFT analysis also shows the positive impact of funding in practical subjects. The table below highlights the performance of these subjects

Subject	Number of pupils	FFT Value Added This assessment	Nationally	Your rank ▾
Creative iMedia VOC	28			
Design & Technology GCSE	21	0.9 +		14
Drama GCSE	21	0.5		25
Hospitality and Catering VOC	17	0.4		31

Funding is also used to positively support and engage students in a programme of restorative justice. Over the past two years the graphs below show that the number of DA students being suspended has reduced and the in-school gap has also narrowed.

The overall attendance of PP students in 2023-2024 was 85%, a slight decrease from the previous academic year. The overall attendance for DA students in 2022-2023 was 86.27 – this is an increase of 1% from the previous academic year when the attendance of DA students was 85.3%. The graph below shows the trend of this gap over the past 6 years.

GAP between PP & Non-PP Overall



This graph shows clearly the impact that COVID had on attendance and in particular for DA students.

The table below shows the attendance comparisons for DA and non-DA by year group.

	PP Attendance %	Non – PP attendance %	PA PP %	PA Non-PP %
2021/2022				
7	92.2	93.9	33.3	13.2
8	87	93.9	44	13
9	88.5	93.6	32.4	15.4
10	85.7	89.2	40.1	24.1
11	75.4	92.3	80	24.8
2022/2023				
7	88.9	95.7	24.7	8.2
8	87.7	91.3	40.4	26.4

9	83.7	91.9	50	22.1
10	85.5	92.3	38.9	22
11	84.2	90.1	45.5	30.4
2023/2024				
7	90	94.8	36.5	9.3
8	86.1	93.5	45.8	19.5
9	83.1	90.9	48.9	24.4
10	75.4	91.1	55.3	22.6
11	83.6	93	36.4	18.5

Funding is also provided to enable PP students to attend trips and visits or engage in external sessions throughout the year to increase engagement and cultural capital. In 2023-2024 the percentage of PP students attending at least one trip or visit or attend a session with an external speaker is as follows:

- 100% of year 7 student 100% of year 8 students, 100% of year 9 students, 100% of year 10 students

An example of some of the events/trips students experiences are: Warwick Castle, Careers Fairs, Holocaust survivor talk, Royal opera house, Romeo and Juliet, Blood Brothers, Macbeth, and many others.

Externally provided programmes

Programme	Provider
Small group tuition in English	I-teachers

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback across all subject areas. This is part of Finham Park 2's teaching and learning principals. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- a sustained and focused approach to student voice throughout the year to ensure that all students understand the measures in place to help them 'catch-up'.
- regular strategy group meetings involving all key stakeholders to discuss all disadvantaged students across all year groups individually.
- a clear focus from all teaching staff on disadvantaged students in teaching groups across all subject areas. This will be supported by the Bromcom analysis tool and internal spreadsheets. Teaching staff will be supported by middle leaders in identifying these students and working with them to narrow any gaps.
- ensuring all teaching staff 'know their disadvantaged students really well' which is another of the ten teaching and learning principles at Finham Park 2. This will be achieved through a clear programme of data driven instruction and instructional coaching.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. The OOSHL programme will encourage all students but with a focus on those who are disadvantaged to participate. Activities will focus on building life skills such as confidence, resilience, and socialising.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. In 2021-2022 an external Pupil Premium review highlighted some key areas that now form part of the strategy for disadvantaged students.

Internal data is used to target students but this is also triangulated across other schools in the Finham Park MAT to share best practise. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. The EEF framework and guidance is at the forefront of planning the pupil premium strategy and we will continue to use this through the implementation of all activities.

The plan at Finham Park 2 is robust but will be regularly monitored and reviewed to ensure that the best possible outcomes are achieved for disadvantaged students.

