

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Felpham Community College |
| Number of pupils in school | 1243 at KS3/4 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 22 initially 2021 – 24 subsequently |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Mark Anstiss - Headteacher |
| Pupil premium lead | Kate Bloomfield Assistant Headteacher |
| Governor / Trustee lead | Duncan Reavey - Governor |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £231,410 |
| Recovery premium funding allocation this academic year | £41,030 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,379 |
| Total budget for this academic year | £276,819 |

Part A: Pupil premium strategy plan

Statement of intent

At Felpham Community College, our ultimate aim is to close the gap in attainment between disadvantaged and non-disadvantaged students. It is important, therefore, that we know each student as an individual and aim to respond to their needs in a bespoke manner depending on particular circumstances.

We aim to ensure equality of access to a range of educational experiences and resources, through close monitoring and support of all disadvantaged students. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Evidence over recent years clearly shows that the single most important thing any school can do to support disadvantaged and vulnerable students is to improve the quality of teaching and learning.

We aim to place this at the core of all actions and interventions.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Variation/lack of aspiration: our disadvantaged students do not always see further and higher education as a natural progression and therefore can unwittingly place ceilings on their future careers. |
| 2 | Word poverty: along with results of national studies, our disadvantaged students, in general, have a poorer range of vocabulary – linked to lower reading ages. |
| 3 | Narrow reading experience(s). Observations show that our disadvantaged students do not have as much access to reading material at home and it is less likely that they have been read to at home when younger. They are more likely to come from a 'non-book-loving' background. |
| 4 | Felpham/Bognor bubble – socio economic restrictions in terms of travel, family experiences, understanding their world view |
| 5 | Other family/domestic demands superseding homework/home learning: whilst not necessarily 'young carers', students are often used as ad hoc babysitters for younger children, and will be responsible for collecting them from school, thus limiting their extra-curricular access. |

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|---|---|
| 6 | General issues linked to poverty – nutrition, clothing, well-being, mental health, academic equipment |
| 7 | Disproportionately high impact of COVID on the education and progress of disadvantaged students. |
| 8 | Increased waiting time for external agency support for students with MH issues |

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 |
|--|---|
| P8 data/4+ and 5+ (E+M). Improved attainment among disadvantaged pupils across the curriculum by the end of KS4 | P8: +0.2 5+ Grade 5 or above at GCSE (inc Ma+En): 36.4% 5+ Grade 4 or above at GCSE (inc Ma+En): 65.9% |
| Attendance: to achieve and sustain improved attendance for all pupils, particularly our disadvantaged cohort. | Average attendance: 96% |
| Widening participation and extra-curricular engagement: to ensure all disadvantaged students experience a breadth of enriched experiences beyond the timetabled curriculum | All disadvantaged students to be involved in at least 1 extra-curricular activity per week. |
| Recruitment to FCC 6 th form, and subsequent entry to Higher Education: to increase to number of Felpham Community College sixth form students, including disadvantaged students, leading to a subsequent increase in transition to HE. | Recruit 115 students and increase the number of external applicants by 50% |

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: £138 410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding the Felpham 5 | Sutton Trust report – using PP funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged students EEF: metacognition and self-regulation. EEF: mastery learning. EEF: Teaching assistant interventions | 1,2,3,6,7 |
| Improving reading throughout the school (including accelerated reader) | EEF: oral language interventions – targeted reading aloud; reading comprehension. EEF: Reading comprehension strategies Sutton trust report on socio-economic differences in children’s reading skills. | 2,3,4,6,7 |
| Expanding and developing the use of tier 2 and tier 3 vocabulary | EEF: oral language interventions – explicitly extending vocabulary | 2,3,7 |
| Improving the quality and consistency of feedback | EEF: feedback (very high impact for low cost based on extensive evidence) | 1,6,7 |
| Ensuring equity of access to high quality curriculum and homework resources – laptop loans to all KS4 PP students | Sutton Trust report – using PP funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged students EEF: metacognition and self-regulation. EEF: mastery learning | 6,7 |

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

Budgeted cost: £69 205

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Delivery of the national tutoring programme using own staff | EEF: One to one Tuition EEF: Small group tuition EEF: Feedback EEF: Collaborative learning EEF: metacognition and self-regulation Sutton Trust: high quality teaching EEF: mentoring | 1,6,7 |
| Y11 Study seminars delivered by ELEVATE | EEF: metacognition and self-regulation | 1,4,5,6,7 |
| KS3 homework club/support | EEF: Homework – activities such as homework clubs and hubs EEF: Social and emotional learning | 6,7 |
| Masterclasses for more able En and Ma | EEF: Mastery Learning EEF: meta-cognition and self-regulation | 1,4,6,7 |
| Prioritised careers advice and interviews | EEF: Aspiration interventions EEF: Mentoring | 1,4,5,6,7 |

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

Budgeted cost: £69 205

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Y9 boys enrolled in The Edge LORIC programme | EEF: Mentoring EEF: Aspiration interventions EEF: Behaviour interventions EEF: Social and emotional learning | 1,2,4,5,6,8 |
| Use of EVOLVE to ensure wide participation in a range of extracurricular activities | EEF: Aspiration interventions EEF: Behaviour interventions EEF: Social and emotional learning EEF: Physical activity | 1,4,5,6,8 |
| LSU/Inclusion support for most vulnerable | EEF: Mentoring EEF: Homework EEF: Behaviour interventions | 4,5,6,8 |
| Funded support for educational activities/field trips etc | EEF: metacognition and self-regulation | 1,4,5,6 |

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| (including laundry and provision of PE kit) | | |
| Development of nudge texts throughout Y11 to involve parents and inform of key dates | EEF: parental engagement | 1,5,6 |
| Peripatetic music lessons | EEF: Arts participation | 1,6 |
| 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. | All |

Total budgeted cost: £276 819

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 2020 to 2021 academic year.

| Initiative | Students/year group | Impact |
|--|---------------------------------------|--|
| <p>PiXL App– Geography, History, English, Maths –strategy to be continued with Y11 subject areas. CLs and subject staff to lead on this.</p> <p>Launch of En and Ma app later this year with Y10 as part of their preparation for exam revision work</p> | <p>Y11/12 Maths retake</p> <p>Y10</p> | <p>Students given log ins and process of using apps begun in lessons for use outside of lesson time and at home.</p> <p>Impact in '21 outcomes.</p> <p>Y10 exams content set at discretion of individual subjects so Y10 were no registered for PiXL app at that time.</p> |
| <p>Early monitoring of Y11 PP/FSM through A2L audit with appropriate intervention</p> <p>Review and ensure all funding avenues are explored and used fully.</p> | Y11 | PP students assigned mentors for Autumn term – outcomes for '21 |
| Additional timetabled intervention is targeted prudently, through allocated staff on timetable | All PP students as required | Used to support students on 'distant inclusion' in order to engage them. |
| Attendance monitoring – continue to liaise with YOs and gain weekly PP/FSM statistics from SIMs so that early intervention can counter escalating attendance issues. Year team, LSU and TA provision – work to reduce fixed | All PP students | Year manager and LSU support for most vulnerable (particularly during lockdown 2) but difficult to track and monitor attendance in such a disrupted year. |

| | | |
|---|----------------|--|
| term/perm exclusions for any PP/FSM student | | |
| Laptops for students (including successful appeal for laptop donations from the community – over 20 received) | KS4 KS3 | All KS 4 PP students offered a laptop on loan for duration of their GCSE course (from Autumn Term) KS3 PP students loaned laptops for use during lockdown 2 |
| Covid catch up budget to invest in laptops for staff | All students | Ensured complete delivery of online learning including staff meetings, CPD and school cloud parents' evenings |
| Stationery bus co-ordinated and run by EWh and SAB to ensure students had appropriate equipment and resources for home learning. | All students | Not only did this allow for distribution of resources but also maintained links with the school for students, who enjoyed seeing familiar faces! |
| National Tutoring programme: English and Maths Online 1-2-1 tutoring every Wednesday after school offered to all PP students in Y10. | Y10 | 31 students successfully completed the programme with feedback on specific progress made by Pearson tutors – emailed to teaching staff |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------------|-----------------|
| National Tutoring Programme | Pearson |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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