

# Pupil premium strategy statement – Fullbrook School

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	1381
Proportion (%) of pupil premium eligible pupils	13.3%
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	1/9/2024
Date on which it will be reviewed	1/9/2025
Statement authorised by	
Pupil premium lead	Ben White
Governor / Trustee lead	Chris Borgars

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151 940
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>	£ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</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>	£ 151 940

## 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	<p>The progress of our disadvantaged students is considerably below that of our non-disadvantaged students. Our progress 8 score for disadvantaged students in 2023 was -0.53 (compared to +0.12 for non-disadvantaged students) and our progress 8 score for disadvantaged students in 2024 was -1.22 (compared to -0.03 for our non-disadvantaged students).</p> <p>Closer inspection identifies English (-0.78 in 2023 and -1.24 in 2024) as a significant area for development for our disadvantaged students and our disadvantaged boys (-0.89 in 2023 and -1.24 in 2024) is also an area for development.</p>
2	<p>Attendance is lower for the disadvantaged cohort, with a higher proportion of persistent absence, compared with their non-disadvantaged peers. The 2023-24 year 8 cohort was a particular issue with overall attendance for disadvantaged students 79.2% compared to a national average of 86.7%.</p>
3	<p>The progress of our students who have Special Educational Needs in addition to being disadvantaged is significantly below the progress of our disadvantaged students who do not have Special Educational Needs. In 2023 our disadvantaged students with SEND needs achieved a progress 8 score of – 1.45, compared to +0.14 for our disadvantaged students with no SEND needs.</p>
4	<p>The reading age of our disadvantaged students on entry is significantly below that of their non disadvantaged peers. Our 2023 year 7 cohort disadvantaged cohort had an average reading age of 10.89 compared to an average reading age of 11.92 for their non disadvantaged peers. The difference between our disadvantaged and non-disadvantaged students has consistently been around 1 for the last 5 years.</p> <p>This reading age deficit has a significant impact on our disadvantaged students ability to access the curriculum and impacts progress across all subjects.</p>
5	<p>Student voice has identified that the aspirations of our disadvantaged students are not as high as their non disadvantaged peers. Although our 2024 destinations data was encouraging with 67% of our disadvantaged year 13 leavers going on to University and 89% of our year 11 leavers</p>

	going on to further education we still feel this is an area for development as historically the destinations for our disadvantaged students have not been as aspirational as their non disadvantaged peers.
6	<p>A significant number of our disadvantaged students have missed curriculum time due to a high number of lesson removals and suspensions. In 2022-23 on average 3.9% of disadvantaged students have received more than 5 W3's (lesson removals) each half term compared to an average of 0.6% for non-disadvantaged students. 16% of disadvantaged students were suspended on 2 or more occasions in 2023-24 compared to 4.55% for non-disadvantaged students.</p> <p>Closer inspections shows that a high number (174 events) of the suspensions are for 'persistent disruptive behaviour'. These were for students failing a detention which resulted in a half day suspension. Analysis also shows that disadvantaged students received a much higher number of detentions for equipment, uniform and homework infringements.</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
Progress 8 score to be positive for our PP students with the intention for these students to make progress in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>The progress 8 score for disadvantaged students will improve year on year so that by 2027 the progress 8 score for disadvantaged students will be positive. Progress will be sufficient to significantly reduce the gap between PP and non PP student outcomes.</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>The school attendance percentage for disadvantaged students to be above the national average percentage for disadvantaged students in every year group.</li> <li>The overall attendance for disadvantaged students to be above 90% by 2027</li> </ul>

	<ul style="list-style-type: none"> <li>• A year on year reduction in the number of days disadvantaged students are suspended.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Raise aspirations for PP students and ensure that all staff have equal aspirations for all students	<ul style="list-style-type: none"> <li>• An increase in the percentage of PP students going on to further studies post 16 and post 18.</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	<ul style="list-style-type: none"> <li>• Year on year improvement in homework completion rates across all classes and subjects.</li> <li>• Year on year reduction in the percentage of disadvantaged students getting 5 or more W3's.</li> <li>• Year on year increase in the average number of house points per disadvantaged student. increase in positive behaviour / ATL data at reporting cycles?</li> </ul>

## 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: £ 95 000

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.	1, 3
Weekly curriculum professional development sessions for all teaching staff.	The EEF toolkit for High-quality teaching states that ‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’.	1,3
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	1, 3

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths & English 1:1 tutoring – focus specifically on underachieving disadvantaged boys	EEF research indicates value of well targeted 1:1 and small group interventions	1, 3
Extra Year 11 tutor group focused on raising achievement in Maths and English – focus specifically on underachieving disadvantaged boys	EEF research indicates value of well targeted 1:1 and small group interventions.	1, 3
Year 9 Maths, English and Science small group support in Summer term	EEF research indicates value of well targeted 1:1 and small group interventions.	1, 3

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home school link worker employed to develop collaborative working relationships between families and the school.	The education hub states that 'Research has found that parental or family involvement in school-based learning activities is correlated with improved student outcomes. A comprehensive meta-analysis	2, 6

	comparing a wide range of educational interventions found that parent involvement had a larger effect on student academic achievement than most other interventions’	
Appointment of 3 ‘Pupil Premium champions’ who mentor and track the progress of identified disadvantaged students, trying to improve attendance, behaviour and attendance.	EEF toolkit states ‘evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support’.	2, 3, 6
Participation in the Surrey University ‘Surrey Stars’ programme, regularly exposing disadvantaged students to university culture.	In 2020, one in 13 undergraduates at the elite Russell Group of research-intensive universities came from the regions of the UK with the lowest participation in higher education — compared with one in seven at other universities.	5
The Hub (SEMH provision)	EEF Teaching and Learning toolkit shows meta cognition and self- regulation have a high impact on progress and learning.	3
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	1
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 and 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’.	1, 3, 5



<p>Emphasis on screening students in year 7. All students screened for dyslexia and students tested for dyscalculia where concerns arise.</p>	<p>The British Dyslexia association state that 'Early identification of individuals is vital to be able to provide early intervention'</p>	<p>3</p>
<p>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</p>	<p>NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement</p>	<p>2</p>
<p>'Everybody reads' strategy used in tutor time in years 7-10. This involves reciprocal and choral reading regularly. Continued focus on disciplinary literacy throughout curriculum areas'</p>	<p>An EEF independent evaluation found that 'children in the targeted intervention (reciprocal reading) made an average of +2 months' more progress in terms of reading comprehension and overall reading</p>	<p>4</p>

**Total budgeted cost: £ 155 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

***The progress gap for PP students is diminished so that PP students make progress in line with their peers.***

- The progress 8 scores for our 2024 pupil premium eligible students was -1.22. This compares to a progress 8 score of -0.03 for our non-pupil premium students. Due to the small number of pupil premium eligible students in the 2024 cohort this figure was significantly impacted by a small number of students, one of whom did not attend Fullbrook, although he was on role.

***Improved reading comprehension among disadvantaged pupils across KS3.***

- The reading age of our year 9 pupil premium students increased from 11.86 in year 7 to 12.66 in year 9. In comparison our non-pupil premium students increased from 12.22 in year 7 to 13.44 in year 9.
- This demonstrates that our pupil premium students have not made as much progress since year 7 compared to their non pupil premium peers. This continues to be an area for development and it is something we will continue to strive hard to improve next year.

***Students have regular access to broad and rich curriculum with high quality teaching in every classroom.***

- The Learning Partners Academy Trust review of Fullbrook School in February 2024 commented that 'Evidence from our Key Stage 3 and Key Stage 4 classroom observations confirmed that the improvement in outcomes has been secured by a significant, and in some areas, transformational improvement in the quality of the students' learning behaviours and the planning and delivery of the curriculum.'
- In 2023-24 the overall attendance for pupil premium eligible students was 83.9%. This is 1.7% below the national average of 85.6%. Year 9 pupil premium students have an average of 89.6% which is well above the national average of 84.8%. Attendance of pupil premium students in year 8 is 78.5% which is well below the national average of 86.5%. Attendance of pupil premium students continues to be a priority with the attendance of next years year 9 cohort a significant focus.

***To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.***

- 35 out of 167 (21%) of pupil premium students attended an extra-curricular activity in 2023-24. In addition to this 7 pupil premium students completed the

Bronze or Silver Duke of Edinburgh expedition and 45 pupil premium students went on a funded school trip. These figures are below where we would like and the engagement and participation of disadvantaged students continues to be a focus next year.

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

- 5 of our 6 year 13 pupil premium eligible students in 2023-24 went on to University and 1 students went on to do an apprenticeship. This mean that 100% of year 13 students went on to some kind of further education.
- 16 out of 18 (89%) year 11 pupil premium eligible students went on to study in a College of school 6<sup>th</sup> form. 4 out of 6 (67%) pupil premium eligible year 13 students went on to University.
- Whilst these numbers are pleasing supporting our disadvantaged learners to have high aspirations continues to be a focus next year.

***Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects***

- 9.5% of pupil premium eligible students were given 5 or more W3's in 2023-24 compared to 1.6% of non-pupil premium eligible students.
- Equipment and uniform infringements are considerably higher for pupil premium eligible students. This means that we will continue to work on ensuring our disadvantaged students are ready to learn and have access to uniform and equipment.
- 49% of pupil premium eligible students reached the 250 house point milestone compared to 52% for non-pupils premium eligible students.