

Pupil premium strategy statement

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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	1397
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	Sep 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	B. White
Governor / Trustee lead	C. Borgars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 150 705
Recovery premium funding allocation this academic year	£ 36 342
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 187 047

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	The average reading age of our disadvantaged students on entry is significantly below that of their non disadvantaged peers. This makes it more challenging for our disadvantaged students to access the curriculum and make progress.

3	A high proportion of our disadvantaged students have ended up in small 'bottom sets' in English, Maths and Science. Student voice has indicated that this has resulted in students not feeling challenged and feeling demotivated.
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. We have found that historically some of these needs have not been identified early enough.
6	Many of our disadvantaged students do not have the self motivation or parental engagement to do work outside of lessons. This can lead to them falling further behind their peers who are doing extra work at home.
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"> The Progress 8 score for PP students will be positive and in line with our non PP students.
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Students have regular access to broad and rich curriculum with high quality teaching in every classroom.	<ul style="list-style-type: none"> Attendance of PP students will be greater than 90% 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)

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Student participation in extra-curricular activities rises • Positive student voice.
<p>Raise aspirations for PP students and ensure that all staff have equal aspirations for all students.</p>	<ul style="list-style-type: none"> • Improved student voice feedback in terms of levels challenge and motivation in lessons. • An increase in the percentage of PP students going on to further studies post 16 and post 18.
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects</p>	<ul style="list-style-type: none"> • Improved homework completion rates across all classes and subjects.

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: £ 130 000

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	2, 3, 4
Two members of staff appointed as reading leads with a 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.	2, 4

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

Budgeted cost: £ 22 000

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.	2, 4, 6
Maths and English small group intervention sessions with subject specialists during tutor time.	EEF research indicates value of well targeted 1:1 and small group interventions.	2, 4, 6

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

Budgeted cost: £ 35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Purchase of 'Class-charts' to allow introduction of homework every lesson with easy tracking of student engagement.	One of the key findings from the EEF teaching and learning toolkit on homework was that 'Studies involving digital technology typically have greater impact (+ 6 months).	6
Emphasis on screening students in year 7. All students screened for dyslexia and students tested for dyscalculia where concerns arise.	The British Dyslexia association state that 'Early identification of individuals is vital to be able to provide early intervention'.	5
Homework club staffed after school, to provide students who do not receive support at home with the opportunity to receive support to complete their homework.	Key finding on homework from the EEF teaching an learning toolkit was that 'Studies in secondary schools show greater impact (+ 5 months) for secondary schools. The toolkit also identifies that 'pupils eligible for free school meals typically receive additional benefits from homework'.	6
Attendance Officer employed to monitor and	NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement	1

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		
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Total budgeted cost: £ 187 000

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 disadvantaged students' progress, it was hoped that the P8 score for this group would be positive and in line with our non-disadvantaged students. The results show that the P8 score for our disadvantaged students was -0.39 and the gap between our disadvantaged students and our non-disadvantaged students was 0.47. The difference between our disadvantaged and non-disadvantaged students is well below the national difference which was 0.7 in 2022.

The P8 score for our disadvantaged students who have no additional needs was +0.1. This indicates that our disadvantaged students who have no additional needs are performing on par with the cohort as a whole.

The impact of the lockdowns we encountered during the pandemic are still having a significant impact on the performance of our disadvantaged students. Despite having completed 2 full years back in school the learning gaps still continue to exist and are worse for disadvantaged students because of less access to technology, less time learning and reduced support from parents/carers compared with their peers.

With regards to the bonus groups we have in English, Maths and Science to support our disadvantaged learners (smaller classes) the table below shows the difference between our disadvantaged and non-disadvantaged students in English and Maths.

	19/20 diff	20/21 diff	21/22 diff	22/23 diff
P8 English language:	0.37	0.59	0.34	0.51
P8 maths:	0.51	0.65	0.74	0.63

The bonus groups historically have always supported our disadvantaged students with regards to their learning and progress in both English and maths. Although the gap between disadvantaged and non-disadvantaged students is significant in English and Maths it remains lower than the overall gap and this indicates that the groups are having an impact. We do believe that this impact could be more significant and as a result we are looking at maintaining the bonus groups but reviewing how students are grouped going forward. We are moving to a policy of parallel groups rather than having 'bottom sets' which can demotivate students.

The expectation for the behaviour of our disadvantaged students was that the percentage of disadvantaged students receiving 2 or more suspensions would be less than 5% last academic year. The percentage of these disadvantaged students was

11.1%. This is a significant increase on the figure of 6.5% in the previous academic year. The behaviour of disadvantaged students continues to be a focus for the school going forward.

The attendance of our disadvantaged students was 84%. Although this is below our target of 90% it is an improvement on the 2021-22 percentage of 82.61%. This indicates that we are moving in the right direction but further work is required this year to increase this percentage towards 90%.

The participation of our disadvantaged students in extra-curricular activities last year was 31% in the Autumn term, 50% in the Spring term and 44% in the Summer term (excluding year 11). These figures are slightly below the whole school figures of 50%, 59% and 46% respectively. We will continue to push this year to ensure the attendance of our disadvantaged students at extra-curricular clubs is at least in line with the rest of the cohort.

Student voice was carried out last year with students in all year groups with a focus on student well-being and sense of belonging. The students response was mixed. Most students said that they did feel secure and respected at Fullbrook but a small number of students did articulate that they felt Fullbrook was not an inclusive environment. We will be working hard at Fullbrook this year to ensure the school is an inclusive community for all. The school is investing in the 'Arise project' this year, although this is primarily aimed at preventing racist behaviours it also aims to create a fully inclusive environment for all students.

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 a year long trial of not making students pupil premium status known to all staff we have decided to move back to making this information easily accessible. We will still continue to push a culture of ensuring all students are treated equally but feel it is important staff are aware of which students may require additional support in terms of equipment and resources.

Research suggests that disadvantage students are less likely to engage in homework than their non-disadvantaged peers. Fullbrook has not made homework compulsory in recent years and as a result disadvantaged students have often not completed the homework. We believe this has had a significant impact on the progress of our disadvantaged students and this was a significant factor in the school moving to a culture of homework 'every lesson, every day'.

The school has had a significant curriculum restructure this year and many of the decisions that have been taken have been taken with a view to help support our disadvantaged students. The school has significantly reduced the number of GCSEs students will be sitting and as a result curriculum time has increased per subject. This will particularly support our disadvantaged students, many of whom struggle with the cognitive load of 11 GCSE's. The decision to make taking a language optional will also support our disadvantaged students to focus on subjects they enjoy are can succeed in.

The school has identified reading as a key area of improvement for all students but especially disadvantaged students. This year the school is introducing reading in tutor time 3 days a week for all year groups to ensure ALL students have regular access to a variety of texts.