

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1343 at KS3/4
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 23 2021 – 24 (3 yr plan)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£231,860
Recovery premium funding allocation this academic year	£32,562
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£264,422

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.

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): 42.4% 5+ Grade 4 or above at GCSE (inc Ma+En): 78.8%
Attendance: to achieve and sustain improved attendance for all pupils, particularly our disadvantaged cohort.	Average attendance: 94%+
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: £132,211

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: £66,105.50

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 to increase grades 7,8 and 9 for PP	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: £66,105.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y10 boys enrolled in Dare to Dream 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	EEF: metacognition and self-regulation	1,4,5,6

activities/field trips etc (including laundry and provision of PE kit)		
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: £231,860

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 2021 to 2022 academic year.

Headline figures:		
P8: -0.25 (Nat average -0.55)		
5+ grade 5+ incl E+M: 26.7%		
5+ grade 4+ incl E+M: 48.9%		
Attendance: 89% (Nat ave 89.7%)		
Activity	Review/Comments – <i>All comments and reviews underpinned by pleasing exam outcomes this year</i>	Challenge number(s) addressed
Embedding the Felpham 5	Use of ML sessions to further train and feedback to subsequent department meetings. Agendas for dept meetings monitored by SLT Learning walks throughout the year contained a F5 focus. Plans made at end of year to further develop and embed this work in CPD sessions 2022/3	1,2,3,6,7
Improving reading throughout the school (including accelerated reader)	AR continues to be promoted in Y7 Library lessons with element of competition. Reading tests completed and scores on Go project led by LMd Inset given and introduction to reading homeworks across all curriculum areas for this academic year	2,3,4,6,7
Expanding and developing the use of tier 2 and tier 3 vocabulary	LMd led work on this across the school during INSET and followed up in dept meetings – evident in learning walk feedbacks	2,3,7
Improving the quality and consistency of feedback	Focus for learning walks. INSET training given at start of year on use of cold call, and DSu also delivered training on intentional	1,6,7

	monitoring. Depts using this as a focus for live marking this year.	
Ensuring equity of access to high quality curriculum and homework resources – laptop loans to all KS4 PP students	Laptops loaned to all KS4 students who wanted them. Funding also made available, where necessary for equipment/resources etc.	6,7
Activity	Review/Comments – <i>All comments and reviews underpinned by pleasing exam outcomes this year</i>	Challenge number(s) addressed
Embedding the Felpham 5	Use of ML sessions to further train and feedback to subsequent department meetings. Agendas for dept meetings monitored by SLT Learning walks throughout the year contained a F5 focus. Plans made at end of year to further develop and embed this work in CPD sessions 2022/3	1,2,3,6,7
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Improving the quality and consistency of feedback	Focus for learning walks. INSET training given at start of year on use of cold call, and DSu also delivered training on intentional monitoring. Depts using this as a focus for live marking this year.	1,6,7
Ensuring equity of access to high quality curriculum and homework resources – laptop loans to all KS4 PP students	Laptops loaned to all KS4 students who wanted them. Funding also made available, where necessary for equipment/resources etc.	6,7

Activity		Challenge number(s) addressed
Y9 boys enrolled in The Edge LORIC programme	<p>1 student completed this programme and all others are within 1 module of completion.</p> <p>SCa continued this alone following departure of ADo.</p> <p>SCa will continue until Christmas to sign off all participants.</p>	1,2,4,5,6,8
Use of EVOLVE to ensure wide participation in a range of extracurricular activities	<p>Greater offer of extra-curricular activities this year, but Evolve not used consistently to track attendance.</p> <p>Some monitoring done by YO's and FTs and this to be furthered this year.</p>	1,4,5,6,8
LSU/Inclusion support for most vulnerable	<p>Both units continue to offer excellent support for our vulnerable students.</p> <p>LNa and KLy involved in mentoring as well.</p>	4,5,6,8
Funded support for educational activities/field trips etc (including laundry and provision of PE kit)	Continued where needed	1,4,5,6
Development of nudge texts throughout Y11 to involve parents and inform of key dates	Not used this year as emails were just as easy to communicate	1,5,6

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
Study sessions (Study Sensei, Time Management, Ace Your Exams)	Elevate Education

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.