

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fullbrook School
Number of pupils in school	1385
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	B. White
Governor / Trustee lead	C. Borgars

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,970
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Fullbrook is to use the Pupil Premium funding to help improve the progress and attainment of our disadvantaged students to ensure that the gap between disadvantaged and non-disadvantaged students is narrowed. We aim to tackle the impact of social disadvantage wherever we find it, placing the highest emphasis on ensuring all students have access to high quality teaching in every classroom.

Our primary aim is to raise attainment and improve opportunity, through a broad and balanced, rich and purposeful curriculum offer at all key stages. We aim for all of our classrooms to be inclusive environments where subject specialists take personal responsibility for the progress of the students in their class. There will also be a determined effort to identify and close gaps in the knowledge and cultural capital confidence of our disadvantaged students.

The Pupil Premium Grant will be deployed to ensure all students have equal opportunities in terms of access to the full curriculum and exposure to extra curricular activities. Attendance is a key development area for the school so a portion of the grant will be dedicated to funding a student support team to support students and parents. Although our primary focus is improving the quality of teaching and learning in every classroom some funding will also be used to support disadvantaged students who are not making academic progress in line with their peers. This may be through 1:1 sessions, small group catch ups or revision activities.

At Fullbrook it is our firm belief that all students should be entitled to the best possible quality of education, regardless of their individual characteristics. We will strive to use the pupil premium grant to ensure we succeed in achieving this for all of our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance is lower for the disadvantaged cohort, with a higher proportion of persistent absence, compared with their non-disadvantaged peers.
2	Disadvantaged students receive more 'W3's than their non-disadvantaged peers resulting in more suspensions therefore less learning time in the classroom, impacting the P8/attainment gap between PP students and their non-PP peers.

3	Our school is situated in a relatively affluent area of Surrey, with pockets of extreme poverty. As a result, there are very significant gaps in cultural capital and social confidence and our disadvantaged students are very much in the minority.
4	The impact of lockdowns continues to have a significant impact on the progress of our disadvantaged students. Despite the schools best efforts to support our pupil premium students during this time the extended period away from school led to some of our disadvantaged students having significant gaps in their learning.
5	Many of our disadvantaged cohort have needs in addition to financial hardship, and some face particularly intense or multiple challenging circumstances, with a high crossover of SEND and SEMH needs.
6	Staff recruitment and retention has historically been an issue. This has led to a lack of continuity and uncertainty. This often has a greater impact on our disadvantaged students than their peers.
7	Financial hardship presents a barrier to students ability to buy uniform, equipment, trips and visits which are necessary for curriculum access.

## 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
The progress gap for PP students is diminished so that PP students make progress in line with their peers.	<ul style="list-style-type: none"> <li>The Progress 8 score for PP students will be positive and in line with our non PP students.</li> </ul>
Students have regular access to broad and rich curriculum with high quality teaching in every classroom.	<ul style="list-style-type: none"> <li>Attendance of PP students will be greater than 90%</li> <li>Reduce the number of PP students receiving 2-5 and suspension sanctions (Percentage of PP students receiving more than 1 suspension to be less than 5%)</li> <li>Ensure the vast majority of lessons are taught by a subject specialist (less than 2% of lessons across the school to be taught by a cover teacher)</li> </ul>
Student well being and sense of belonging is in line with non PP students	<ul style="list-style-type: none"> <li>Student participation in extra-curricular activities, (including specific activities for the PP cohort) rises</li> <li>Positive student voice.</li> </ul>

Raise aspirations for PP students and ensure that all staff have equal aspirations for all students.

- An increase in the percentage of PP students going on to further studies post 16 and post 18.

## 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
Maintain bonus groups in years 9 -11 in core subjects	The EEF Teaching and Learning Toolkit shows collaborative learning has an impact of +5 months progress. The groups also enable teachers to provide deeper feedback. EEF toolkit shows an impact of +8 months progress.	4
Ensure effective, research based, teaching is being delivered in all lessons.	The impact of good T&L on disadvantaged students is disproportionality advantageous to PP students compared to their non-disadvantaged peers (The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011)). Investment in T&L to improve the quality of teaching for all will enable the difference in achievement to be diminished	4, 6
Teaching and Learning lead maintained with specific focus on improving reading fluency.	EEF research indicates the importance of reading fluency as the key skill underpinning attainment and wellbeing. In-school research, including testing, and resourcing analysis indicates that this an area that needs a concerted and focused approach.	4

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

Budgeted cost: £ 18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths & English 1:1 tutoring	EEF research indicates value of well targeted 1:1 and small group interventions.	4, 6

Literacy Catch-Up program	EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it. Also the EEF research indicates the importance of reading fluency.	4, 6
Use of HLTA in Maths to improve numeracy skills	EEF research indicates value of well targeted 1:1 and small group interventions.	

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

Budgeted cost: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular tracking of PP students behaviour to identify trends and provide early interventions where necessary.	Data suggests that since the introduction of the 2-5 sanction PP students have received a higher proportion of 2-5's than their peers.	2
The Hub (SEMH provision)	EEF Teaching and Learning toolkit shows meta cognition and self-regulation have a high impact on progress and learning.	5
PP students provided with funding for resources (textbooks, uniform, calculators), transport and trips where appropriate.	This enables students to fully participate in the curriculum through and have equal access to materials, for example, provision of equipment in technology	7
Attendance Officer employed to monitor and follow up quickly in absences and hold meetings with parents to agree attendance strategies on a granular level as each student's needs are different	NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement	1

**Total budgeted cost: £ 163 000**

## 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.

With regards to our intended outcomes for pupil premium students' progress, it was hoped that the P8 score for this group would be greater than 0 and that the progress gap between our pupil premium students and their non pupil premium peers would be no greater than 0.39. However, the results show that the P8 score for our pupil premium students was -0.87 and the gap between our pupil premium students and our non pupil premium students was 0.68.

The lockdowns we encountered during the pandemic are still very much responsible for this progress gap. Despite now completing a full academic year in school, the learning gaps still continue to exist and are worse for pupil premium students because of less access to technology, less time learning and reduced support from parents/carers compared with their peers. The most robust studies estimate that missed opportunities to engage with the curriculum have led to a reduction in test scores of between six and ten per cent of a standard deviation, which is equivalent to between one and two months of progress (Royal Society DELVE Initiative, 2020; EEF, 2020c). This gap will take longer than one academic year to reduce. Low attendance due to the COVID isolation rules still being in place at the beginning of the academic year will also be a contributing factor to the gap students making less progress than expected. Both of these concerns are a national issue and an area we are developing in Fullbrook through our teaching and learning team to ensure that every student is receiving quality first teaching every lesson.

With regards to the bonus groups we have in English and maths to support our disadvantaged learners (smaller classes), it is clear that the gap has decreased in English Language and English Literature but increased in Maths.

	19/20 diff	20/21 diff	21/22 diff
P8 English language:	0.37	0.59	0.34
P8 English literature:	0.41	0.61	0.53
P8 maths:	0.51	0.65	0.74

The bonus groups historically have always supported our pupil premium students with regards to their learning and progress in both English and maths. Despite the data showing the gap increasing between pupil premium students and their peers in Maths,

the groups will continue. As relayed above, we are continuing to contend with lost learning and engagement brought about from the lockdown periods, a challenge that will take longer than one academic year to rectify.

Functional skills qualification as an alternative to students studying a modern foreign language is has proved to be successful with both our pupil premium and SEND students this academic year. Being able to teach the curriculum for a full year has meant that students have now received the full SOW. This has resulted in 6 pupil premium students passing Entry Level 3 English and 5 of the 6 students passing Level 1 English. This is a provision we will continue into next year, however the students will be able to move to onto Level 2 in year 11 (unable to this year due to lost time during lockdown periods).

The expectation for the behaviour of our pupil premium students was that the percentage of pupil premium students receiving 2 or more suspensions would be less than 5% last academic year. The percentage of these pupil premium students was 6.57%. Although this is not quite the expected target, it is close. Due to the lockdown periods over the previous two years, we are unable to reliably compare data over this period. This figure is a positive starting point to continue striving to better support our pupil premium students with regards to managing their behaviour and therefore reducing the percentage of suspensions.

The second expectation for the behaviour of our pupil premium students was for those students receiving five or more W3s to reduce from 11% to 5%. The percentage of these pupil premium students last year was 6.8% (10 students). Although again not quite the expected target, it is a significant reduction and a hugely positive outcome. Staff at Fullbrook will continue to follow the new Code of Conduct, which is clearly having an impact on reducing behaviour incidents for our pupil premium students, alongside teaching outstanding lessons to ensure maximum engagement and therefore less behaviour issues.

Our whole school attendance figure for 2021-22 was 91.25%, and our pupil premium (148 students) attendance figure was 82.61%. This low percentage continues to be primarily as a result of COVID as students at the beginning of the academic year were still required to isolate if testing positive. This has massively impacted our attendance data and has unfortunately widened the gap between our pupil premium and non-pupil premium students. We also have an increase of Emotionally Based School Avoiders within our pupil premium cohort; we believe as an impact of the lockdown periods on students' mental health. This is something we are addressing as a whole school through targeted academic interventions to support learning and engagement, a wellbeing program now being a part of our tutor program and targeted therapeutic interventions in our Hub (SEMH centre). In addition to this, this year we implemented a champion program where pupil premium students achieving below expected attendance were assigned a mentor to work with every day. This had a positive impact

on our students and something will we will incorporate into our attendance drive again next year.

## 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

## 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.*

Following the successful research project last year into the impact of labels with pupil premium student it has been decided that we will be removing Pupil Premium status from SIMs this academic year for all students. This means that the classroom teacher will not know who the pupil premium students are in their class.

Studies show that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. The research project that the year 7 students who had their pupil premium status hidden made significantly more progress than those pupil premium students whose status remained visible.

Fullbrook is also becoming a phone free school and there is a big drive on students being smartly dressed in appropriate school uniform. These strategies will support our pupil premium students by removing the peer pressure of having the latest clothes and devices. Ensures all students feel equal in school and removes unnecessary worry for some pupil premium students.

The whole school drive on students being 'ready to learn' with the correct equipment for all lessons will also support our pupil premium students to ensure they are well placed to focus on their learning whilst at school.