

Fulston Manor School: 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	Fulston Manor School
Number of pupils in school	1053 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	20.6% (216) Census 24.15% (255) Sept 2021
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Susie Burden, Executive Headteacher
Pupil premium lead	Graeme Bowden, Deputy Headteacher
Governor / Trustee lead	Michael Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,280
Recovery premium funding allocation this academic year	£32,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£238,760

Part A: Pupil premium strategy plan

Statement of intent

Fulston Manor School is committed to ensuring equality of education, enabling students to obtain the best possible outcomes and provide equal access to opportunities for all students, irrespective of their socio-economic background.

Our ultimate aim at Fulston Manor School is to use the Pupil Premium to close the attainment gap for disadvantaged children.

We actively employ current educational research to inform our decision making when it comes to our Pupil Premium offer. We are engaged this academic year, in the ***EEFfective Kent Project Evidence-Based Training programme, Tackling Educational Disadvantage***.

We have previously engaged with the ***Social Mobility Commissions 'Against the Odds' research*** and following the research report publication in June 2021, are working to embed key findings and recommendations into our practice.

Approximately a quarter of our students are from a disadvantaged background. It is the objective of this strategy to ensure that each and every student has the opportunity to fulfil their potential and move into the next stage of their education with the skills, knowledge and qualifications they need.

As a result, a significant proportion of our funding is used to continue to enhance the skills of teaching staff and available resources, in order to maximise the impact of teaching and learning and ensure Pupil Premium students have the platform to reach their full potential. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

We have the following key focuses within our strategy:

- **Teaching & Learning** – a consistent classroom experience and a purposeful learning environment for all students.
- **Literacy Provision** – help disadvantaged students close the literacy gap that many of them experience. Teaching feedback that explicitly informs students how to improve their work is therefore a key aspect.
- **Improved Attendance, parental engagement and recovery from the Covid Pandemic.**
- **Providing disadvantaged students with the same opportunities as their non-disadvantaged peers, in order to build their cultural capital.** This is achieved through both our **Fulston Learning Journey** and our **Pupil Premium Promise**.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Low literacy levels
3	Low numeracy levels
4	Parental engagement
5	Aspiration

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
Improved attendance	Gap in attendance between pupil premium and non-pupil premium students to decrease. 95% attendance target achieved.
Improving literacy levels in Years 7-9, enabling students to access the curriculum effectively, communicate their ideas, express knowledge and access examination questions.	Increase attainment and progress in English so that the gap between pupil premium and non-pupil premium students decreases.
Improving numeracy levels in Years 7-9, enabling students to access the mathematical based curriculums effectively, including science, geography and design technology.	Increase attainment and progress in Maths so that the gap between pupil premium and non-pupil premium students decreases
Reducing gaps in knowledge and understanding in Core subjects in Years 7-9 through the use of workshops, revision sessions, tutoring, targeted interventions and TA support.	Increase attainment and progress in core subjects so that the gap between pupil premium and non-pupil premium students decreases.
Reducing gaps in knowledge and understanding in Years 10-11 through the use of workshops, revision sessions, tutoring, targeted interventions and TA support.	Gap in attainment and progress between pupil premium and non-pupil premium students in KS4 to decrease.
Increase engagement in learning through improved behaviour, by the strategic use of bridging strategies in 1:1 and small group work.	Improved behaviour will lead to improved work being produced by PP students who have behavioural issues, leading to the gap in attainment and progress between pupil premium and non-pupil premium students to decrease.

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: £112,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in core subjects	EEF Guidelines- Teaching and Learning Toolkit. 'Reducing Class Sizes'. The range of approaches teachers can use and the attention each pupil is given will increase.	2, 3
Accelerated reader scheme used with vulnerable students in KS3 and KS4	EEF Teaching and Learning- reading and comprehension suggestions.	1
Peer Reading Group	EEF Teaching and Learning- reading and comprehension suggestions.	1
Training for the improvement of classroom practice to enable staff to improve the progress of PP students	OFSTED and EEF guidelines- Teaching and Learning Toolkit states that staff development should be 'at the top of every school's priorities.	2, 3, 5

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

Budgeted cost: £77,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Staffing to deliver in class support to PP students, particularly those in bridge centre. Higher Level Teaching Assistant with specialism in ASD employed within Bridge Centre. Class Profiles disseminated to all classroom teachers, detailing barriers to learning and support strategies for use with PP students.	EEF guidelines Teaching and Learning Toolkit- teaching assistant guidelines. Importance of teaching staff knowing which pupils within their classes are PP in order to give them increased support.	1, 2, 3, 4 & 5
Employment of behaviour integration manager to help	EEF Recommendations- Teaching and Learning Toolkit Behaviour Interventions in order to	1, 2, 3, 4 & 5

<p>reduce exclusion levels, particularly amongst those with PP</p> <p>Staffing of Bridge Centre (Behaviour) to help students (particularly PP students) to refocus and return to learning within the lesson environment.</p> <p>Bridge Centre budget for resources, reprographics and other materials for use with PP.</p>	<p>reduce challenging behaviour such as aggression, violence, bullying, substance abuse and general anti-social activities.</p>	
<p>KS3 and KS4 homework support sessions.</p>	<p>EEF Teaching and Learning recommendations on importance of completing homework in order for pupils to make additional progress in their learning.</p>	<p>2, 3</p>
<p>1:1 Regular Reading</p>	<p>EEF Teaching and Learning Toolkit recommendations on comprehension and one to one tuition.</p>	<p>2</p>
<p>1:1 literacy Intervention</p>	<p>Improving English skills for those who need more help with literacy. EEF Teaching and Learning Toolkit recommendations on one-to-one tuition.</p>	<p>2</p>
<p>PiXL English app</p>	<p>EEF recommendations of using new technologies.</p>	<p>2</p>
<p>1:1 Maths Intervention</p>	<p>EEF Teaching and Learning Toolkit recommendations on one-to-one tuition with HLTA.</p>	<p>3</p>
<p>PiXL workshops and scheme of work</p>	<p>Success of PiXL workshops in previous year.</p>	<p>2, 3, 5</p>
<p>Clicker</p>		<p>2</p>
<p>Sounds Write</p>		<p>2</p>
<p>Handwriting Support</p>		<p>2</p>

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

Budgeted cost: £34,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of Deputy Head teacher with specific responsibility for vulnerable groups to coordinate intervention and close gaps. 'Inclusion Manager' to provide administrative support for PP.</p>	<p>OFSTED guidelines on Leadership, allocating member of Leadership with responsibility for PP.</p>	<p>1, 2, 3, 4 & 5</p>

Employment of attendance officer Improve attendance of disadvantaged pupils so it matches that of 'other' pupils both in school and nationally	Attendance important in improving aspirations and attainment.	1
Ensure that disadvantaged pupil participation rates in in and out of class activities are at least proportionally equivalent to those of other pupils		5
Nurture Schools Programme		1, 2, 3, 4 & 5

Total budgeted cost: £224,580

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

	2018-2019	2019-2020	2020-2021
Progress 8	-1.35 <i>-0.68 Non-PP</i> <i>-0.67 Gap</i>	CAG's Data not published	TAG's Data not published
Percentage achieving 5+ A*-C including English and Maths	15 <i>51 Non-PP</i> <i>-36 Gap</i>		
Percentage of students making expected progress in English	33 <i>72 Non-PP</i> <i>-39 Gap</i>		
Percentage of students making expected progress in Maths	41 <i>69 Non-PP</i> <i>-28 Gap</i>		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nurture Schools Programme	Nurture UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

COVID-19 Statement

Since March 2020, schools across England have been affected by the coronavirus pandemic. Throughout the subsequent periods of closure, Fulston Manor School continued to provide care and support for the children of key workers and our most vulnerable students. This included pupil premium students.

We know from research that disadvantaged students learning is likely to be adversely affected by school closures and as a school we have worked hard to mitigate this. During periods of closure, we provided access to blended learning, offering hard copies where requested. We are aware that internet access has been problematic for some families and have endeavoured to provide support where this is the case, for example providing laptops/digital devices and 4G routers. We also contacted families regularly, prioritising those who were our most vulnerable. Staff went above and beyond to support families, this included for some families, delivering FSM vouchers, Food bank vouchers, organisation of food boxes, socially distanced doorstep visits and working with additional services to ensure that families were and continue to be supported.

Our top priority on return to school in September 2020 was to focus on the social and emotional needs of our students and to ensure that any anxiety about returning to school was minimised.

We have not included a breakdown of the GCSE results as in previous years, in light of the cancellation for a second successive year of the summer examination series and our ability to compare the outcomes favourably with those that had come before, due to the challenges that were presented as a result of the way in which results were calculated and awarded.

Summary Report

Since November 2016, the position of 'Pupil Premium Coordinator' has been assumed by Graeme Bowden, who has put into place a number of strategies in order to improve the progress for students eligible for the Pupil Premium. This has been achieved with the administrative support of the Inclusion Manager, with a view to monitoring and reviewing the Pupil Premium strategies in place, as well as researching latest legislation and tracking the progress of individual Pupil Premium students and Pupil Premium as a whole.

One strategy implemented is the concept of 'Pupil Premium First'. This is designed to encourage staff to question, support, equip and mark pupil premium students as a priority.

In working to embed the 'Pupil Premium First' strategy further and ensure a sustained focus on Pupil Premium, a number of expectations have been shared with staff to improve the outcomes of Pupil Premium students in the classroom. To support these expectations, a display of suggested strategies to support Pupil Premium students is shared in the staff room. Pupil Premium Classroom Strategies have also been made available via the online school resource ClassCharts, in which Teaching Staff and Teaching Assistants have instant access to a list of effective strategies for students with a number of different needs, including Pupil Premium, High Ability Students and students with Special/Additional Educational Needs.

In addition to these expectations, staff have been made aware of the increasing importance of knowing exactly who the Pupil Premium students are within the classroom. This is an expectation of staff, who should know these details without having to refer back to ClassCharts or any other additional classroom resources.

We have been frequently checking in with students (particularly as they approach exams such as GCSEs, PPEs or KS3 internal exams) to check they have the correct exam equipment, and loan the appropriate equipment to those without. There is a particular focus on Year 11 students for their exams, with a view to making this accessible for all years moving forward as required.

Another element that is key to improving the educational attainment of Pupil Premium students is parental engagement. This has been a core focus, with a new scheme put into place whereby parents of Pupil Premium students can make parents evening appointments with our Inclusion Manager, to discuss ways in which we can better support their children at the school. This involves discussing attendance, progress and barriers to learning, which may occur at home; such as lack of a quiet working environment or space to work, attendance issues or any other factors which parents may feel the school should be aware of.

We have continued to focus on attendance, as this is a preventable barrier to learning that many Pupil Premium students face during their education. With the assistance of the school's Attendance Officer, we put into place a series of 'attendance initiatives', in order to improve the attendance of Pupil Premium students with an attendance below 95%.

There is undoubtedly much still to be done to close the current achievement gaps of our vulnerable students, particularly in light of the significant impact the coronavirus pandemic has had in relation to continuity of teaching, learning and additional provisions. It is, however, hoped that we have at least made some progress into closing such gaps and will be in a better position moving forwards with a renewed whole school approach that has now been established in recent years.