

Pupil premium strategy statement

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	1403
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	E. Williams
Governor / Trustee lead	C. Borgars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,415.00
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,377
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	£195,657

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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.

This strategy plan will focus on the key areas of development identified from the previous academic year as barriers preventing our disadvantaged students from making good progress. Our approach will be tailored to Fullbrook students and what it is they specifically need to ensure they excel.

The whole school curriculum statement of intent is:

Every student at Fullbrook School will have an active passion for lifelong learning and enrichment along with a growth mindset which, coupled with core strengths, enables them to be resourceful, resilient and respectful citizens of the 21st century. The Fullbrook curriculum is inclusive and inspiring: it is designed to be a progressive seven-year model supports students to be ready at each stage for the next step in learning. This ensures that they have the ambition to prepare at school for success in their chosen careers.

Our intent is the same for every student regardless of background or characteristics.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance of PP students is significantly lower than that of their non-PP peers
2	PP students receive more 'W3's than their non-PP 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	PP students have a bigger knowledge gap than their non-PP peers as a result of the lockdowns (less resources/less parental engagement/less motivation).
4	Staff recruitment/retention Physics/Business Studies/Religious Studies – difficulty recruiting Transient LSA population
5	Quality first teaching – ensuring staff have the time/capacity to attend and implement CPD training and T&L strategies

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 of PP students to be in line with peers	The Progress 8 score for PP students will be > 0 The progress gap will not be greater than 0.39 (based on FFT 20 targets)
Attendance of PP students to improve and be in line with peers	PP students' attendance will not be less than 90%
PP students to receive fewer W3s therefore fewer suspensions	Reduction in behaviour incidents in PP students resulting in fewer W3s PP students spending more time in lessons therefore making better progress Percentage of PP students receiving 2 or more suspensions to be less than 5%. 11% of PP students received five or more W3s last academic year – aim to reduce this to 5%.
PP students will have higher aspirations and teachers will have higher expectations of them in the classroom	PP students engaging with the Academy stream tutor group program will have aspirations to study post 16 and will have the belief that can study at university. Psychological PP experiment will show that PP students whose status was hidden will make more progress than those PP students whose status was disclosed. Teachers will have higher expectations of the classes where PP status has been hidden.

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: £ 152,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain bonus groups in Yr9-11 in core subjects Additional groups to be added in year 7 due to impact of lockdown	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.	3, 5
Ensure quality first teaching is being delivered across all key stages through the Teaching & Learning group and regular CPD	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	3, 4, 5
Alternative to MFL: Level 1 & 2 Functional skills	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.	3, 5
Targeted CPD program	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	4, 5

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
Exposure to language/literacy through reading program	EEF teaching & learning toolkit shows small group tuition has an impact of +4 months progress EEF teaching & learning toolkit shows on average, reading comprehension approaches deliver an additional six months' progress	3
National Tutoring Program	EEF toolkit shows 1:2:3 tuition though expensive has high impact with students who receive it	3
Maths & English 1:1 tutoring (in LS)	EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it	3, 5
Literacy Catch-Up program	EEF toolkit shows 1:1 tuition though expensive has high impact with students who receive it	3

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

Budgeted cost: £ 24,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy Stream Tutor group program to be rolled out to all years focusing on aspirations	Improved aspiration and self-belief at KS3 through developing self-regulation and metacognition	1, 2, 3
Research experiment to eliminate unconscious bias and raise teachers' expectations of PP students	Studies show that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. Findings suggest that attitudes and behaviour are potentially important links between socio-economic disadvantage and children's educational attainment	1, 3
Resilience Doughnut program	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	1, 2
The Hub (SEMH provision)	EEF Teaching and Learning toolkit shows meta cognition and self-	1, 2

	<p>regulation have high impact on progress and learning.</p> <p>SEN support: A rapid evidence assessment, provides evidence for targeted interventions supports improvement for emotion outbursts, conduct, hyperactive/inattentive behaviour and pro-social behaviour.</p> <p>SEN support: A rapid evidence assessment, shows evidence to support interventions targeted at students who have been identified as having SEMH difficulties may be more effective than universal interventions</p>	
PP students' behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to suspensions	The data shows an increase in figures over the last 2 years regarding our PP students receiving behaviour sanctions.	2
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, 3
Attendance rewards Uniform Transport Equipment	This enables students to fully participate in the curriculum through and have equal access to materials, for example, provision of equipment in technology	1, 3

Total budgeted cost: £ 195,700