

Pupil premium strategy statement – Finham Park School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1771
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Bedford
Pupil premium lead	Sanna Raja
Governor / Trustee lead	Rebecca McEvoy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 180,950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 180,950

Part A: Pupil premium strategy plan

Statement of intent

Our comprehensive strategy for the effective allocation of Pupil Premium (PP) funding utilises the guidance from the Education Endowment Foundation, prioritising quality first teaching, targeted interventions and wider strategies to support the social and emotional development of our young learners. Our goal is for all disadvantaged students to meet or exceed nationally expected progress rates by ensuring equity for our disadvantaged students.

As the Education Endowment Foundation has stated, high quality teaching is one of the most powerful and effective ways for a school to improve PP attainment, and therefore we have ensured that this is at the forefront of our strategy plan towards achieving our objectives. 85% of our budget is spent on promoting and regulating best teaching practice and targeted interventions, focussing on high quality internal and external CPD for all staff. We have also placed more importance on analysing data to ensure targeted support is accurate and unique to the individual learner. Overstaffing has also allowed class sizes to be reduced at KS4, allowing for more a more individualised learning experience for our students. Furthermore, every department within our school has a personalised plan for raising attainment for PP within their subject.

A dedicated PP team has been formed to support our PP students academically, socially and emotionally through different forms of mentoring and support. Through a robust data collection programme, we can track student progress and intervene. The team also supports in parental engagement, leading to increased attendance and happier, more engaged students.

We also recognise the importance of wider experiences to help build cultural capital as well as the promotion of social and emotional wellbeing. Our PP students are representative of the most vulnerable students within our school, and therefore it is vital to ensure they receive the support necessary to access the curriculum. Our range of wider strategies offered ensures students are offered regular wellbeing support to improve their emotional and social intelligence, thus leading to a more positive experience in the classroom. We also understand the importance of positive student-teacher relationships, and this is something we promote through mentoring sessions and restorative justice conversations. PP students also have prioritised access to extracurricular activities, trips outside of school, and music lessons.

Our strategy ensures disadvantaged students have ‘the time of their lives’ experience and uses a range of methods to measure the progress of our strategy, including data analysis, learning walks, book checks and student voice.

Challenges

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

Challenge number	Detail of challenge
1	Wide attainment gap between PP and non-PP students Our most recent GCSE results showed a widening of the gap between PP and non-PP students, indicating that more must be done to improve academic progress.
2	Low reading and literacy attainment on beginning KS3 Average reading ages of students joining at KS3 level shows most PP students are well below their actual chronological age, making it more difficult for them to access the curriculum.
3	Attendance Attendance of PP students is an ongoing issue and represents one of the strongest barriers to learning and success.
4	Challenging higher ability students Very few higher attaining PP students suggests that we should promote stretch and challenge more, particularly with students who are higher prior attaining.
5	Wellbeing support PP students may not have the same emotional and wellbeing support as non-PP students, resulting in a lack of readiness for the classroom and struggling to access the curriculum.
6	Cultural capital Lack of cultural capital is prominent for PP students, and results in low aspirations and poor emotional intelligence due to a lack of understanding of the world.

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
Reduce the attainment gap between PP and non-PP students	KS4: This will be measured by analysing the KS4 results and comparing GCSE pass rates in both English and Maths, as well as Progress 8 & Attainment 8. The narrowing of the attainment gap will also be measured through the amount of PP students enrolled in the EBacc. Pass rates will also be compared to the previous academic year in EBacc subjects. These will all be compared to the gap from the previous academic year.

	<p>All data will also be compared to national averages.</p> <p>KS3: This will be measured by comparing the number of students who receive WT, WA and GD in each year group and comparing this with the previous academic year to see if the gap has narrowed.</p>
Development of literacy skills on entry to the school, focussing on improvement of reading age, particularly narrowing the gap between actual age and reading age of those who are classified as 'well below' and 'below' their reading age.	<p>Using Sparx reader, we are able to test students in KS3 at the start of the year, indicating their baseline. We will then be able to compare this data to the reading age test done at the end of the academic year, where we will be able to understand the impact of our reading interventions.</p> <p>We will also use a reading assessment programme that measures phonics and reading speed as a baseline. Students will then complete this test again at the end of the year to allow us to evaluate impact.</p>
Increase in positive learning behaviours including punctuality, completion of classwork, increased number of positive points and decrease in negative points as well as number of suspensions.	<p>Bromcom allows us to see behaviour and punctuality data, which is monitored on a weekly basis. We will be able to compare the total number of positive and negative points received by our PP cohort, which will give an indication on whether behaviours have improved on a general level.</p> <p>This will also allow us to implement targeted intervention for negative behaviour patterns that we may notice.</p> <p>Number of suspensions should also decrease from 71 in academic year 2024/25.</p>
Improved attendance and punctuality, with overall attendance rising to at least 90% (increase of 1.91%).	<p>Attendance should improve by a minimum of 1.91% compared to last academic year. At least 80% of PP students should maintain attendance of 90%. Number of 'lates' should also decrease and total lates of PP students at the end of the academic year should be less than previous academic year. For the year 2024/25, total number of recorded PP 'lates' (either to school or to a lesson) was 651.</p>
Increased participation in extra-curricular activities to at least 60% (increase of 18%), with a focus on improving the number of KS4 students involved with school trips and activities.	<p>OOSHALL allows tracking and comparison of PP students with non-PP students attending extra-curricular activities.</p> <p>Student voice will indicate whether PP students have been prioritised for opportunities.</p>
Prior higher attaining students at KS3 maintain or exceed expected progress, with at least 80% achieving 'Greater Depth' across subjects.	<p>Increased number of PP students at 'Greater Depth' at KS3 level, particularly monitoring the progress of higher prior attaining students.</p>

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional English teacher</i>	Allows reduced class sizes +2 at KS4 resulting in a more personalised learning experience for PP students. Smaller class sizes when compared to national average. Schools, pupils and their characteristics, Academic year 2023/24 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)	1, 2
<i>Employment of Pupil Premium Lead</i>	Teaching member of staff to manage strategy and funding. EEF – Behaviour interventions +4 EEF – Mentoring +2 months EEF – Social and emotional learning +4 EEF– Parental Engagement +4 months	1, 2, 3, 4, 5
<i>Programme of CPD supporting quality first teaching.</i>	PP Focussed 'TALK' sessions focussing on sharing best practice, paying particular attention to metacognition and self-regulation +7, oral language interventions +6 and feedback +6.	1, 2, 4
<i>CPD books purchased for staff</i>	Promotes high quality teaching +7 and staff engagement with CPD programme.	1
<i>Staff recruitment and retention</i>	“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” – EEF Guide to Pupil Premium. “Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.” – EEF Guide to Pupil Premium.	1
<i>Learning Mentor</i>	EEF- Behaviour interventions + 4 Parental engagement + 4	1, 3, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Revision guide subsidies</i>	EEF - Homework +5 EEF – Metacognition and self-regulation +7	1, 2, 4
<i>Targeted intervention</i>	EEF – Individualised instruction +4	1,2
<i>PP focussed learning walks and book looks</i>	“Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.” The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) EEF – Individualised instruction +4 for key students.	1
<i>The Brilliant Club</i>	EEF – English Mastery +4 EEF – Metacognition and self-regulated learning +8 EEF- Aspiration Interventions	1, 2, 4, 6
<i>Department led Intervention</i>	EEF – Extending school time +3 Afterschool intervention targeting PP students to narrow the attainment gap.	1
<i>KS4 Reduction of class sizes</i>	EEF – Reducing class size +2	1
<i>Peer tutoring</i>	EEF – Peer tutoring +5	1,2
<i>Homework club</i>	EEF - Homework +5	1,2
<i>Lunch Time Academic Mentoring</i>	EEF – Mentoring +2	1, 4, 5
<i>University Student Volunteers</i>	EEF – TA deployment +3	1,2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	Providing free breakfast prepares children for learning. Magic Breakfast EEF	1,6

	(educationendowmentfoundation.org.uk)	
<i>Contribution to school trips</i>	EEF – Social and emotional learning +4	6
<i>Uniform</i>	Prepares students for the day and makes them feel comfortable as well as part of the school community.	3
<i>Music lessons</i>	EEF - Arts Participation + 3	1,6
<i>Purchasing of materials for food tech and art</i>	EEF - Arts Participation + 3	1,6
<i>Prioritising PP students for extracurricular activities</i>	EEF - Physical Activity +1 EEF - Social and emotional learning +4 EEF - Arts participation +3 months	5,6
<i>Boxing mentoring sessions</i>	EEF - Behaviour Interventions +4	4,5,6

Total budgeted cost: £ 180,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Outcomes

As our percentage of PP students is considerably low compared to the national average, it is important to take into consideration the big impact of smaller numbers on the overall PP data.

For the academic year 2024/25, we had a total of 32 students in Year 11 who were PP. Two of these students were persistently absent and one student was hospital educated. Below indicates comparison of Attainment 8 scores from the previous academic year:

Cohort	2023/24	2024/25
Non-PP	53.75	56.98
PP	34.7	43.72
National PP	34.6	-

Compared to last year's set of results, the attainment gap has narrowed by 5.8, demonstrating a positive trend. Progress for PP students has improved by +9.02, demonstrating PP students making more progress compared to last year. Interventions and strategies aimed at PP are proving to have a positive impact. As the gap has not closed, PP students are still performing lower than non-PP, but this is also happening at a national level.

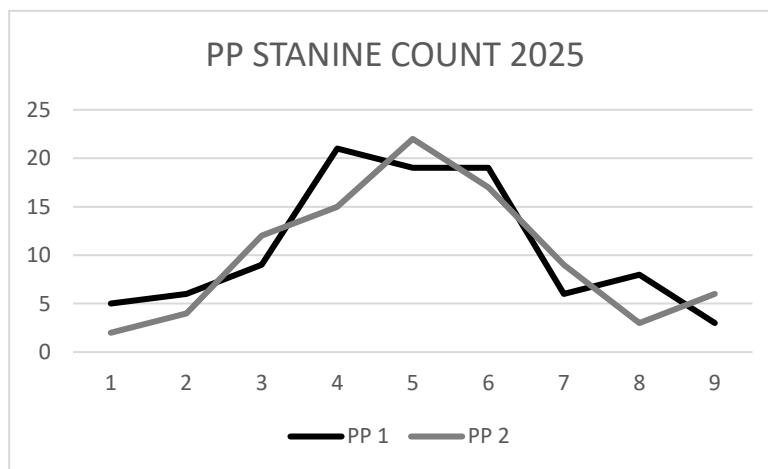
Academic Year	% Entered for EBacc	% Achieved 5+ in English & Maths
2023/24	36.36%	18%
2024/25	62.5%	38%

In terms of subject specific PP data, a significantly higher number of students were entered for EBacc and a higher proportion of students achieved a grade 5 or higher in both English and Maths.

English appeared to show a stronger performance at both high and standard pass levels than maths for PP students, indicating that intervention strategies implemented for students

in English appeared to have been effective. Maths may need more targeted support for borderline grades 4-5.

KS3 Reading Progress



Having changed from NGLT testing to Sparx Reader testing, it is difficult to compare data from the previous academic year accurately. However, having used Sparx Reader for the entire academic year of 2024/25, we are able to see that the number of students with the lowest reading age (stanine 1) decreased throughout the year. As a reading intervention, Sparx Reader supported Year 8 in increasing reading age over time. However, year 7 and year 9 are both not as strong, which could be due to low prior attainment gap. This suggests that targeted interventions need to be put in place for these particular year groups.

Extra-Curricular

Student Group	% Attended Extra-Curricular 2023/24	% Attended Extra-Curricular 2024/25
Overall Students	50%	49%
PP Students	31%	42%
Gap vs Overall	19%	7%

There was a small gap between PP and non-PP students attending extra-curricular activities, however the gap had narrowed when compared with the previous academic year, demonstrating more PP students having extra-curricular experiences in 2024/25.

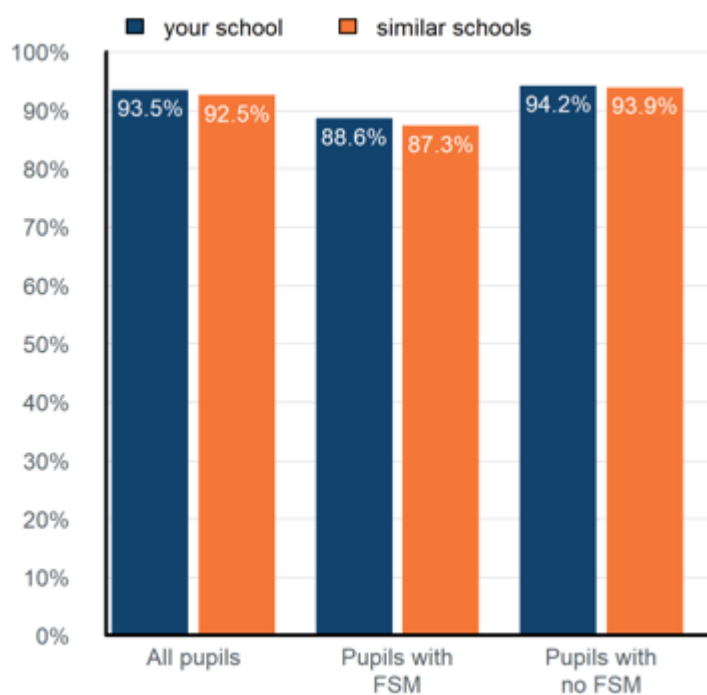
Attendance

2023/24

Group	Y7 (%)	Y8(%)	Y9(%)	Y10 (%)	Y11(%)	All Years (%)
(Non-PP)	95.41	93.20	93.03	92.19	91.07	93.09
PP	91.32	86.07	91.96	—	—	89.79

2024/25

Group	Y7 (%)	Y8 (%)	Y9 (%)	Y10 (%)	Y11 (%)	All Years (%)
Non-PP	95.87	94.39	93.00	92.27	93.30	93.79
PP	90.73	90.62	81.62	89.71	—	88.09



During 2024/25, there was a significant gap between Non-PP and PP students of 5.7%. Year 9 cohort of PP students are particularly concerning as the gap jumps to 11.38% suggesting more intervention and monitoring need to be put in place for current Year 10 cohort.

When compared to the previous academic year, there was a slight decline in PP attendance with overall PP attendance dropping by 1.7%, illustrating that more must be done next academic year to raise attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sparx Maths and Sparx Reader	Sparx Learning
Guardian Ballers	Guardian Ballers
TLC Live Online Tutoring	TLC Live
The Scholars Programme	The Brilliant Club

2024/25 review

Intended Outcome	Chosen Action	Impact and Evaluation	Continue?
Reduce the attainment gap between PP and non-PP students	<p>KS4:</p> <ul style="list-style-type: none"> Revision guides Online tutoring trialled on three students. Afterschool interventions in core subjects. <p>KS3:</p> <ul style="list-style-type: none"> Afterschool homework club Evaluating data regularly University volunteers 	<ul style="list-style-type: none"> Revision guides have continuously proven to be a useful tool in supporting PP students with their learning and metacognitive abilities. Those students who attended afterschool interventions regularly scored higher marks in their GCSEs than those who didn't. Homework club benefitted those students who couldn't complete at home, particularly students with SEN in KS3. University volunteers were difficult to manage and could not attend school sessions consistently enough to have an impact. Staff voice showed volunteers made classroom management more difficult and increased workload. Student voice indicated online tutoring did not support their learning. 	<p>Yes:</p> <ul style="list-style-type: none"> Revision guides Afterschool interventions Afterschool homework club. <p>No:</p> <ul style="list-style-type: none"> Online tutoring University volunteers
Development of literacy skills on entry to the school, focussing on	<ul style="list-style-type: none"> Accelerated reader Sparx Reader Reciprocal Reader 	<ul style="list-style-type: none"> During accelerated reader sessions, students struggled to engage. This was perhaps due to the 	<p>Yes:</p> <ul style="list-style-type: none"> Sparx Reader

improvement of reading age, particularly narrowing the gap between actual age and reading age of those who are classified as 'well below' and 'below' their reading age.	<ul style="list-style-type: none"> • Reading Quest 	<p>size of the group being too large and resulted in poor behaviour. When a member of staff was able to work 1:1 with a student, it proved to be more beneficial.</p> <ul style="list-style-type: none"> • Sparx reader has been very successful in terms of improving reading ages more than previous years. Also allows teachers to monitor easily, reducing workload. • Reciprocal reader has been successful in engaging students with texts and using oracy to discuss key themes. Would be beneficial to continue in small groups, but this is dependent on staff availability. • Reading quest was also successful in engaging students with reading, making it seem like a game. This supported students with low reading ages in year 7 and 8 in increasing reading ages faster. 	<ul style="list-style-type: none"> • Reciprocal Reader • Reading Quest <p>No:</p> <ul style="list-style-type: none"> • Accelerated reader.
Increase in positive learning behaviours including punctuality, completion of classwork, increased number of positive points and decrease in negative points as well as numbers of suspensions.	<ul style="list-style-type: none"> • Guardian Ballers • Coventry Boys and Girls Club – Boys mentoring • Rewards • Mentoring with PP learning Mentor 	<ul style="list-style-type: none"> • The number of behaviour points received by students taking part in Guardian Ballers sessions did not decrease during their time on the course. Around 50% of students stated the course supported their mental health. • The boys mentoring with Coventry Boys and Girls Club was also not effective, as the member of staff did not have a clear plan. He spoke to students from a wellbeing perspective but could not monitor improvements. • Rewards were successful, but was not an inclusive experience for PP students. In the future, the lead for rewards will be prioritising PP students to 	<p>Yes:</p> <ul style="list-style-type: none"> • Rewards Mentoring with PP learning mentor. <p>No:</p> <ul style="list-style-type: none"> • Guardian Ballers. Coventry Boys and Girls Club – Boys Mentoring.

		ensure they receive rewards in a more inclusive way.	
Improved attendance and punctuality, with overall attendance rising to at least 90% (increase of 1.91%).	<ul style="list-style-type: none"> • Guardian Ballers • Learning mentor: regular contact home 	<ul style="list-style-type: none"> • Guardian Ballers: Attendance did not improve, with students still far below 90% towards the end of the course. • Positive relationships with families and regular contact home were extremely beneficial as this proved to be a quick way to improve attendance in most cases. • More needs to be done to improve PP attendance. 	<p>Yes:</p> <ul style="list-style-type: none"> • Learning mentor contacting home. <p>No:</p> <ul style="list-style-type: none"> • Guardian Ballers
Increased participation in extra-curricular activities to at least 60% (increase of 18%), with a focus on improving the number of KS4 students involved with school trips and activities.	<ul style="list-style-type: none"> • Financial support offered for music lessons, PE experiences and trip costs. • Prioritise PP for extra-curricular. 	<ul style="list-style-type: none"> • Financial support for experiences such as music, PE experiences and trips have proven to be extremely beneficial for students. Student voice has indicated that these opportunities have a positive impact on their mental health. 	<p>Yes:</p> <ul style="list-style-type: none"> • Financial support offered for music lessons, PE experiences and trip costs. • Prioritise PP for extra-curricular.
Prior higher attaining students at KS3 maintain or exceed expected progress, with at least 80% achieving 'Greater Depth' across subjects.	<ul style="list-style-type: none"> • Push and challenge in lessons. • Online learning platforms providing unique learning experience dependent on student ability. 	<ul style="list-style-type: none"> • More needs to be put in place to stretch and challenge prior higher attaining PP students across subjects. • Online learning platforms in Maths, English and Science are proving to have a beneficial impact challenging prior higher attaining students as materials are dependent on student ability. 	<p>Yes:</p> <ul style="list-style-type: none"> • Online learning platforms.