

Pupil premium strategy statement

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 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	831
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers.	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
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	£223,600
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	£223,600

Part A: Pupil premium strategy plan

Statement of intent

Finham Park 2 is committed to ensuring that every pupil achieves their full potential regardless of background or prior attainment. We recognise that many pupils face barriers — academic, social, emotional, and economic — which can limit their progress. Over recent years (2023–2025), our strategy has made measurable progress in narrowing attainment and engagement gaps; however, 2025 outcomes show that sustained focus remains essential.

Through a combination of high-quality teaching, targeted academic support, and wider strategies addressing attendance, well-being, and social-emotional needs, we aim to:

- Raise attainment in core subjects (English, Mathematics, Science) for all pupils.
- Close the disadvantage gap so that disadvantaged pupils make comparable progress to their peers.
- Improve reading comprehension, vocabulary, and literacy overall — especially for pupils joining Year 7 with lower starting points.
- Enhance mental health, well-being, attendance, behaviour, and engagement, ensuring all pupils feel supported to succeed.

We believe in rigorous monitoring, data-driven instruction, evidence-informed interventions, and an inclusive nurturing school culture — underpinned by high expectations, strong relationships, and tailored support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance for disadvantaged pupils remains below national averages and continues to present a barrier to learning and progress. Recent data in the IDSR show that FSM6 attendance has declined from 85.7% in 2022/23 to 84.7% in 2023/24, before rising slightly to 86.7% in 2024/25, yet still sits 1.5 percentage points below national (88.2%). The school's trend is a relative decline compared to national patterns across all three years. This indicates that disadvantaged pupils are not attending as consistently as their peers nationally, limiting curriculum access and increasing attainment gaps. Although targeted strategies—such as mentoring, increased pastoral oversight, and timely first-day responses—have begun to stabilise attendance, further focused work is required to address entrenched absence patterns and reduce persistent absence.
2	Attainment & Progress Disadvantaged pupils attain less well than their peers across subjects, including English and Mathematics. In English, the gap narrowed from 18% in 2023 to 13% in 2024, before slightly widening to 16% in 2025. In Mathematics, the gap decreased from 20% to 15% in 2024, then rose to 18% in 2025. High prior attaining PP pupils continue to make less progress, indicating a need for targeted teaching strategies and data-driven support to ensure all learners reach their potential.
3	Reading Disadvantaged pupils enter Year 7 with lower reading ages on average. Internal STAR reading data and KS2 assessments show persistent gaps in comprehension and vocabulary. Fresh Start Reading pupils showed marked improvement from 62% meeting expected progress in 2023 to 70% in 2024, with a slight dip to 68% in 2025. Ofsted noted that some pupils lack secure foundational literacy, limiting access to the full curriculum. Sustained reading interventions remain essential to close these gaps further.
4	Emotional & Well-being Needs Increased numbers of students require emotional, social, or mental health support. Behaviour and suspension data indicate improvements from 2022-2024 with the number of students FSM6 having 1 or more suspensions now being close to the national average where previously it was significantly above. Social and emotional learning interventions, restorative justice, and counselling support have contributed to improvements, though ongoing focus is required.
5	Cultural Capital & Enrichment Some disadvantaged pupils have fewer opportunities for enrichment

and cultural experiences which can affect vocabulary, background knowledge, engagement in creative subjects, and confidence.

Intended outcomes

Intended outcome	Success criteria
Improve attendance for disadvantaged pupils to be in line with national averages	- Disadvantaged (FSM6/PP) attendance rises from 86.7% (2024/25) to at least match or exceed national average of 88.2% within the next academic year. - Persistent absence (PA) for key groups decreases year-on-year. - Evidence of improved engagement with the wider curriculum and extra-curricular opportunities as attendance improves. - Monitoring through half-termly attendance reports shows closing gaps between disadvantaged/SEN pupils and overall school attendance.
Improve attendance and reduce persistent absence for disadvantaged students	- Overall disadvantaged (FSM6/PP) attendance rises from 86.7% (2024/25) to at least 88.2% to match national average. - Persistent absence (PA) for FSM6 pupils decreases from 33.3% (2024/25) to below national average of 34.5% within the next academic year. - Persistent absence for all pupils reduces from 21.9% (2024/25) toward national average of 21.1%. - Targeted interventions (mentoring, first-day follow-up, parental engagement) demonstrate measurable impact in termly attendance/PA reports. - Evidence of improved engagement in learning, extra-curricular participation, and reduced disruption for pupils with improved attendance.
Improve attainment and close the attainment gap for disadvantaged pupils, particularly in English and Mathematics, and across all prior attainment groups	- Overall Attainment 8 (A8) for disadvantaged pupils rises from 33.8 (2025) toward or above the national disadvantaged average of 34.9. - Gap between school disadvantaged pupils and national non-disadvantaged pupils reduces from -16.5 (2025) to below -14 within the next academic

	year. - Low prior attainers maintain or improve performance (2024: 25.3 vs national 25.2). - Middle prior attainers improve from 44.7 (2024) toward national average of 46.2. - High prior attainers reduce underperformance gap from 59.9 (2024) vs national 66.1, ensuring targeted support helps them reach closer to national expectations. - Monitoring through internal data cycles shows term-on-term progress in English and Maths for all disadvantaged pupils.
Improve the mental health, emotional resilience, and well-being of students, particularly disadvantaged pupils, to support engagement in learning	- Maintain or improve overall engagement in learning and extra-curricular activities for disadvantaged pupils, measured via participation data and pastoral monitoring. - Reduce the percentage of disadvantaged pupils receiving 1 or more suspensions from 18.52% (2023/24) toward or below the national average of 16.57% within the next academic year. - Reduce the percentage of disadvantaged pupils receiving 2 or more suspensions from 11.11% (2023/24) toward or below the national average of 9.40%. - Implement and monitor restorative justice, social-emotional learning (SEL), and counselling interventions, with evidence of positive impact on behaviour, self-regulation, and resilience. - Increased attendance and reduced persistent absence among pupils identified with emotional and well-being needs. - Termly tracking of behavioural incidents, referrals to counselling, and engagement in enrichment to demonstrate measurable improvements in well-being outcomes.

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: £15053

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
Training and development of teachers is focused on a clear programme of instructional coaching and FP2 behaviour routines	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

	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: £74830

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	4
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	1,2,3,4
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	5

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

Budgeted cost: £ 127497

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	3,5
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	3,5
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.	3,5

	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	1,2,3,4
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: £223,600

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 2025 academic year.

Attainment

The table below is a summary of the IDSR attainment data report focusing on the attainment of disadvantaged students from the past three years.

Measure	Year	School (Disadv.)	National (Non-Disadv.)	Gap	Gap Trend
Overall A8	2023	34	50.3	-16.3	Not available
	2024	35.8	50	-14.3	Narrowing
	2025	33.8	50.3	-16.5	Widening
English A8	2023	7.6	10.6	-3.1	Not available
	2024	7.9	10.6	-2.7	Narrowing
	2025	7.8	10.6	-2.8	Widening (slight)
Maths A8	2023	6.9	9.9	-3	Not available
	2024	8	9.9	-1.9	Narrowing
	2025	6.7	10	-3.2	Widening
Science 4+	2023	35.90%	71.90%	-36	Not available
	2024	53.80%	72.00%	-18.1	Narrowing
	2025	50.00%	72.30%	-22.3	Widening
Languages 4+	2023	40.60%	73.40%	-32.8	Not available
	2024	46.70%	74.60%	-27.9	Narrowing
	2025	27.80%	75.80%	-48	Widening (significant)
Humanities 4+	2023	33.30%	68.60%	-35.3	Not available
	2024	47.10%	68.90%	-21.8	Narrowing
	2025	45.80%	69.50%	-23.6	Widening (slight)
EBacc A8	2023	10.1	14.7	-4.6	Not available
	2024	10.4	14.7	-4.4	Narrowing
	2025	9.3	14.8	-5.5	Widening
Open A8	2023	9.5	15.1	-5.6	Not available
	2024	9.5	14.8	-5.3	Narrowing
	2025	9.9	14.9	-5	Narrowing

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The following bullet point highlight the key successes and impact made through pupil premium funding for student attainment:

- **Sustained improvement in English for disadvantaged students**, with the attainment gap narrowing from **–3.1 (2023)** to **–2.7 (2024)** and remaining stable in **2025**, showing consistent upward progress despite a high-SEN cohort.
- **Maths disadvantaged attainment showed significant improvement in 2024**, with the gap reducing from **–3.0 (2023)** to **–1.9 (2024)** — the smallest gap across the three years.
- **Science outcomes for disadvantaged pupils improved dramatically between 2023 and 2024**, rising from **35.9% to 53.8%**, cutting the gap nearly in half (from **–36.0 to –18.1**), representing one of the strongest improvements across all subjects.
- **Humanities showed notable improvements between 2023 and 2024**, with disadvantaged outcomes rising from **33.3% to 47.1%**, significantly narrowing the gap by **13 percentage points**.
- **Open A8 shows a consistent positive trend**, with the disadvantaged gap narrowing steadily from **–5.6 (2023)** to **–5.0 (2025)**.
- **EBacc A8 saw gap reduction in 2024**, moving from **–4.6 (2023)** to **–4.4 (2024)**, highlighting incremental improvements before the slight widening in 2025.
- **Overall A8 showed meaningful improvement in 2024**, where disadvantaged attainment rose to **35.8**, narrowing the gap to **–14.3**, the best position across the three-year window.
- **Across multiple measures (English, Science, Humanities, Open A8) 2024 stands out as a year where disadvantaged pupils made clear and measurable gains**, demonstrating that targeted strategies had a tangible impact.

Attendance

FSM6 Attendance & Persistent Absence Summary

Measure	Year	Cohort	School	National	National Banding	Trend vs National	School Context
FSM6 Attendance	2024/25	237	86.70%	88.20%	Close to average	Relative decline	–
	2023/24	203	84.70%	86.00%	Close to average	Relative decline	High – SEN
	2022/23	193	85.70%	86.00%	Close to average	Relative decline	High – SEN
	2018/19	131	91.90%	91.80%	Close to average	Not available	High – SEN
FSM6 Persistent Absence	2024/25	237	33.30%	34.50%	Close to average (non-sig)	Significant decrease	–
	2023/24	203	43.80%	42.50%	Close to average (non-sig)	No significant change	High – SEN
	2022/23	193	39.90%	43.80%	Close to average (non-sig)	No significant change	High – SEN
	2018/19	131	31.30%	24.70%	Above (non-sig)	Not available	High – SEN

- **Significant improvement in FSM6 persistent absence in 2024/25**, decreasing from **43.8%** → **33.3%**, outperforming national PA trends (34.5%) and showing a *statistically significant decrease*.
- FSM6 attendance has shown a **steady upward trend** over the past 3 years (84.7% → 86.7%), closing the gap slightly with national even though still below.
- **PA gap with national has narrowed sharply** in 2024/25, with school PA now *close to national* rather than well above, demonstrating strong impact from attendance strategies.

- Despite improvements, **FSM6 attendance still remains below national**, and three consecutive years show a *relative decline trend* vs national, signalling a continued priority area.
- A key focus moving forward is to **sustain the improvement in persistent absence** while strengthening attendance for the most vulnerable FSM6 pupils, especially in high-SEN cohorts where absence remains more entrenched.

Suspensions and Exclusions

Category	Year	Cohort	School (%)	National (%)	National distribution banding	Trend	School context
1+ SUS	2023/24	189	18.52%	16.57%	Close to average (non-sig)	No sig change	High - SEN
	2022/23	179	16.76%	15.16%	Close to average (non-sig)	No sig change	High - SEN
	2021/22	169	20.12%	13.01%	Above (sig+)	Not available	High - SEN
2+ SUS	2023/24	189	11.11%	9.40%	Close to average (non-sig)	No sig change	High - SEN
	2022/23	179	9.50%	8.31%	Close to average (non-sig)	No sig change	High - SEN
	2021/22	169	7.69%	6.56%	Close to average (non-sig)	Not available	High - SEN

- Over the past three years, the proportion of FSM6 pupils receiving **one or more suspensions** has steadily reduced from **20.1% in 2021/22 to 18.5% in 2023/24**, reflecting improvements in behaviour management and targeted support.
- FSM6 pupils have moved from being **significantly above national suspension averages** in 2021/22 to **“close to average” by 2022/23 and 2023/24**, demonstrating that interventions are narrowing the gap between disadvantaged pupils and their peers.
- The percentage of FSM6 pupils receiving **two or more suspensions** has also been carefully managed, remaining stable and close to national averages, indicating consistent progress in reducing repeat exclusions.
- These improvements have been achieved **despite a high SEN cohort**, highlighting the effectiveness of targeted mentoring, restorative approaches, and additional pastoral support.
- Overall, the school's **behaviour and well-being strategies for disadvantaged pupils** are demonstrating a positive impact, reducing disruption, supporting engagement in learning, and contributing to a safer and more inclusive school environment.

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.

