

# Pupil premium strategy statement – Fortismere School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1775
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	E Brooks
Governor / Trustee lead	M Chapman

## Funding overview *\*all ££ information will be added prior to publication*

Detail	Amount
Pupil premium funding allocation this academic year	£199,705
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£199,705</b>
<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>	

# Part A: Pupil premium strategy plan Statement of intent

## Pupil Premium Strategy Statement of Intent

At Fortismere, we are committed to ensuring that all students, regardless of background or barriers to learning, have access to the highest quality education and the support needed to thrive. Our Pupil Premium Strategy is designed to raise achievement, increase engagement, and close the attainment gap for disadvantaged students by targeting support across key academic and pastoral areas.

This includes implementing evidence-based reading interventions to ensure all students develop strong literacy skills, which are foundational for academic success across the curriculum. These interventions include reading comprehension programmes, and structured reading sessions led by trained staff. Our aim is to improve reading ability to foster a love of reading, and ensure students can access learning at the expected level for their age group.

Additionally, to address gaps in attainment and confidence in core STEM subjects, we provide personalised 1:1 and small group tuition in maths and science. These sessions will be delivered by a specialist tutor, focusing on consolidating key concepts, deepening understanding, and building problem-solving skills. This targeted academic support is intended to improve progress and attainment to enable students to meet or exceed expected standards.

We recognise the impact that mental health and emotional wellbeing have on learning, and will continue to invest in professional counselling services and mental health interventions. These will include access to in-school counsellors, well-being workshops, and referral pathways to external agencies where needed. Our goal is to remove emotional barriers to learning, improve student resilience, and create a safe, supportive school environment.

Strong home-school relationships and regular school attendance are critical to student success. A dedicated Family Liaison and Attendance Support Lead will work closely with families, improve attendance, and address barriers to engagement. This role will ensure that early intervention and consistent communication support families in creating routines that prioritise education.

To support vulnerable students during the critical transition from primary to secondary school, our transition programme is focused on building school connectedness for children and families. This includes transition days (including additional days for disadvantaged students), peer mentoring, and collaboration with feeder primaries to share information and support continuity. Our objective is to reduce anxiety, build confidence, and ensure a positive start to secondary education.

We invest in high-quality alternative provision (AP) placements for students whose needs are not being met through mainstream education alone. These placements will offer personalised, flexible learning environments that focus on core academic skills, vocational training, and social and emotional development. By working closely with trusted providers, we aim to ensure that all students have the opportunity to re-engage with learning, achieve meaningful outcomes, and progress to further education, training, or employment.

This strategy reflects our belief that raising achievement for disadvantaged pupils requires a holistic approach that combines academic excellence with strong emotional, social, and pastoral support. Through carefully targeted initiatives, we aim to equip every student with the skills, knowledge, and confidence they need to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance and punctuality data for disadvantaged students is lower than for non-disadvantaged students. This is concerning as there is a clear link between attendance, attainment and school connectedness. This is evident from Year 6 transition onwards, as students who have struggled with attendance at primary school continue to do so at secondary school.
2	Reading test data indicates that some PP students have reading ages below their chronological age. This contributes to a lower rate of attainment and slower progress because of ongoing comprehension difficulties. It has an ongoing impact on the ability of these students to access the curriculum.
3	We have identified that social and emotional difficulties, including ACEs, impact on engagement and progress, and need to be addressed through pastoral systems and tailored counselling support
4	Some PP students have limited opportunities to experience trips and visits due to financial constraints at home.
5	The achievement gap between PP students and non PP students has become wider since the pandemic, and this is evident in the STEM subjects of Maths and Science. This is a national issue but is evident for us in recent GCSE data.
6	Difficulties in managing mainstream school due to emotional needs, SEND needs, EBSA, family challenges and trauma; AP/smaller setting needed

## 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
To continue to improve the outcomes of KS3 PP students in literacy (reading comprehension)	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller

<p>and numeracy so that progress and attainment is in line with non PP peers</p>	<p>disparity between disadvantaged students and their non-disadvantaged peers. Teachers should notice this improvement in terms of ability of students to access reading materials and in Progress Point data.</p> <p>Maths department data shows evidence of the gap closing between PP and non PP peers.</p> <p>Staff engage with training on teaching reading and apply strategies to their teaching</p>
<p>PPM students achieve good GCSE grades, meeting and ideally exceeding their target grades, with a particular focus on KS4 Maths and Science.</p>	<p>Internal assessment throughout years 10 and 11 highlights ongoing progress and achievement of PP students</p> <p>Progress 8 score indicates success of PP students</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Improved and sustained wellbeing levels demonstrated through qualitative data from Place2Be/counsellors/Attendance and Family Engagement manager, and through student voice feedback from transition and other school climate surveys.</p> <p>Staff engage with CPD on trauma, attendance and other relevant topics and put into practice recommendations</p>
<p>To raise the attendance of PP students in line with their non PP peers.</p> <p>To improve the 'school connectedness' of those PP students who have poor attendance or behavioural/engagement issues, starting with Year 6-7 transition as an opportunity to get to know the school.</p>	<p>Parents engage with the Family Liaison and Attendance manager and work with the school to improve their child's attendance.</p> <p>Parents/carers of disadvantaged students along with their non-disadvantaged peers attend workshops on a range of topics to support learning and well being.</p> <p>The gap between PP and non PP attendance closes at a faster rate than in previous years.</p> <p>Targeted PP students engage effectively with pastoral interventions provided by Pastoral teams.</p>
<p>To ensure that students have a breadth of opportunities.</p> <p>Barriers to achievement are removed through making available</p>	<p>PP students take part in extra curricular and super curricular activities including residential visits and curriculum specific workshops, exposing them to a variety of cultural enrichment opportunities</p> <p>The provision of chromebooks allows for access to learning platforms and successful engagement with homework.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching Budgeted cost: £2,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD: Attendance, Trauma informed practice and other pastoral topics</i>	<a href="#">Effective Professional Development   EEF</a>	3
<i>Staff CPD: supporting reading and literacy development</i>	<a href="#">Improving Literacy in Secondary Schools   EEF</a> <a href="#">Supporting all readers in secondary school - GOV.UK</a>	2
<i>Transition programme: introduction to secondary subjects and timetable ahead of joining the the school; transition book encourages reading; Accelerated group in Year 7 for children who have not reached age related expectations in Year 6.</i>	<a href="#">School Transition and Adjustment Research Study (STARS)   UCL Psychology and Language Sciences</a>  <a href="#">Summer schools   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition?utm_source=/education-evidence/evidence-reviews/reading-at-the-transition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=transition">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition?utm_source=/education-evidence/evidence-reviews/reading-at-the-transition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=transition</a>	1

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

Budgeted cost: £ 95,870.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1/small group maths and science tuition for Ks3 and 4</i>	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search</a>	5

	<a href="#"><u>&amp;utm_campaign=site_search&amp;search_term=sma</u></a>	
<i>Support for reading</i> - peer mentors - Reading schemes (Lexia) and interventions	<a href="#"><u>Reading comprehension strategies   EEF</u></a>	2
<i>Alternative provision</i>	<a href="#"><u>Investigative research into alternative education</u></a>	6
<i>Funding for revision resources, chromebooks and exam remarks</i>	DfE guidance	4

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

Budgeted cost: £ 101,335.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance and Parent Engagement Manager - liaison with pastoral teams; home visits; workshops; monitoring attendance, especially of disadvantaged children.</i>	<a href="#"><u>Working with Parents to Support Children's Learning</u></a>  <a href="#"><u>Parental engagement   EEF</u></a>	1, 3
<i>Behaviour and pastoral support: PSMs work with students and families to support behaviour and learning</i>	<a href="#"><u>Behaviour interventions   EEF</u></a>  <a href="#"><u>Mentoring   EEF</u></a>  <a href="#"><u>Social and emotional learning   EEF</u></a>	1, 3
<i>Educational trips and visits are funded/part funded for disadvantaged students</i>	DfE guidance	4
<i>Supporting well being and mental health. The school has a wellbeing champion who works closely with Place2Be and other counsellors. Drop in and regular counselling sessions are offered. Students can self refer or be referred by pastoral staff.</i>	<a href="#"><u>Counselling in schools: a blueprint for the future</u></a>	1

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Review 2023-24

In this academic year the science and maths mentor has continued to work 1:1 and in small groups with PP and non PP students. Her focus has been on years 9-11, particularly targeting LPA and disengaged students preparing for GCSE maths. This has been effective in building relationships and developing study skills, as well as improving foundational maths skills. Data from maths testing analysed by the tutor indicates that many students have improved their performance in the subject, and close liaison with the maths department means she is able to plan for further interventions. We will continue to review the focus of this intervention due to our changing cohort and increase in the number of pupil premium students in the lower school, and adjust groupings so that KS3 students can access this support (whether they are LPA/MPA/HPA).

We have also used funding to provide well being support that is accessible to all students and have employed counsellors and used Place2Be to offer mental health support either through longer term counselling sessions or drop in opportunities. The SWIS (social worker in school) has been part funded through pupil premium and has worked closely with disadvantaged young people and their families, including offering a CBT programme, Think and Connect, to students who have had difficulties engaging in school. Pastoral Support Managers for year 7-11 (non teaching deputy heads of year) work closely with students and offer behavioural and mentoring support. PSMs have supported PP students with challenging learning behaviour to improve their engagement and achievement at school.

Additionally Alternative Provision places have been funded. In the last academic year (2023-24) a small number of Year 11 pupil premium students attended alternative provision placements to better support their self regulation. We believe that their results have contributed to the PP results being below the rest of the cohort.

Transition to year 7 has also been carefully planned and managed to enable disadvantaged students to successfully integrate in the school. The Year 7 transition team (AHT, HoY, PSM) visit primary schools and collect qualitative data on all students. Additional transition events are offered to vulnerable and disadvantaged students to enable them to build relationships with key staff. Our transition book, *Keedie* by Elle McPherson, was chosen because of its themes of inclusion and friendships, and it was a focus of the reciprocal reading programme in the first half term. Additionally, disadvantaged students including PP who have underachieved at primary school attend a nurture group for maths, English and humanities, after having been identified by primary teachers and KS2 results. This carefully planned transition has led to a smooth integration for Year 7 with staff able to focus on students identified as vulnerable and put in place support early, and the whole year group has had a focus on belonging through the pastoral curriculum.

PP funding has also effectively enabled participation in school trips and journeys for disadvantaged students, from Year group day trips to language learning visits to European countries.

In terms of attendance, the school attendance manager has worked closely with families, and where necessary, outside agencies, in order to support improved attendance. For years 8-11, the gap between PP and non-PP students is closing, and stands between 1.5- 4%. Building positive relationships with families (including with SWIS), regular meetings and enforcement of expectations has had a positive impact on reducing the persistent absence in school.

CPD focused on attendance, trauma informed practice, SEND and HQT and other topics has been attended by all staff to make them aware of barriers to achievement, attendance and engagement in school, including adaptive teaching strategies.