

Pupil premium strategy statement – Futures Institute Banbury

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	120
Proportion (%) of pupil premium eligible pupils	13.33%
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	1/9/25
Date on which it will be reviewed	July 2026
Statement authorised by	Julia Ingham Principal
Pupil premium lead	Corinna Long – Assistant Principal
Governor / Trustee lead	Mandy Lancy

Funding overview (provisional)

Detail	Amount
Pupil premium funding allocation this academic year	£31,875
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>	NA
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>	£31,875

Part A: Pupil premium strategy plan

Statement of intent

We believe that disadvantage should not be a barrier to any student leaving school with the best possible qualifications and experiences. Our ultimate goal for the Pupil Premium strategy is to raise the attainment of disadvantaged students and reduce the gap between them and their non-disadvantaged peers. While this gap is closing, we continue to intervene to ensure that all students make good progress irrespective of their background.

A key to achieving this is ensuring that staff have a collective understanding of who our disadvantaged students are and the barriers they face. Only then can we effectively support them in raising achievement and improving their progress. The needs of these students will remain at the forefront of every strategy the school implements.

We have adopted an evidence-based approach informed by research from the EEF. Our central focus is on quality first teaching, as this has the greatest impact on closing the attainment gap. We will continue to observe, monitor, and evaluate the classroom experience of our pupil premium students to implement effective strategies that support their learning.

To strengthen this, we deliver targeted CPD that equips staff with the knowledge and strategies to minimise barriers and support disadvantaged students. The impact of this training is rigorously evaluated so that we can adapt and respond swiftly. Outcomes of observations and evaluations are shared routinely with staff, reinforcing that supporting disadvantaged students is everyone's responsibility.

Alongside this, we have introduced Raising Attainment sessions within the school day, recognising that some students are unable to attend after-school provision due to family responsibilities or other commitments. This ensures that all students, regardless of circumstance, have access to additional academic support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance.</p> <p>Our attendance data indicate that attendance amongst disadvantaged students is lower than their non-disadvantaged peers as of June 2024 attendance of disadvantaged pupils was approximately 1% lower than their non-disadvantaged peers</p>
2	<p>Behavioural</p> <p>Our monitoring of behaviour data indicates that although behaviour is improving there is a greater percentage of our disadvantaged students receiving internal exclusions</p> <p>Observations and work scrutiny also indicate that our disadvantaged students are less engaged in lessons and are more likely to learn passively</p>
3	<p>Attainment</p> <p>Our attainment data indicates that our disadvantaged students perform less well than their peers</p>
4	<p>Lack of aspiration</p> <p>Our observations and conversations with students indicate that there is a lack of aspiration amongst our disadvantaged pupils, this can therefore affect their motivation and lack of engagement in school</p>
5	<p>Literacy</p> <p>Our observations indicate that disadvantaged students have lower levels of literacy than those students from a non-disadvantaged background.</p> <p>These observations are supported by our reading diagnostic tests that show students are below their chronological reading age</p> <p>Review of books indicate that students have gaps when it comes to both substantive and disciplinary knowledge</p>

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 improve the attendance of disadvantaged students, thereby reducing the gap between disadvantaged and non-disadvantaged students	No gap between the attendance of disadvantaged and non-disadvantaged students (SLT Lead: AOK)
Improvement in the behaviour of disadvantaged students	Suspension rates show no gap between disadvantaged students and their peers (SLT Lead: AOK)
Improved attainment amongst disadvantaged students across the curriculum	To significantly reduce the attainment gap between disadvantaged and non-disadvantaged students (SLT Lead CLO)
Improvement in the aspirations of disadvantaged students so they value the impact education can have and are motivated to do well	<p>Increased involvement of disadvantaged students in extra activities and educational trips (SLT Lead: CFO)</p> <p>Increasing the percentage of students achieving aspiration points (SLT Lead: AOK)</p> <p>Student and parent voice indicates that there is increased participation in school activities (SLT Lead: PNE)</p> <p>work scrutiny indicates that output by disadvantaged students is equal to that of their non-disadvantaged peers (SLT Lead: SRA & CLO)</p>
Improvement in reading ages, vocabulary and oracy	Data indicates that there is an improvement in the comprehension of students and there is an improvement in all written work (SLT Lead: PNE)

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: £5875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback – continued focus on the importance of high-quality feedback through departmental meetings and staff training.</p> <p>Training delivered on marking and feedback policy.</p> <p>QA policy updated to include frequent work scrutiny.</p>	<p>Research consistently shows that effective feedback has one of the highest impacts on learning. (EEF, Feedback)</p>	<p>3</p>
<p>Improve literacy in all subject areas training led by literacy coordinator on embedding strategies in lessons.</p> <p>Live marking with focus on SPaG.</p>	<p>Literacy is a key predictor of future outcomes. Young people who leave school without secure literacy are disadvantaged in education, health, and employment. (EEF, Improving Literacy)</p>	<p>5</p>
<p>Development of Quality First Teaching ongoing training through WalkThrus, and instructional coaching.</p>	<p>High-quality teaching is the most powerful driver of attainment, particularly for disadvantaged pupils. (EEF, Teaching and Learning Toolkit)</p>	<p>1,2,3,4,5</p>

Appraisal process updated to focus on teacher standards.		
Implementation of Pupil Premium Profiles creation of PP and SEND profiles for all disadvantaged pupils to help staff understand barriers and strategies. PP students identified on SSPs.	Knowing students well, and understanding barriers to learning, is an essential foundation for an effective PP strategy. (EEF)	1,2,3,4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Homework Club support for students who may find it difficult to complete homework. Homework policy redeveloped to provide paper-based booklets, removing barriers for students without access to technology at home.	Pupils eligible for FSM often face challenges completing homework due to limited resources, lack of quiet space, or reduced parental support. Homework clubs provide the resources and guidance needed, reducing barriers and supporting attainment. (EEF, Homework)	3,4

<p>Peer tutoring</p> <p>One to one and small group support to be provided by Sixth Formers</p> <p>Student helper to support in homework club</p>	<p>Peer tutoring has a strong evidence base, showing an average effect of approximately five additional months' progress in a year. Low-attaining pupils and those with SEND often make the biggest gains. (EEF, Peer Tutoring)</p>	<p>2,3,4</p>
<p>Raising Attainment Sessions (within the school day)</p> <p>targeted sessions for disadvantaged students who cannot attend after-school interventions due to responsibilities at home.</p>	<p>Providing targeted academic support during the school day ensures all students can access interventions, reducing gaps in attainment. (EEF, Small Group Tuition / Targeted Support)</p>	<p>3, 4, 5</p>
<p>PP EAL Support –</p> <p>small group and one-to-one interventions led by a specialised EAL teacher, including 1:8 catch-up sessions and welfare checks</p>	<p>Targeted language support accelerates English acquisition, enabling full access to the curriculum and improving attainment outcomes. (EEF, Oral Language Interventions)</p>	
<p>Mentoring and Aspiration Support –</p> <p>targeted mentoring, career guidance, and goal-setting sessions for disadvantaged students.</p>	<p>Mentoring can increase motivation, engagement, and aspiration, particularly for students from disadvantaged backgrounds. (EEF, Social and Emotional Learning / Mentoring)</p>	
<p>Year 11 Targeted Mentor-Time Intervention –</p> <p>disadvantaged students in Year 11 receive small-group or one-to-one support from specialist teachers during mentor time.</p>	<p>Targeted subject-specific interventions during the school day accelerate attainment and provide focused support for examination preparation. (EEF, Small Group Tuition / Targeted Support)</p>	

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

Budgeted cost: 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision for KS4	Research shows that children from disadvantaged backgrounds often have weaker social-emotional skills, which are linked to poorer mental health and lower academic attainment. SEL interventions improve emotional regulation, peer relationships, and engagement, which can positively impact academic outcomes. (EEF, Social and Emotional Learning)	1,2,3
Parental Engagement assign a direct point of contact for parents (DHoC/HoC), hold support-first meetings, invite parents to key events (e.g., parents' evenings), and use accessible venues for meetings.	Parental engagement improves learning outcomes by an average of four months' progress, and strengthens attendance, motivation, and engagement. (EEF, Parental Engagement)	1,3,4
Attendance Monitoring and Support – early identification of poor attendance, bespoke support plans, mentoring, and home-school communication.	Targeted attendance interventions improve engagement and attainment for disadvantaged students. (EEF, Attendance Interventions)	1
Behaviour Support and Restorative Approaches – monitoring internal exclusions, implementing behaviour support plans, and providing restorative interventions.	Behaviour interventions improve learning time and engagement, particularly for disadvantaged pupils. (EEF, Behaviour Interventions)	2
Financial and Resource Support –	Reducing financial barriers ensures disadvantaged students can fully	1, 4

provision of uniforms, equipment, and support for exam costs to remove financial barriers to participation and engagement.	access school life, interventions, and enrichment activities. (EEF, Reducing Disadvantage)	
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Total budgeted cost:£31,875