

Pupil premium strategy statement: Fullbrook



1. Summary information					
School	Fullbrook				
Academic Year	2018/19	Total PP budget	£199,000	Date of most recent PP Review	June 2018
Total number of pupils	1409	Number of pupils eligible for PP	231	Date for next internal review of this strategy	June 2019

2. Current attainment		
Data taken from Fullbrook Data Drop Nov 2018	Pupils eligible for PP	Pupils not eligible for PP national average Summer 2018
Maths 4+ (5+)	75% (46.88%)	Data Not Available
English 4+ (5+)	78.13% (59.38%)	Data Not Available
Maths and English 4+ (5+)	68.75% (40.63%)	71% (50%)
EBACC Entries	71.88%	43%
EBAC APS	4.24	4.39
Progress 8 score average	0.03	0.13
Attainment 8 score average	45.9	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Attainment at KS3 for PP is lower than peers. This is also true when broken down by PPSSEND, PPSocial Care, PPPolice, PPCAMHS, PPAP, PPCP. As a result this impacts attainment at KS4.
B.	Aspiration particularly on entry
C.	Students ability in maths is lower for PP students with any other need than for other students on entry to Year 7.



External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance of students with Economic disadvantage and SEND/SS.	
E.	Parental engagement	
F.	Mental health/Resilience of students	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		
	Success criteria	
A.	Attainment KS3 and KS4 to be in line with peers.	GCSE achievement gap closing with peers
B.	PP students have renewed achievable aspiration for themselves and understand how to attain this.	100% PP students have a career plan in place by the end of Year 9
C.	Year 7 targeted students raise ability in maths from below 100 in KS2 SATS on entry to be in line with the average grade of their peers or similar prior ability.	100% of PP students achieving in line with average grade for students with same prior ability.
D.	PP attendance to improve from 90% to 95% in line with national DFE target. PP+ EHCP/SS attendance to improve from 83.5% to 90% this year.	95% attendance for PP 90% attendance for PP+SEND/SS
E.	100% of PP student's parents attend parents evenings and students benefit from this parental involvement.	96% of parents attend a parents evening or other parent liaison meeting arranged for this purpose.
F.	PP students are resilient and can face challenges, overcoming them to prevent achievement being inhibited.	100% Course completion rates



Planned expenditure							
Academic year		2018/19					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
Quality of teaching for all							
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
1	Improving Progress at KS4 (Desired Outcome A)	Bonus groups in Year 9, 10 and 11 in the core, enabling collaborative learning.	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.	Supported Review and Reflection (QA) programme.	HOFs SLT SSP	Annually	£96,000
2	Improved aspiration and self belief at GCSE (Desired outcomes A & B)	Option support lessons providing achievement of qualification to promote confidence in self worth through Princes Trust Achieve Programme	EEF Teaching and Learning toolkit shows meta cognition and self-regulation have high impact on progress and learning.	Appraisal Objective for Inclusion manager Investment in training for all facilitators Allocated time on timetable	EW	Mid term Appraisal in Feb	£0
3		Alternatives to EBACC GCSE subjects offered in small groups/ independent learning format – I-achieve level 3 awards	EEF Teaching and Learning Toolkit shows that small group teaching adds learning value (+ 4 months pa) and that self regulation strategies/ projects are particularly beneficial to low income families.	Appraisal Objective for Inclusion manager Investment in training for all facilitators Allocated time on timetable	EW	Mid term Appraisal in Feb	£700



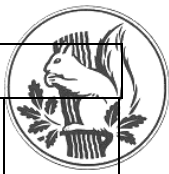
4 & 5	Ensure students with purely economic disadvantage achieve at least as well as their peers. No gap in achievement at GCSE for students in this sub group. Data drops show no difference. (Desired outcome A)	Teaching and Learning group to raise quality of T&L in faculties	The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011) Shows that the impact of good T&L on disadvantaged students is disproportionality advantageous to PP students compared to their non disadvantaged peers. Investment in T&L to improve the quality of teaching for all will enable the difference in achievement to be diminished.	Assign SLT member to sponsor the T&L group TLR to member of staff to run the group Pay a bursary to a T&L representative from each faculty and include appraisal objective.	TYS KMR T&L group	Annually	£7853 £5000
6		Targeted CPD programme	The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011) shows that investment in high quality teaching and learning for all has high impact on achievement of disadvantaged students.	DM (Accredited Pupil premium reviewer) all staff INSET.	SSP		£600
7	Improved resilience contributing to good mental health (Desired Outcome F)	Resilience doughnut	Research from Lynn Worsley, Clinical Psychologist, based on a body of research from The Australian Institute of family studies 'The Secret of Strong Kids' 2006 https://www.theresiliencedoughnut.com.au/about-the-resilience-doughnut/	Students have greater resilience thus reducing impact of mental health problems.	EW	June 2019	£2,500
8	Improving T&L for all (Desired Outcome A)	Annual licence for 4Matrix	Data analysis enables targeted intervention and differentiation in lessons.	Through RAF meetings with middle leaders.	JAB	Annually	£5000
9	Improving Progress at KS4 (Desired Outcome A)	Bonus groups in Year 9, 10 and 11 in the core, enabling collaborative learning.	The EEF Teaching and Learning Toolkit shows collaborative learning has an impact of +5 months progress.	Supported Review and Reflection (QA) programme.	HOFs SLT SSP	Annually	£96,000
Total budgeted cost							£117,653



Targeted support							
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
10	100% of PP students achieving in line with average grade for students with same prior ability. (Desired Outcome C)	Much smaller teaching groups in maths for students with PP and any other need in year 7 enabling detailed feedback and significant 1:1 time in lessons.	In school evidence shows that students with this targeted support in maths improve in the first year and catch up with peers EEF Teaching and Learning Toolkit shows that a range of teaching techniques that can be employed impacts achievement and progress for the very small size of class used at Fullbrook for students with these characteristics. (Small group tuition +4)	Maths PP and any other need co-coordinator monitors progress, has strategy for development of achievement for these students and supports teachers of these smaller groups.	RER/SAE	At the 11 maths progress test during year 7. Calendared data drops.	£21,200
11	Raise aspirations of PP students and improve self confidence (Desired Outcome B)	Aim higher interviews (20 mins per student divided by total SLT salary bill.) Ongoing monitoring of allocated group by SLT members and informal mentoring.	Questionnaires aimed to get a deeper understanding of what motivates each individual and how they learn best. The data is to be shared with teachers so that they can use it to better orientate their lessons to meet individual student need enabling differentiation for these students to be based on sound evidence of what supports them best. This will be provided in the form of the 'Aiming Higher' profile for success' The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011)	All SLT allocated a set of student sot interview by Dec 2018. T&L group to broker results with faculties All teachers to use Aim Higher Profiles for success to support their planning.	TYS EW	Sept 2019	£10,000



12	Improved aspiration and self-belief at KS3 through developing self regulation and metacognition (Desired Outcome B)	Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 & 8 focussed on developing skills of metacognition, learning to learn	EEF toolkit identifies development of these strategies as high return for low cost (+7) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Identify individuals eligible for PP funding in year 7&8 who would benefit from this intervention. Use the established academy stream tutor group model to have short period of time in smaller tutor group for AM reg to use the 20 minutes to learn and practice metacognitive skills.	SHM	July 2019	£500
13	(Desired Outcome A)	Identified individuals to have specific support to meet particular need <ul style="list-style-type: none"> • Alternative provision • 1:1 maths support • 1:1 English 	EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it.	Identification of students requiring support for AP managed through SLT responsible for AP and designed to meet individual's needs. 1:1 tuition for maths and English – student identified by HOF based on progress results and views of their subject teachers.	TYS	July 2019	£3000
Total budgeted cost							£34,700



Other approaches								
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?		
14	Increased attendance rates (Desired Outcome D)	Attendance Office (DS) 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. (% of salary cost)	NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement.	Appraisal objective for Attendance Officer. Attendance of PP students an objective in while school development plan. HOL meeting with Attendance Officer on cyclical basis to monitor attendance.	KJM/DS	Termly in Attendance officers line management meetings	£12,000	
15		Attendance awards			DS		£100	
16		Transport costs <ul style="list-style-type: none"> • Yellow bus fares • Taxis • Other 			KJM		Half termly in Finance meetings	£16,000
17		Uniform			EEF toolkit indicates no clear impact of introducing uniform. However, Fullbrook has a uniform, it is part of the school ethos and every student is required to wear it, therefor if a student who is eligible for pupil premium needs financial support to purchase uniform this is provided form the pupil premium funding.			Termly in finance meetings
18	KS3 attainment to be in line with peers. (A)	Technology costs	This enables students to fully participate in the technology curriculum through, for example, provision of ingredients in Food tech.	Managed by Technology faculty.	HZG		£100	



19	KS4 attainment to be in line with peers. (A)	Books revision guides and other academic supplies.	Equal access to revision materials.	Requirements for revision guides identified by HOFs.	HOFs		£2,000
20	Improved aspiration and self belief (B)	Providing wider opportunities for PP students: <ul style="list-style-type: none">• Trips• Music lessons• Sports clubs• Other extra curricular activities	Sutton Trust Report, 'Life Lessons : Improving Essential Life Skills for Young People'. Cullinane and Montacute (2017), indicates that widening experience an opportunities for students enables development of life skills that are considered at least as important as academic qualifications.	Pastoral team to identify students and supports them and their parents to increase participation in the extra curricular offer at the school. PP funding targeted to support this.	HOL HOF		£15,000
	Total budgeted cost						£47,200
	Total						£199,553

Amount over the PP allocation is subsidised from main school budget provision.



5. Review of expenditure	
Previous Academic Year	<p>2017/18 £190,874</p> <p>Note: this is the first year this Teaching School's Council Template has been used at Fullbrook and as a result impact measures are not as specific as they will be since Success criteria were not set in the format require by the template in the previous year when the template was not used.</p>

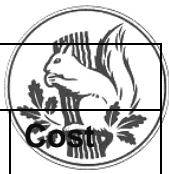
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved teaching and learning to enable excellent progress and achievement for all students, enabling PP students to achieve at least as well as their peers.	Teaching and Learning Group	GCSE results and student progress data show achievement of PP students is moving towards that of their peers.	Raising the profile of members of the T&L group through provision of a bursary payment has improved the perception of the work of the group across the school. The T&L group use research, visits to other schools and visiting speakers to develop excellent T&L in their own classrooms and across the faculties they represent. Good impact. Will continue.	£12,853
	Targeted CPD Programme	D M- High impact through providing challenge and new strategies to reduce difference in achievement. Training programme throughout the year.	Staff rated the CPD programme highly and are implementing idea in the classroom. To be repeated.	£1,000
	Bonus groups in Yr 9, 10 and 11	GCSE results analysis shows that students with economic disadvantage and no other need achieved at least as well as their peers. Progress data for years 9 and 10 also show the difference in achievement is diminishing.	Students who have economic disadvantage and ANY other need did not achieve as well as their peers with no disadvantage. Though this is in line with national trends, this is an area Fullbrook chooses to tackle in academic year 2018/19. Good impact. Will continue	£100,000
	Annual 4 Matrix License	Staff empowered to use data effectively. This enabled better tracking of all students and supported better differentiation to meet need in the classroom thus supporting improved progress of disadvantaged students	4Matrix empowers staff to track progress of students, including disadvantaged students, easily enabled intervention. Comparison of performance of disadvantaged groups across subject areas enabled challenge. Ability to sub divide student population into different categories to track progress revealed good practice and areas for development across the school. Will continue	£3,000



	Easter revision programme and 'Super Sunday' revision programme for English and Maths.	Attendance high. Good GCSE results.	It is hard to separate this intervention since many other interventions are also in place, however students and parents report that they value the Easter revision session and the Super Sunday sessions for English and Maths as they improve confidence going into external exams. Both programmes to continue.	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance	Attendance officer Attendance rewards	Attendance of PP students increased from 90.7% compared to 94.92% of all other students in 2016/17. Attendance rates remained at 90.0% compared to 94.1% of all other students in 2017/18. 66.7% of the students attendance officer meet with on a regular/monthly basis are PP. These students are given support to tackle reasons for absence and improve their attendance in lessons as a result.	Having a school based attendance officer enables flexible, tailored response to attendance issues and has a more immediate and personal impact than relying on Surrey CC EWO for non statutory interventions. Will continue to employ this granular approach.	£10,000
Improved achievement and progress	1:1 tuition for targeted students	Those in receipt of 1:1 tuition showed improvement in achievement	Though this is a costly approach, as long as it is specifically targeted to meet need it is worthwhile. This will continue where decisions are taken that specific students would benefit from this programme of support.	£25,000
	Aim Higher programme – individual interviews resulting in production of Aim Higher profiles.	All PP student shave an up-to-date aim higher profile. Teacher feedback indicates these are very helpful in supporting student in class to differentiate learning to meet need.	Use of the Aim Higher profiles could be improved. 2018/19, the presentation of data to make it more accessible for all staff will be undertaken. Will continue.	£15,000



iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance	Financial support for transport and uniform	Attendance of PP students increased from 90.7% compared to 94.92% of all other students in 2016/17. Attendance rates remained at 90.0% compared to 94.1% of all other students in 2017/18.	Will continue as required	£16,000
Promote progress more widely than taught curriculum	Wider opportunities – music lessons, trips and visits,	6 students benefitted from extra curricular music lessons for the year in their chosen instruments. During the year, other extra curricular activities that were attended included sport, science, technology and drama clubs. Total number of PP attendances across different clubs: Autumn 165, Spring 185, Summer 177. All PP students participated in at least one school trip.	Will continue as required.	£15,000
Improved GCSE results	Provision of books, equipment and materials.	All year 10 and 11 PP students provided with revision materials. All PP students provided with equipment as required.	Will continue as required	£2,000
			Total	£ 202,853.00
Amount over the PP allocation is subsidised from main school budget provision.				

