

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Fullbrook School				
Academic Year	2020/21	Total PP budget	£161,860	Date of most recent PP Review	07/20
Total number of pupils	1395	Number of pupils eligible for PP	172	Date for next internal review of this strategy	07/21
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	PP students will have a bigger gap in knowledge than peers as a result of the lockdown period affecting their progress and attainment				
B.	PP students receive more FTE sanctions than peers which impacts their time in lessons learning and accessing the curriculum				
C.	<p>PP students are more likely to experience mental health difficulties leading to disengagement from attending/learning</p> <p><i>Barnardos - 74% of respondents agreed that schools being closed to most students over the period of lockdown has had a negative impact on the mental health of young people.</i></p> <p><i>88% of respondents agreed that a lack of structure and routine has had an effect on student wellbeing, while 79% thought that increased anxiety stemming from the pandemic has had an effect.</i></p> <p><i>The health foundation - If the lockdown creates barriers for disadvantaged young people through its impact on education, there will be consequences for their future chances of living healthier lives</i></p> <p><i>Children and young people who are living in poverty are more likely to suffer from mental health problems, as illustrated by the UK Millennium Cohort Study of 11-year-olds (Iris Elliott et al, 2016)</i></p>				
Additional barriers <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.	PP students are likely to have less resilience as a result of the lockdown period impacting on their attendance/learning				
F.	PP students are likely to experience a higher level of financial difficulty as a result of the lockdown period moving forward (especially regarding technology use to support remote learning)				
3. 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	The Progress 8 score for PP students will be 0.23. The progress gap will not be greater than 0.35. (based on FFT 20 targets)
B.	PP students behaviour will be tracked to identify patterns/trends and provide early intervention to reduce behaviour incidents leading to FTEs	% of PP students receiving FTEs will be less than 10% % of individual PP students receiving more than 1 FTE will be less than 5%
C.	SEHM support to be available to students within school. Interventions to be tracked to measure the positive impact on students' mental health.	Interventions will positively impact on student's mental health and as a result will not disengage. % of PP students with mental health attendance will be higher than 95% % of PP students with mental health will attend 100% of lessons
D.	PP attendance to improve for PP students to be in line with peers	PP students attendance will not be less than 92%
E.	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
F.	PP students to have access to tutoring/catch up program and uniform/equipment	Evidence of progress between pre and post tutoring assessments

4. Review of expenditure				
Previous Academic Year		2020/21		
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 Yr9-11 in core subjects	The Progress gap between PP and non PP to be reduced to: - English Lang: 0.25 - English Lit: 0.39 - Maths: 0.36 85% of PP students will receive 5 or more GCSEs	<p style="text-align: center;">19/20 diff 20/21 diff</p> P8 English language: 0.37 0.59 P8 English literature: 0.41 0.61 P8 maths: 0.51 0.65 The results show that the gap between PP and non-PP students has increased. However, due to lockdown and no GCSE exams, the data is likely to not be an accurate reflection of the difference this year.	The gap has been decreasing since 18/19 despite this year showing different. This provision will continue as historically it shows as having a positive impact on our PP students over time.	£95000
Alternative to EBACC: Option Support lessons/iAchieve GCSE/English Functional skills	Improved aspirations and self-belief at GCSE Students to have a tailored curriculum All PP students taking an iAchieve GCSE will pass. All PP students taking	iAchieve GCSE started in 19/20 but due to lockdown, minimal content has been taught therefore progress is limited.	iAchieve course will continue to be provided for targeted students who have been dis-applied from MFL in year 10.	£700

Teaching and Learning group to raise quality of T&L in faculties	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.	The progress gap (P8) between students with economic disadvantage and their peers this year (20/21) was 0.75 with a GCSE point score attainment gap of 10.72, compared with a gap of 0.66 and 11.83 respectively the previous year (19/20). This shows that the gap has widened but due to lockdown and no GCSE exams, the data is likely to not be an accurate reflection of the difference this year.	Programs run by the T&L group were not able to be embedded due to lockdown so it is impossible to draw conclusions on this year. However, based on historical data, evidence shows that the Teaching and Learning group are having a positive impact on our pure PP students. The Teaching and Learning group have been restructured for the 2021-22 academic year ensuring that the best practitioners are leading/supporting the program.	£11,398 £4,550 SLT hourly rate £64.93
Targeted CPD programme	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	Previous 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	The CPD program was not fully completed this year due to lockdown and the altered workload and ways of working on return to school with COVID restrictions in place (e.g. remaining in the technical area). However, based on historical data, the program will continue. Staff will continue to be encouraged to attend evening CPD sessions lead by Fullbrook staff and those offered to us through the MAT.	£15,000 (in school training)
Resilience doughnut program	Improved resilience contributing to good mental health Students able to independently problem solve Resilience Report data	Due to lockdown, the program was put on hold in 19/20 and 20/21. Data was collected at the beginning of the year but due to not being in school, interventions were not completed and comparison data was not able to be collected as no retesting could be carried out.	The program will continue next year dependant on COVID measures being in place.	£ 3950 Resilience report £1,000

<p>The Hub (new SEMH provision)</p>	<p>Improved mental health leading to improved resilience therefore improved attendance/learning</p> <p>The progress gap between PP and non PP students will not be greater than 0.35. % of PP students with mental health attendance will be higher than 95% % of PP students with mental health will attend 100% of lessons</p>	<p>The impact of Lego Therapy shows that students' 'SEAL survey' scores increased by an average of 15% and students accessing ELSA have has increased SEAL survey scores of an average of 48%.</p> <p>Art therapy is a new intervention so data is currently unable to determine an impact yet.</p>	<p>The Hub is proving to be a great asset to Fullbrook. An increasing number of students are engaging in the interventions being offered and are showing signs of better mental health as a result.</p> <p>This provision will continue into next academic year.</p>	<p>📄</p>
<p>Annual licence for 4Matrix</p>	<p>Improved progress for PP students</p>	<p>Moving to 2 data drops this year has proved effective as it has enabled better tracking of all students. It has allowed staff time in between data drops to implement strategies/changes and show impact, thus supporting better differentiation to meet needs in the classroom and improved progress of disadvantaged students.</p>	<p>Having just 2 data drops per year will continue next year. 4Matrix licence to continue.</p> <p>The timings of the assessment windows have been changed for next academic year to better reflect beginning/end of year data.</p>	<p>£5000</p>

<p>Literacy skills program in Yr7/8 delivered through LS</p> <p>Reading for pleasure</p>	<p>Improved literacy skills for PP students</p> <p>Reading ages to increase</p> <p>Virtual books reading for pleasure</p>	<p>Due to another lockdown period, this program has not been able to run fully this year. However, despite this, on average the students still progressed on their reading age by 8 months.</p> <p>Reading for pleasure and other reading programs were interrupted due to another lockdown period.</p>	<p>This provision will continue next academic year for our weakest readers in year 7.</p>	<p>£600 (Book buzz)</p> <p>£700</p>
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ii. Targeted support				
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
Academy stream tutor groups 2x 3 week session with disadvantaged student in Years 7 & 8 focussed on developing skills of metacognition, learning to learn (If COVID allows)	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	Unable to run due to COVID restrictions, however we know from previous programs run that it has a positive impact on PP students.	Due to COVID measures in place, the intervention was unable to run this year. With the likelihood of COVID measures being eased, we are hopeful it can be run next academic year with year 7 and 8. Impact will be measured via a 'SEAL' survey taken at the beginning and the end of the intervention if it able to go ahead.	£333.36 (6x tutor sessions)

<p>Identified individuals to have specific support to meet particular need</p> <ul style="list-style-type: none"> • 1:1 maths • 1:1 English 	<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>Of the 25 students receiving 1:1 maths, 14 were PP. All students made progress, with the average being 59%.</p> <p>Of the 19 students receiving 1:1 English, 9 were PP. All students made progress with the average being 63%.</p> <p>Due to another lockdown period, less students were supported through the 1:1 program and data was unable to be collected through data drops therefore this is not a full and accurate picture of the impact of the program.</p>	<p>English and maths programs being delivered 1:1 will be linked with faculty curriculum plans and targeted students will identified through SENDCo and HoFs.</p> <p>Clear entry and exit testing will be carried out at the beginning and end of each program to establish progress.</p>	<p>£22,290</p>
<p>Aim Higher interviews with all PP students</p> <p>Monitoring of students using new ANR</p>	<p>Raise aspirations of PP students</p> <p>Use the data gathered to implement targeted strategies to support PP students learning</p>	<p>All PP students in the school were asked the new Aim Higher questionnaire by a member of SLT (with additional questions around lockdown).</p> <p>Information and strategies gained were recorded on the new Disadvantaged ANR for staff to use when teaching students.</p>	<p>Although the questionnaires proved useful with regards to building relationships with PP students and gaining strategies to help support their learning in the classroom, the questions still need adapting to ensure we are getting the most out of the interviews with PP students.</p>	<p>£3,185 (SLT)</p> <p>£1,086 (HOL)</p>

<p>PP students behaviour will be tracked by SLT member responsible for Pastoral Care to identify patterns/trends and provide early intervention to reduce behaviour</p>	<p>% of PP students receiving FTEs will be less than 10% % of individual PP students receiving more than 1 FTE will be less than 5%</p>	<p>Due to lockdown, the FTE data from 2019/20 only accurately represents Autumn term, so for comparison, this year's data can only be taken for Autumn term. As a result, PP exclusions have increased (exclusion events were 40 compared to last year's 18). Whole school exclusion data has increased as a result of the new Code of Conduct (from xx to xx)</p>	<p>Only Autumn data is useful due to lockdown during Spring term, and student isolations due to COVID in the Summer term, so annual data cannot be compared. It is therefore not possible to analyse this behaviour data accurately. The Code of Contact will continue next year to enable tracking of PP student's behaviour and provide early intervention.</p>	<p>£66.65 hourly rate</p>
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iii. Other approaches																						
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																	
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 to 92%	<table border="1"> <thead> <tr> <th></th> <th>19/20 (Aut)</th> <th>20/21 (Aut)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95.84%</td> <td>95.96%</td> </tr> <tr> <td>8</td> <td>92.73%</td> <td>91.06%</td> </tr> <tr> <td>9</td> <td>93.13%</td> <td>90.61%</td> </tr> <tr> <td>10</td> <td>86.86%</td> <td>86.04%</td> </tr> <tr> <td>11</td> <td>89.06%</td> <td>87.74%</td> </tr> </tbody> </table> <p>Whole school 19/20: 95.6% Whole school 20/21: 95.3%</p> <p>PP attendance can only be compared to Autumn term in 19/20 due to the lockdown period and the self isolation requirements in the summer term, so these figures do not represent a true reflection of attendance across the year.</p>		19/20 (Aut)	20/21 (Aut)	7	95.84%	95.96%	8	92.73%	91.06%	9	93.13%	90.61%	10	86.86%	86.04%	11	89.06%	87.74%	Due to lockdown, the attendance figures for this year are skewed therefore not an accurate representation of PP attendance. Provision to continue next year.	£18000
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Attendance rewards Transport costs Uniform costs	Attendance of PP students to increase to 92%	<p>Due to the lockdown periods, accurate PP attendance can only be fairly used from 18/19 and 19/20.</p> <p>PP attendance has increased over this time (19/20 being 90.84%, compared to the previous year 18/19 which was 89.60%)</p>		Attendance for PP students continues to increase (although data will be slightly skewed as a result of lockdown). This provision proves invaluable to Fullbrook students so it will continue.	£150 £10,500 £6,000																	

Technology costs	PP students' progress to be in line with peers	The progress gap between PP students and peers this year is 0.39 which is an increase of 0.34 compared to 19/20. However, lockdown may have influenced this result as PP students were unable to access equipment.	Although the gap shows an increase, this could have been as a result of the lockdown period where PP students were unable to access equipment. The provision will continue next year, however the expenditure will increase due to the cost of resources increasing.	£500
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 increased to 10.72, compared with a gap of 2.33 the previous year (19/20). However, this could be due to lockdown as previous data shows a decrease in attainment gap (gap between 18/19 and 19/20 was 11.11). More equipment was sent home for PP students during lockdown such as art materials.	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 next year dependant on the COVID-19 restrictions in place with regards to handling/providing equipment.	£2400