

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	Fortismere
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	12.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	E Brooks
Governor / Trustee lead	M Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,485
Recovery premium funding allocation this academic year	£24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183,700

Part A: Pupil premium strategy plan

Statement of intent

With a strong focus on progress, our vision champions high aspirations whilst ensuring that we all contribute to raising the achievement of students, whatever their starting point. We believe that there should be no barriers that exclude any child from accessing the best opportunities. Our students will receive an education, based on high expectations that enhances their life chances and transforms lives.

Our pupil premium strategy embodies the whole school vision, maintaining a sharp focus on enabling disadvantaged students to achieve whilst taking into account the challenges disadvantaged children may face.

High quality teaching is central to our approach. Research indicates that this has the greatest impact on closing the disadvantage attainment gap and also benefits all students in the school. We have an experienced staff who work to ensure that the attainment of both disadvantaged and non-disadvantaged students will be sustained and improved. Regular review of attainment data and diagnostic assessment and subsequent personalised support is aimed at ensuring students achieve their potential. Additionally supporting HQT with positive behaviour management is key to our inclusive approach.

Our strategy is also made bespoke for PP/PP+ students through support from our KS4 academic coach, pastoral mentors and Parent and Student engagement officer in order to provide tailored support when it is needed. These services benefit all students but target disadvantaged students to ensure they do not fall behind

Wider school plans for education recovery, notably through targeted support from 1:1 and small group tutoring, are also integral to our strategy over the coming year.

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 over the last year indicates that attendance data among disadvantaged students has been around 2.5% - 6% lower than for non disadvantaged students. Additionally, punctuality data from September 2021 also indicates patterns of lateness both to morning registration and to lessons throughout the day which impacts on progress through students missing valuable learning time. There are a disproportionate number of disadvantaged students who are represented in this group with poor punctuality
2	STAR reading test data indicates that between 45-55% of PP students in KS3 have reading ages below their chronological age. This percentage is steady throughout the key stage. Whilst the majority of these students do meet national benchmarks, and are therefore able to access the curriculum, there are a small number, including children with EHCPs, who have a significantly lower level of reading comprehension. This impacts on their progress in all subjects.
3	Our assessments and reviews of pupil progress indicate many lower attaining students, including disadvantaged ones, lack metacognitive and revision skills, and more often have difficulty with self-regulation. This can be seen in progress point data, ongoing ability to manage classwork, behaviour data, and at KS4, the capacity to manage the full cohort of GCSE exams.
4	Our discussions with children and families and referral data for counselling indicates social and emotional issues have increased over the course of the pandemic. In the last Year we have had 400 drop in sessions with 45 students referred for a sequence of 1:1 sessions. This is in contrast to 2019 when there were 75 drop ins and 20 referrals.
5	The school closures reinforced for us the importance and value of home-school liaison and support. Regular contact with disadvantaged families about device/internet access, FSM and wellbeing concerns enabled us to develop close ties between disadvantaged parents and the school which we are keen to build on further. Additionally, managing close contacts with families for year 6 transition to prepare children for secondary was more challenging in 2020 and 2021. We were able to address this in 2022.

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
Improved reading comprehension among disadvantaged students across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between disadvantaged students and their non-disadvantaged peers. Teachers should noticed this improvement in terms of ability of students to access reading materials and in Progress Point and Hinge data. Reciprocal reading in lessons
To achieve and sustain improved attendance and punctuality for all students, including those who are disadvantaged	Sustained good attendance achieved over the lifetime of the current strategy cycle, with the attendance gap between disadvantaged and non-disadvantaged students reduced by at least 50%.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Improved and sustained wellbeing levels over the lifetime of this strategy cycle demonstrated through qualitative data from Place2Be/counsellors/Parent and Student Engagement Officer and through student voice feedback from transition and other wellbeing surveys, and from parent feedback. Specific CPD for staff on trauma and wellbeing is also planned to support staff in ensuring the wellbeing and success of students.
Improved attainment and progress across the curriculum at the end of KS4 and 5 for disadvantaged students	At least in line with non-disadvantaged national average by the end of this current strategy cycle, with students supported to achieve this through HQT. Their progress, along with the progress of their cohort, will be monitored through the assessment system. Strategic interventions from departments, the pastoral team (behaviour/learning mentor) and Academic Coach will support learning and self-regulation when relevant. Students will be supported onto ambitious and appropriate post-16 courses in house where possible.
To continue to engage with families through school communications as well as specific, targeted events and interventions.	Parents/carers of disadvantaged students along with their non-disadvantaged peers attend workshops on a range of topics to support learning and well being.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral curriculum supports whole school literacy through reciprocal reading programme</i>	Improving Literacy in Secondary Schools EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading?utm_source=/projects-and-evaluation/projects/reciprocal-reading&utm_medium=search&utm_campaign=site_search&search_term=reciprocal	2
<i>Programme of CPD to develop self regulation, metacognition and HQT</i>	Effective Professional Development EEF Improving Literacy in Secondary Schools EEF Metacognition and self-regulation EEF	3
<i>Transition programme</i>	School Transition and Adjustment Research Study (STARS) UCL Psychology and Language Sciences Summer schools EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition?utm_source=/education-evidence/evidence-reviews/reading-at-the-transition&utm_medium=search&utm_campaign=site_search&search_term=transition	2/3/5
<i>Maths/English booster</i>	Improving Literacy in Secondary Schools EEF	2/3

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

Budgeted cost: £44,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic coach</i>	Mentoring EEF Metacognition and self-regulation EEF	1/2/3
<i>PP+ reviews</i>	Working with Parents to Support Children's Learning	5
<i>Reading comprehension support</i> <i>Reading Wise</i> <i>Lexia</i> <i>IDL</i>	Reading comprehension strategies EEF	2
<i>1:1 and small group tutoring</i>	One to one tuition EEF Small group tuition EEF	2/3

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

Budgeted cost: £128763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour/pastoral support</i>	Behaviour interventions EEF Mentoring EEF Social and emotional learning EEF	1/3/5
<i>PSEO - workshops and contact with home</i>	Working with Parents to Support Children's Learning Parental engagement EEF	5
<i>BBH group</i>	Promoting engagement and academic achievement for black and mixed-ethnicity pupils in Wales	3/5

<i>Attendance support</i>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1
<i>Counselling</i>	Advice template	4
<i>Alternative provision</i>	Investigative research into alternative education	3
<i>Extended school</i>	Summer schools EEF	3/5

Total budgeted cost: £183,700

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.

Our Progress 8 data for disadvantaged PP students was -0.22 last year in comparison with a national average figure of -0.55. Although we would like to improve this figure further, we are pleased at the significant progress of our disadvantaged students. Although they had been impacted on by the pandemic and school closures, we put in place measures to mitigate the impact of the disruption and ensure their progress.

In 2020-21 we had made full use of our Pastoral and Curriculum support team during the period of school closures, contacting families and ensuring that all students had access to devices and the internet for the period of remote learning. We were responsive to families who asked for children to join our key worker school, including many from the disadvantaged year 11 cohort of 2022. Following the reopening of schools, and throughout year 11, our KS4 academic coach worked with Year 11 students to support their progress in exams and to teach study and revision skills. Catch up and PP funding has enabled us to employ a science and maths mentor who works 1:1 and in small groups with PP and non-PP students in KS3 and 4. CPD focus on HQT, and the embedding of the school assessment policy enabled teaching staff to effectively prepare students for the summer exams. Mentoring support from the Pastoral team also supported GCSE students who had struggled with self regulation. Our analysis of behaviour and wellbeing data has indicated that the disruption of the pandemic continues to have a significant impact on students, both disadvantaged and non-disadvantaged students. We have increased the amount of wellbeing support through employing counsellors throughout the school week, resulting in a significant increase in the number of students who have accessed counselling support.

In 2022 we were able to have a full Year 6 transition programme, including face to face meetings with primary school teachers and our year 6 cohort (for Q&A sessions) ahead of our transition days. We also held additional in school transition sessions for those students identified by primary schools as disadvantaged to enable them to meet key pastoral staff and build relationships ahead of starting school. Our transition book, paid for by PP funding, was chosen for its accessibility and its themes of managing difficult situations and finding friends. Additionally, to support the transition of all Year 6 children, a whole year residential at an outdoor pursuits centre happened in November 2022, with places for PP students funded by the grant to enable children who wanted to attend to do so without exceptions. Our behaviour data indicates that this investment in 'belonging' to the school has ensured a largely smooth start to secondary school for the cohort.

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