

Pupil premium strategy statement – Fulston Manor School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1066 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	20.34% (279)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 Year 1 (2023-2024)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Burden, Executive Headteacher
Pupil premium lead	Mr L Gardner, Assistant Headteacher
Governor / Trustee lead	Fred Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,155
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£66,792
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£307,947

Part A: Pupil premium strategy plan

Statement of intent

As a non-selective school with a comprehensive intake of students from a Kent town with high deprivation, we share a collective responsibility within school and our community to ensure each student fulfils their potential, irrespective of their background or the challenges they may face.

The overarching aim at Fulston Manor School is to close the attainment gap for our disadvantaged children and ensure equality of education, enabling students to obtain the best possible outcomes and access to opportunities, irrespective of their socio-economic background. Our intention is that all students can access the curriculum, make good progress and achieve high attainment.

Our policy to address the attainment gap between disadvantaged and non-disadvantaged students is not driven by the label of Pupil Premium, but rather the needs of our disadvantaged students.

High quality teaching is at the centre of our approach in order to remove barriers to learning, with a focus on specific areas where disadvantaged students require support. Research by the Education Endowment Foundation (EEF) demonstrates that this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit all students in our school. Furthermore, the Department for Education (DfE) fully endorse the EEF's Guide to the Pupil Premium.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

As an inclusive school, we will ensure that staff at all levels have a clear understanding of the challenges our disadvantaged students face, so that they are clear about their responsibility for bringing about the success of all students.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, with a notable focus on literacy, as well as targeted support through the National Tutoring Programme, particularly for students whose reading ages have been most affected, including non-disadvantaged students.

Our approach will be responsive to the needs of our students, rooted in robust diagnostic assessment and ongoing analysis, not assumptions. Our priorities are properly diagnosed and their impact can be accurately monitored. The approaches we have adopted complement each other to help students excel and are based on engagement with high quality and robust research evidence.

To ensure they are effective, at Fulston Manor School we will:

- Ensure students have access to high quality teaching in order to remove barriers to learning.
- Use educational research to inform decisions about the spending of Pupil Premium funding.

- Make decisions about the spending of Pupil Premium based on our knowledge of the students and the community we serve, using robust data and pastoral links and ensure that no child is left out of educational and enrichment activities.
- Track the attainment and progress of disadvantaged students and use this to inform early intervention.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1. Reading	Evidence from assessment, observations and outcomes identify that the reading ages of disadvantaged students is lower than that of their peers. Reading age assessments suggest that many students particularly struggle with reading comprehension and accessing the curriculum. Assessments on entry to Year 7 in the last two years (post-pandemic) show that approximately 50% of our disadvantaged students arrive with a reading age below chronological age, compared to approximately 30% of their non-disadvantaged peers. Subsequent assessments for all other year groups also show reading age gaps for both disadvantaged and non-disadvantaged students. This impacts their progress in all subjects.
2. Attendance	Our attendance data indicates that attendance among disadvantaged students has been on average 8% lower than for non-disadvantaged students. 27% of our students who fall into the category of being 'persistently absent' students are disadvantaged. Absenteeism is negatively impacting disadvantaged students' progress.
3. Metacognition & Homework	Evidence from internal data tracking, observations and student voice indicate that disadvantaged students have lower rates of engagement in self-directed learning, including homework. Many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks which can result in pupils demonstrating undesired behaviours.
4. Post-pandemic knowledge gaps	Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students continues to be affected by the impact of school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies. This has resulted in knowledge gaps, meaning disadvantaged students falling further behind age-related expectations.

5. Well-being	Our records and assessments, alongside discussions with students and their families have identified social and emotional issues for many children, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exam/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, impacting their attainment.
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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
Improve reading comprehension amongst disadvantaged students to enable students to access the curriculum effectively.	Reading comprehension assessments demonstrate an improvement in comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised improvement through engagement and book scrutiny.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance by 2025/2026 as demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-advantaged peers being reduced by 5%
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	Disadvantaged students' attainment and progress in core subjects and EBacc subjects from 2025/2026 sits in line with national average. 2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non-disadvantaged peers.
To achieve and sustain improved well-being for all students, including those who are disadvantaged.	Sustained high levels of wellbeing by 2025/2026 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged students.

- Reduction in number of well-being referrals.

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: £158,483.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching, including the implementation of metacognitive and self-regulation skills in pupils.</p> <p>Further embed the use of Afl strategies. This will involve ongoing teacher training and support and release time.</p> <p>Professional development to support teaching staff with their teaching and learning strategies using evidence-based approaches.</p> <p>Develop teachers' understanding of how low family income impacts on school life. To see life through the lens of disadvantaged pupils, including those with Special Educational Needs and Disability (SEND).</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF – Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Evidence Based Education – Great Teaching Toolkit</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>EEF – Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF- Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1, 2, 3, 4, 5

<p>Mentoring and coaching for teachers.</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers.</p> <p>EEF – Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The National Institute of Teaching’s Mentoring and Coaching of Teachers https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</p>	<p>4</p>
<p>Recruitment and retention of teaching staff.</p>	<p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p>EEF – Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>DfE – Reducing school workload https://www.gov.uk/government/collections/reducing-school-workload</p> <p>Conceptual review on the topic of teacher quality, with a focus on the recruitment and retention of skilled teaching personnel into disadvantaged schools. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</p>	<p>2, 4, 5</p>
<p>Appoint literacy lead to work alongside Literacy Co-ordinator to improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Prioritise ‘disciplinary literacy’ across the curriculum</p> <p>Provide explicit vocabulary instruction in every subject</p> <p>Provide opportunities for structured talk</p> <p>Develop students’ word consciousness</p>	<p>EEF- Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Secondary School Literacy Research and Policy Guide https://literacytrust.org.uk/resources/secondary-literacy-research-and-policy-guide-202021/</p> <p>Oxford – Word Gap https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk</p> <p>EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4</p>

<p>Accelerated Reader Scheme & Literacy Planet used throughout Years 7 & 8</p> <p>Literacy Planet introduced in Year 9</p> <p>Purchase of licenses to STAR test Year 9 & 10</p> <p>Accelerated Reader scheme used with vulnerable students in KS3 and KS4</p> <ul style="list-style-type: none"> - Provide high-quality literacy interventions for struggling students 	<p>EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF – Using Digital Technology to Improve Learning https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	1, 3, 4
<p>Introduce a 'faster read' approach to the Year 7 and Year 8 English curriculum</p> <p>University of Sussex - The Sussex study found that when using the Faster Read approach, on average, students made 8.5 months progress during their 12-week term, but most surprisingly, 'disadvantaged' readers made 16 months progress.</p>	<p>https://sussex.figshare.com/articles/journal_contribution/Just_reading_the_impact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poorer_adolescent_readers_in_English_classrooms/23449943</p> <p>https://researchschool.org.uk/huntington/news/case-study-the-faster-read-programme-at-scalby-school#:~:text=The%20Sussex%20study%20found%20that,a%20little%20cynical%20too!</p>	1, 3, 4

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

Budgeted cost: £102,062.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Intensive support, either one to one or as part of a small group, can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p> <p>EEF - One to one tuition One to one tuition Teaching and Learning Toolkit EEF</p> <p>EEF - Small group tuition Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4

Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <p>EEF - Teaching Assistant Interventions</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p> <p>EEF - Making Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	4
Teaching Assistants to deliver in class support to pupil premium students, particularly those in Learning Support. Higher Level Teaching Assistant with specialism in ASD employed within Learning Support.	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <p>EEF – Making Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3, 4, 5
1:1 Regular Reading	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEF - One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Reading Comprehension Strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 3, 4
1:1 literacy intervention	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEF - One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Reading Comprehension Strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Improving Literacy in Secondary Schools</p>	1, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>EEF - Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF – The ‘Five-a-day’ principle https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p>	2, 3, 4, 5
Sounds Write Phonics Programme	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils’ specific needs, while not inhibiting their access to the wider curriculum.</p> <p>EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3, 4

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

Budgeted cost: £47,400.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of Deputy Headteacher with specific responsibility for vulnerable groups.</p> <p>Allocation of Assistant Headteacher with responsibility for Pupil Premium to co-ordinate intervention and close gaps.</p>	OFSTED guidance on Leadership, allocating member of Leadership with responsibility for pupil premium.	1, 2, 3, 4, 5
Embedding principles of good practice set out in DfE’s Improving School Attendance advice.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental	2

<p>Attendance officer will get training and release time to develop and implement new procedures. The re-development of a whole school attendance strategy will support all staff in understanding their role in improving attendance.</p>	<p>engagement interventions show promise in supporting pupil attendance. Recent national data shows that eligible pupils are far more likely to be persistently absent from school.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>DfE – Working together to improve school attendance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/Working_together_to_improve_school_attendance.pdf</p> <p>EEF - Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>EEF - Attendance interventions rapid evidence assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Fulston Manor School is also part of the attendance hub programme https://www.gov.uk/guidance/attendance-hubs.</p> <p>We have joined both the DfE Attendance Hub (linked with the Whitehorse Federation) and the local Swale Attendance Hub. We meet both once per term in order to share good practice and discuss local context. The Whitehorse Federation The White Horse Federation provides resources and success stories that aid improved attendance. They include details such as language and communication techniques, engagement strategies and Pupil Premium and Key Group Strategies. The Swale Attendance Hub provides further clarity over local context concerns and strategies for improvement within our particular student body mould. The Hubs have begun this year with the intention of continuing into the next academic year (TBC) due to the identified national strategy need for improvement.</p> <p>This year we have also begun a 'Change Your Mind' programme with Kent Educational Psychology Service in order to support pupils at risk of Emotional Based School Avoidance. This will upskill our staff members in order to deliver to school priority groups, with pupil premium students being a focus.</p>	
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<p>Employment of Reintegration Support Lead to help reduce exclusion levels.</p> <p>Staffing of B1 Isolation (behaviour) to help students (including pupil premium students) to refocus and return to learning within the lesson environment.</p> <p>B1 & Learning Support budget for resources, reprographics and other materials for use with PP.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>EEF – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF - Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2, 4, 5</p>
<p>KS3 and KS4 homework support sessions.</p>	<p>Extended school time could mean extending core teaching through targeted after-school tuition and homework.</p> <p>EEF – Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF – Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 3, 4, 5</p>
<p>Ensure that disadvantaged pupil participation rates both in and out of class activities are at least proportionally equivalent to those of other pupils.</p> <p>Liaison with Assistant Headteachers with responsibility for extra-curricular and enrichment opportunities, including KS4 workshops.</p> <p>Regular tracking and monitoring and publicising to students and parents of the offer available within school.</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>EEF – Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 4, 5</p>
<p>Introduction of our ARC provision on site to work with our most vulnerable and disadvantaged students, including those with SEND.</p> <p>New provision in place for September 2023.</p> <p>Additional Staff recruited.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>EEF – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF - Social and emotional learning</p>	<p>2, 3, 5</p>

<p>Provision for students who need higher levels of support in accessing school and the curriculum.</p> <p>Provision for students who require high levels of support returning to school following a sustained period of absence.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Increasing the capacity of wellbeing support through CPD for pastoral staff, plus expansion of in school counselling provision, including mental wellbeing support on site.</p>	<p>Evidence supports the view that universal mental health programmes can improve academic performance as well as mental health outcomes and that the often-compromised educational outcomes of pupils with mental health difficulties require particular attention.</p> <p>https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people</p> <p>At Fulston Manor School we have enrolled onto the Raising Attainment with Wellbeing Programme https://courses.teachingtimes.com/bundles/raising-attainment-with-wellbeing. This is a school improvement programme that helps to develop teaching and learning practices for staff that supports achievement for all. The programme can help teachers to make their classroom a more equitable space that caters to specific needs of our students.</p> <p>The CPD programme has been designed to have a positive and sustained impact of critical cohorts of students by supporting improvements in Culture, Climate and Ethos that will enable achievement to thrive via the following:</p> <ul style="list-style-type: none"> • Putting Social and Emotional wellbeing at the heart of leadership and learning • Developing a deeper understanding and application of cognitive and metacognitive neuroscience that informs teaching and learning • Turning "trauma awareness" into a welcoming whole school culture and climate underpinned by trauma informed practice <p>The main components of the programme are:</p> <ul style="list-style-type: none"> • Raising attainment for school leaders • Wellbeing and core strength • Making a sense of behaviour • Changing culture and climate • Accelerating development 	<p>5</p>
<p>Provide training and resources to ensure staff are clear that</p>	<p>Provide training and resources to ensure staff are clear that successful transition is essential to tackling</p>	<p>2, 4, 5</p>

successful transition is essential to tackling underachievement, especially for disadvantaged students.	<p>underachievement, especially for disadvantaged pupils. Points of transition, whether from home learning to a blended model, or more final transition points, are critical for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2</p>	
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Total budgeted cost: £307,947

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Results

	2018-2019	2021-2022	2022-2023
Progress 8	-1.35 -0.68 Non-PP -0.67 Gap	-1.13 -0.31 Non-PP -0.82 Gap	-1.31 -0.44 Non-PP -0.87 Gap
Percentage achieving 5+ A*-C including English and Maths	15 51 Non-PP -36 Gap	18 60 Non-PP -42 Gap	40 54 Non-PP -14 Gap
Percentage of students making expected progress in English	33 72 Non-PP -39 Gap	52 75 Non-PP -23 Gap	49 73 Non-PP -24 Gap
Percentage of students making expected progress in Maths	41 69 Non-PP -28 Gap	32 72 Non-PP -40 Gap	60 67 Non-PP -7 gap

** 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.*

Since the development of our pupil premium strategy in 2021, new internal data, as well as evidence-based research and guidance with regards to disadvantaged students has begun to emerge. As a result, we have realised that our strategy needs to take a new direction and, therefore, we have developed a new three-year strategy from 2023-2026.

There is, undoubtedly, much to be done to close the current achievement gaps of our disadvantaged students, particularly in light of the significant impact the coronavirus pandemic has had in relation to continuity of teaching, learning and additional provisions. However, following careful diagnosis of our priorities and identifying the challenges we face to address those priorities, we will be in a better

position moving forward with a renewed, holistic emphasis on seeing life through the lens of our disadvantaged students in order to close those gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.