

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Fullbrook School				
Academic Year	2019/20	Total PP budget	£186,500	Date of most recent PP Review	07/19
Total number of pupils	1404	Number of pupils eligible for PP	177	Date for next internal review of this strategy	07/20
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.41		
Attainment 8 score average			41.21		
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Year 7 & 8 PP students literacy skills are weaker than their peers impacting on their KS4 achievement in core curriculum				
B.	PP students receive more Inclusion/FTE sanctions than peers which impacts their time in lessons accessing the curriculum				
C.	Only 8% of students engaging in extra-curricular activities are PP students lessening their chance to increase cultural capital				
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of PP students is lower than peers				
E.	Students have poor resilience and unable to regulate their emotions				
F.	PP students consider education as less important/relevant than peers				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Progress for PP students to be in line with peers			GCSE attainment gap to decrease to less than 0.35	

<b>B.</b>	PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to Inclusions and FTEs	The percentage of PP students receiving Inclusions will be lower than 30% The percentage of PP students receiving FTEs will be lower than 12%
<b>C.</b>	Develop independence and learning opportunities outside of the classroom for PP students and to raise future aspirations	A minimum of 60% of students engaging with at least 1 extra-curricular activity to be PP
<b>D.</b>	PP attendance to improve for PP students to be in line with peers	92% attendance for PP students
<b>E.</b>	Students to become more resilient and able to manage their emotions	Resilience Report data to show an increase in resilience in PP students throughout the year
<b>F.</b>	PP students aspirations to be raised/curriculum is made relevant to 'outside world'	PP students will engage with cultural capital opportunities

## 5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<b>A.</b> Bonus groups in Yr9-11 in core subjects	The progress gap between PP students and peers to be less than 0.35. 80% of PP students will receive 4 or more GCSEs	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. Regular meetings with HoFs to assess progress Use the data drops/assessments to implement strategies	HOF/EZW	July 2020	£95,000
<b>D./F.</b> Alternative to EBACC: Option Support lessons/iAchieve GCSE	Improved aspirations and self-belief at GCSE Students to have a tailored curriculum All PP students taking an iAchieve GCSE will pass.	EEF Teaching and Learning toolkit shows meta cognition and self-regulation have high impact on progress and learning. 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	Appraisal Objective for Inclusion manager Investment in training for all facilitators Allocated time on timetable	EZW/SB	July 2022	£700

<p><b>A.</b> Teaching and Learning group to raise quality of T&amp;L in faculties</p>	<p>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.</p>	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' (2011) Shows that the impact of good T&amp;L on disadvantaged students is disproportionality advantageous to PP students compared to their non-disadvantaged peers. Investment in T&amp;L to improve the quality of teaching for all will enable the difference in</p>	<p>Assign SLT member to sponsor the T&amp;L group TLR to member of staff to run the group Pay a bursary to a T&amp;L representative from each faculty and include appraisal objective.</p>	<p>TYS</p>	<p>July 2020</p>	<p>£8,069  £5,000</p>
<p><b>A./B.</b> Targeted CPD program</p>	<p>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</p>	<p>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</p>	<p>Staff INSET/CPD sessions GEP CPD training opportunities</p>	<p>SSP</p>	<p>July 2020</p>	<p>£550 (in school training)  £3000 (Paid to MAT for joint CPD)</p>

<b>B./E.</b> Resilience Doughnut program	Improved resilience contributing to good mental health Students able to independently problem solve Resilience Report data to show students have increased their resilience	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	Staff/parent training Students will have their own Resilience Doughnut through the Resilience Report Staff to use Solution Focused Approach questioning techniques	EZW	July 2020	£ 3950  Resilience report £1,000
<b>A.</b> Annual licence for 4Matrix	Improving T&L for all	Data analysis enables targeted intervention and differentiation in lessons.	Through RAF meetings with middle leaders	JAB/AW	July 2020	£5000
<b>A.</b> Literacy skills program in Yr7/8 'DEAR' program to be implemented in Yr7/8	Improved literacy skills for PP students Reading ages to increase	EEF teaching & learning toolkit shows on average, reading comprehension approaches deliver an additional six months' progress	Targeted small groups of students based on their reading/comprehension test results Students to be retested after intervention Students will demonstrate reading for pleasure	KMR	July 2020	£700
<b>Total budgeted cost</b>						£118,919

<b>ii. Targeted support</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
<p><b>C./D./F.</b> Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 &amp; 8 focussed on developing skills of metacognition, learning to learn</p>	<p>Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition Students to complete a questionnaire before and after the intervention to show improvement in self-belief</p>	<p>Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition</p>	<p>Identify individuals eligible for PP funding in year 7&amp;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.</p>	KJM	July 2020	£1000
<p><b>A.</b> Identified individuals to have specific support to meet particular need • 1:1 maths support • 1:1 English</p>	<p>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.</p>	<p>EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it.</p>	<p>1:1 tuition for maths and English – students identified by HOF based on progress results and views of their subject teachers</p>	SB	July 2020	£10,530

<p><b>C./D./F.</b> Aim Higher interviews with Yr7 PP students Monitoring of students by SLT members</p>	<p>Raise aspirations of PP students Use the data gathered to implement targeted strategies to support PP students learning Students to complete a SEAL survey alongside the Aim Higher questionnaire and again towards the end of the year to show improvement to their attitude to self and their learning</p>	<p>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</p>	<p>All SLT allocated a set of student to interview T&amp;L group to broker results with faculties All teachers to use Aim Higher Profiles for success to support their planning</p>	<p>EZW</p>	<p>July 2020</p>	<p>£1000</p>
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<p><b>B.</b> PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to Inclusions and FTEs</p>	<p>The percentage of PP students receiving Inclusions will be lower than 30% The percentage of PP students receiving FTEs will be lower than 12%</p>	<p>The data shows an increase in figures over the last 2 years regarding our PP students receiving behaviour sanctions. 17/18 data shows that 38.9% of students receiving Inclusions are PP and 12.8% of students receiving FTEs are PP compared with 2.5% non-PP. 18/19 data shows that 42.9% of students receiving Inclusions are PP and 12.2% of students receiving FTEs are PP compared with 3.4% non-PP.</p>	<p>Review Inclusion policy and procedures HOLs to track PP students behaviour to identify early intervention to prevent escalation in behaviour</p>	<p>SHM/RGS</p>	<p>July 2020</p>	<p>£1000</p>
<b>Total budgeted cost</b>					<p>£13,530</p>	
<p><b>iii. Other approaches</b></p>						
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>	
<p><b>D.</b> Attendance Officer (DS) employed to monitor and follow up quickly in absences and hold meetings with parents to agree attendance strategies</p>	<p>Attendance of PP students to increase to 92%</p>	<p>NFER briefing for school leaders (2015) identifies addressing attendance a key in the improvement of achievement</p>	<p>Appraisal objective for Attendance Officer. Attendance of PP students an objective in while school development plan. HOL meetings with Attendance Officer on cyclical basis to monitor attendance.</p>	<p>KJM/DS</p>	<p>July 2020</p>	<p>£18,000</p>



on a granular level as each student's needs are different. (% of salary cost)						
<b>B.</b> Attendance rewards Transport costs Uniform costs	Attendance of PP students to increase to 92%	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, therefore if a student who is eligible for PP needs financial support to purchase uniform this is provided from the PP funding.	Appraisal objective for Attendance Officer. Attendance of PP students an objective in while school development plan. HOL meetings with Attendance Officer on cyclical basis to monitor attendance.	DS	July 2020	£150 £10,500 £6,000
<b>A.</b> Technology costs	PP students attainment to be in line with peers	This enables students to fully participate in the technology curriculum through, for example, provision of ingredients in Food tech.	Management within Technology faculty	HZW	July 2020	£500
<b>A.</b> Books revision guides and other academic supplies.	KS4 PP students attainment to be in line with peers	Equal access to revision material	Targeted students identified by HOFs	HOFs	July 2020	£2400
<b>C.</b> Providing wider opportunities for PP students: - Trips	Raise aspirations and self-belief of all PP students A minimum of 60% of students engaging with	Sutton Trust Report, 'Life Lessons: Improving Essential Life Skills for Young People'. Cullinane and Montacute (2017), indicates that widening	Pastoral team to identify students and supports them and their parents to increase participation in the extra-curricular offer at the school.	HOFs HOLs	July 2020	£17,000

<ul style="list-style-type: none"> <li>- Music lessons</li> <li>- Sports clubs</li> <li>- Duke of Edinburgh</li> <li>- Other extra-curricular activities</li> </ul>	at least 1 extra-curricular activity to be PP	experience and opportunities for students enables development of life skills that are considered at least as important as academic qualifications.	PP funding targeted to support this.			
<b>Total budgeted cost</b>					<b>£54,550</b>	
<b>Grand Total</b>					<b>£186,999</b>	

6. Review of expenditure																	
Previous Academic Year		2018/19															
i. Quality of teaching for all																	
Action	Intended outcome	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												
Bonus groups in Year 9, 10 and 11 in the core, enabling collaborative learning.	Improved progress for PP students	<table border="0"> <tr> <td></td> <td>18/19 diff</td> <td>17/18 diff</td> </tr> <tr> <td>P8 English language:</td> <td>0.23</td> <td>0.52</td> </tr> <tr> <td>P8 English literature:</td> <td>0.47</td> <td>0.67</td> </tr> <tr> <td>P8 maths:</td> <td>0.37</td> <td>+0.24</td> </tr> </table> <p>The results show that the gap between PP and non PP students is decreasing in the core subjects showing improved progress with PP students.</p>			18/19 diff	17/18 diff	P8 English language:	0.23	0.52	P8 English literature:	0.47	0.67	P8 maths:	0.37	+0.24	The gap is decreasing so we will continue with this provision as it is having a positive impact on our PP students.	£96000
	18/19 diff	17/18 diff															
P8 English language:	0.23	0.52															
P8 English literature:	0.47	0.67															
P8 maths:	0.37	+0.24															
Option support lessons providing achievement of qualification to promote confidence in self-worth through Princes Trust Achieve Programme	Improved progress for PP students Improved aspiration and self-belief at GCSE	<p>Year 9 students have completed some modules of the Princes Trust Achieve program. They will continue to engage with the program to complete more modules and receive the certificate/award/diploma.</p> <p>Due to the program only being introduced part way through 18/19, there is no previous data for comparison.</p>		Program will continue for students accessing Option Support lessons.	0												

<p>Alternatives to EBACC GCSE subjects offered in small groups/ independent learning format – I-achieve level 3 awards</p>	<p>Improved progress for PP students Improved aspiration and self-belief at GCSE</p>	<p>iAchieve GCSE to be launched in 19/20 so data to report in 18/19. Of the 6 students who were dis-applied from MFL and offered a 4<sup>th</sup> GCSE, 3 students gained 9 GCSEs and 3 gained 8 GCSEs.</p>	<p>iAchieve course will be provided for targeted students who have been dis-applied from MFL. The alternative to EBACC clearly shows that this option benefits some students and will continue to be an option next year.</p>	<p>£700</p>
<p>Teaching and Learning group to raise quality of T&amp;L in faculties</p>	<p>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.</p>	<p>The progress gap (P8) between students with economic disadvantage and their peers this year (18/19) was 0.14 with a GCSE point score attainment gap of 3.1, compared with a gap of 0.51 and 13.42 respectively the previous year (17/18). This shows that the gap is narrowing and that students with purely economic disadvantaged are starting to achieve in line with their peers.</p>	<p>Data evidence shows that the Teaching and Learning group are having a positive impact on our PP students. The quality of teaching is being raised within faculties which is benefitting our purely economic disadvantaged students. This provision will continue.</p>	<p>£7853 £5000</p>

Targeted CPD programme	<p>Ensure students with purely economic disadvantage achieve at least as well as their peers.</p> <p>No gap in achievement at GCSE for students in this sub group.</p>	<p>Surveys show that staff rate the CPD program highly and gain effective skills, knowledge and understanding of strategies to implement in the classroom for their PP students</p> <p>The progress gap between students with economic disadvantage and their peers this year (18/19) was 0.14 with an attainment gap of 3.1, compared with a gap of 0.51 and 13.42 respectively the previous year (17/18).</p> <p>This shows that the gap is narrowing and that students with purely economic disadvantaged are starting to achieve in line with their peers.</p>	<p>Feedback from staff shows that the CPD program is valued, relevant and supports teaching in the classroom with 45% of staff members rating 'very good' and 36% rating 'good'.</p> <p>The progress gap between PP students and peers in decreasing as a result of quality CPD.</p> <p>This provision will continue.</p>	£600
Resilience doughnut	Improved resilience contributing to good mental health	Due to the program only being piloted last year and starting fully this year, data will not be available until the end of this year.	The program will begin fully in 19/20.	£2500
Annual licence for 4Matrix	Improved progress for PP students	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	<p>It has become apparent that currently there are too many data drops. Having so many does not allow time for staff to implement strategies/changes and show impact between data drops.</p> <p>As a result, we will be moving to 2 data drops in 19/20.</p> <p>4Matrix licence to continue.</p>	£5000

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Smaller teaching groups in maths for students with PP and any other need in year 7	100% of PP students achieving in line with average grade for students with same prior ability	Data shows that of the smaller groups, 30% are PP students of which 60% showed progress. These students gained higher than class average results in their end of topic skills tests. Having additional smaller teaching groups in maths benefits not only those PP students in the smaller group but also the PP students in higher sets as they by proxy have smaller classes therefore a better teacher student ration which enhances their learning.	Progress is clearly being made in the smaller groups showing that it is beneficial for our PP students. This provision will continue to be in place for next year.	£21200
Aim higher interviews (20 mins per student divided by total SLT salary bill.) Ongoing monitoring of allocated group by SLT members and informal mentoring	Raise aspirations of PP students and improve self confidence	All PP students have an up-to-date aim higher profile. Teacher feedback indicates these are somewhat helpful in supporting student in class to differentiate learning to meet need.	Questionnaire to be rewritten to include more varied questions to establish what strategies help PP students to learn in the classroom implement robust tracking system to ensure data is being used by all teachers	£10000

<p>Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 &amp; 8 focussed on developing skills of metacognition, learning to learn</p>	<p>Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition</p>	<p>Due to staffing issues and subsequently work load impact, the academy stream tutor groups did not run.</p> <p>Previous data show that this provision has had a positive impact on improving the aspirations of PP students and developing their self-regulation and metacognition.</p>	<p>Due to the 17/18 outcomes showing success, the provision will continue in 19/20.</p>	<p>£500</p>
<p>Identified individuals to have specific support to meet particular need - Alternative provision - 1:1 maths support - 1:1 English</p>	<p>PP students' attainment to be in line with peers</p>	<p>In KS3, 80% of the 15 students receiving 1:1 English were PP and 41% made expected progress. In KS4, 73% of the 15 students were PP of which 71% made expected progress.</p> <p>In KS3, 74% of the 15 students receiving 1:1 Maths were PP and 45% made expected progress. In KS4, 64% of the 15 students were PP of which 55% made expected progress.</p>	<p>Specific support for targeted students shows benefit with regards to improving their learning and allowing students to be more in line with their peers. The provision will continue next year.</p>	<p>£3000</p>

<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>		<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
Attendance Officer (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)	Attendance of PP students to increase	18/19 7 8 9 10 11	17/18 94.42% 94.1% 90.33% 88.22% 82.72%	94.04% 88.55% 88.97% 93.77% 84.61%	Attendance for PP students continues to increase. Provision to continue.	£12000
Attendance rewards Transport costs Uniform costs	Attendance of PP students to increase	PP attendance has increased in 18/19 resulting in the end of year figure being 90.60%, compared to the previous year (17/18) which was 89.64%.		Attendance for PP students continues to increase. This provision proves invaluable to Fullbrook students so it will continue.	£100 £16000	
Technology costs	PP students' progress to be in line with peers	The progress gap between PP students and peers this year is 0.41 which is the same as the gap in previous year (17/18)		Although the gap does not show a decrease, the progress is not worse so shows that this provision is having an impact. This provision will continue in 19/20, however the expenditure will increase due to the cost of resources increasing.	£100	



Books revision guides and other academic supplies.	KS4 PP students attainment to be in line with peers	The attainment gap between PP and non PP students has decreased to 3.1, compared with a gap of 13.42 the previous year (17/18) showing that attainment is increasing for PP students to be in line with peers.	The attainment gap between PP students and peers is decreasing showing that providing resources for our PP students is having a positive impact. This provision will continue in 19/20, however the expenditure will increase due to the cost of resources increasing.	£2000
Providing wider opportunities for PP students: - Trips - Music lessons - Sports clubs - Duke of Edinburgh - Other extra-curricular activities	Raise aspirations and self-belief of all PP students	In 17/18, 81% of all students participated in at least 1 extra-curricular activity, 5% of these students were PP. In 18/19, 82% of all students participated in at least 1 extra-curricular activity, 8% of these students were PP.	The data shows that there is a barrier to PP students accessing extra-curricular activities within school as only a small number of PP students are engaging. This provision will continue in 19/20 but we will place an emphasis on identifying what the barriers are through the Aim Higher questionnaire and how we can overcome these to encourage more PP students to engage in extra-curricular activities	£15000

## 7. Additional detail

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