

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	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)	2023 – 24 2021 – 24 (3 yr plan)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Suanne Pike - Headteacher
Pupil premium lead	Claire Preissner Assistant Headteacher
Governor / Trustee lead	Graham Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,300
Recovery premium funding allocation this academic year	£32,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£306,868

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 careers. 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 things any school can do to support disadvantaged and vulnerable students is to improve the quality of teaching and learning and improve attendance. 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	Attendance – pupils that had attendance of >95% achieved 1.5 grades better on average than those with attendance of 85%. The average attendance for PP students in year 11 last year was 85%.
2	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.
3	Word poverty: along with results of national studies, our disadvantaged students, in general, have a poorer range of vocabulary – linked to lower reading ages.
4	Numeracy: our disadvantaged students have lower levels of numeracy on entry, this has been identified through KS2 and CAT testing.
5	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.
6	Felpham/Bognor bubble – socio economic restrictions in terms of travel, family experiences, understanding their world view

7	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.
8	General issues linked to poverty – nutrition, clothing, well-being, mental health, academic equipment
9	Disproportionately high impact of COVID on the education and progress of disadvantaged students.
10	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: 0.1 5+ Grade 5 or above at GCSE (inc Ma+En): 36% 5+ Grade 4 or above at GCSE (inc Ma+En): 69%
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 and to attend at least 1 trip per year.
No NEETs at the end of year 11. Increase the numbers of disadvantaged students moving onto HE at the end of year 13.	No NEETs at the end of year 11, all students progress to college or 6 th form. More disadvantaged students apply for university and achieve their first-choice place

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: £50,000

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	1,2,3,4,5,
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.	2,3,5,6
Improving Numeracy	EEF: Mathematical reasoning	4,9
Expanding and developing the use of tier 2 and tier 3 vocabulary	EEF: oral language interventions – explicitly extending vocabulary	2,3,5,6
Improving the quality and consistency of feedback	EEF: feedback (very high impact for low cost based on extensive evidence)	3,4,5
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	7,8

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

Budgeted cost: £149,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 homework club/support	EEF: Homework – activities such as homework clubs and hubs EEF: Social and emotional learning	7,8,9
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	5,6,7
Prioritised careers advice and interviews	EEF: Aspiration interventions EEF: Mentoring	2,6

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

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2,6,8
Employment of an attendance officer.	DFE: Working together to support attendance	1,2
LSU/Inclusion support for most vulnerable	EEF: Mentoring EEF: Homework EEF: Behaviour interventions	9,10
Funded support for educational activities/field trips etc (including laundry and provision of PE kit)	EEF: metacognition and self-regulation	6,7,8
Peripatetic music lessons	EEF: Arts participation	2,6,8
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £306,868

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 2022 to 2023 academic year.

Headline figures:		
Intended outcome	Success criteria	Impact
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%	P8: -0.63 for disadvantaged but the gap between Non disadvantaged and disadvantaged was smaller than the previous 3 years. Outcomes for disadvantaged students were slightly below FFT 20 Targets but in line with FFT 50. 5+ grade 5+ incl E+M: 31% 5+ grade 4+ incl E+M: 54%
Attendance: to achieve and sustain improved attendance for all pupils, particularly our disadvantaged cohort.	Average attendance: 94+	Attendance: disadvantaged attendance 87.6% (Nat ave 88.1%) Attendance of Disadvantaged students in in line with the national average but we are continuing to focus on this as it is still below the attendance of non-disadvantaged students.
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.	48 clubs ran in 2022-23. This was an increase from 35 the previous year. We are setting up new monitoring systems so that we will be able to track the numbers of PP students attending better.
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%	112 recruited to FCC 6 th form. All Year 11 students had careers interviews and a comprehensive careers program 214 out of 217 students progressed to college. Year 13 - 10 students offered places at Russell group universities. 17 students applied to and were offered places at local universities. 2 students are doing degree apprenticeships. 25 students in work or other training. 1 NEET.

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
Dare to Dream programme	Dare to Dream
Russell Martin Football Academy	Russell Martin Foundation

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.