

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	1058 (YRS 7-11)
Proportion (%) of pupil premium eligible pupils	29% (305)
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 3 (2025-2026)
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
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	£297,680
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>	
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>	£297,680

Part A: Pupil premium strategy plan

Statement of intent

As a non-selective school with a comprehensive intake of students from a town in Swale with high deprivation, we share a collective responsibility within our school 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 strategy 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 and research evidence.

High quality teaching is at the heart 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) and other bodies 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.

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 goal that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy forms part of wider school plans to strengthen educational resilience and close literacy gaps that have persisted since the pandemic, ensuring all students — including non-disadvantaged learners — make sustained progress in reading.

Our priorities are properly diagnosed, rooted in robust diagnostic assessment and ongoing analysis, not assumptions. The approaches we have adopted are based on engagement with high quality and rigorous research evidence that is proven to be effective.

At Fulston Manor School we will strive to ensure our students have access to high quality teaching in order to remove barriers to learning and use educational research alongside our knowledge of the students and the community we serve to inform decisions about the spending of Pupil Premium funding. Furthermore, we will ensure that no child is left out of educational and enrichment opportunities, use attainment and progress data of disadvantaged students to inform early intervention, and adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes whilst raising 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 four years (post-pandemic) show that approximately half of our disadvantaged students arrive with a reading age below ten years of age, compared to approximately a third of their non-disadvantaged peers. Subsequent assessments for 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 in 24-25 was 85.94% compared with 91.71% for non-disadvantaged pupils, (a difference of 5.77%). There is a significant gap in our disadvantaged pupils' persistent absence (44.4%) when compared with non-disadvantaged students (23.98%). Absenteeism is negatively impacting disadvantaged students' progress.
3. Behaviour for Learning	Our disadvantaged students are disproportionately represented in our suspensions and exclusions. Evidence from internal data tracking, observations and discussions with students indicate that many of our disadvantaged students lack confidence when faced with challenging tasks, which can result in them demonstrating undesired behaviours and avoidance. They often lack the skills to manage their own learning, which can lead to them having a negative attitude towards education. They can view their own learning and intelligence as fixed, rather than something that can be developed, often leading to frustration.
4. Background knowledge gaps	Our assessments, observations and discussions with students suggest that many of our disadvantaged students have less access to cultural capital, which includes knowledge, language, and experiences. Our disadvantaged students lack the necessary background knowledge to access some aspects of the curriculum. 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. These challenges affect disadvantaged students, impacting their attainment.

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
<p>Improve reading comprehension amongst all students, including disadvantaged students, to enable students to access the curriculum effectively.</p>	<p>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.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance by 2026/2027 as demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged students and their non-advantaged peers being reduced to under 5%
<p>Develop metacognition, to provide the skills disadvantaged students need to learn more effectively and become more resilient learners. Equip learners with strategies for planning, monitoring, and evaluating their own learning.</p> <p>Formative feedback to boost learning by increasing students' understanding of their own progress.</p>	<p>Observations, pottering feedback and discussions with students suggest disadvantaged students are more engaged and, via formative feedback, are better able to monitor and regulate their own learning.</p> <p>The suspensions and exclusions gap between disadvantaged and non-disadvantaged students is proportionately reduced.</p>
<p>Provide children from underprivileged backgrounds with opportunities to develop their background knowledge to access the curriculum and to prevent falling further behind more privileged peers.</p>	<p>Observations and pottering feedback reveal teachers developing students' background knowledge.</p> <p>Participation in enrichment activities, particularly among disadvantaged students, is proportionately increased.</p>
<p>To achieve and sustain improved well-being for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2026/2027 demonstrated by qualitative and quantitative data from student voice, and student and parent surveys.</p>

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: £148,643.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching, including the implementation of coaching teams to support teacher development.</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>Professional development to support teaching staff with their teaching and learning strategies using evidence-based approaches.</p> <p>Mentoring and coaching for teachers.</p> <p>Embedding Formative Assessment – two-year professional development programme for teachers which aims to improve pupil outcomes by embedding the use of formative assessment strategies across the school. Students will be better able to monitor and regulate their own learning.</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>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>EEF – Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The National Institute of Teaching's Mentoring and Coaching of Teachers</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers.</p> <p>https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching - Key Takeaways.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</p>	<p>1, 2, 3, 4, 5</p>

<p>Develop students' literacy</p>	<p>EEF - Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</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, 3, 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 and now 9</p> <p>Purchase of licenses to STAR test Year 9 & 10</p>	<p>EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 4</p>

<p>Designated Literacy lesson added to Year 8 & 9 curriculum (1 x fortnight). 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 - 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>	
<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>	<p>1, 2, 3,</p>

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

Budgeted cost: £74,308.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.</p>	<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 Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p> <p>EEF - Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 3, 4, 5</p>
<p>Teaching Assistants to deliver in class support to disadvantaged students, particularly</p>	<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</p>	<p>1, 2, 3, 4, 5</p>

<p>those in Learning Support.</p>	<p>replace) high quality provision from the class teacher.</p> <p>EEF – Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>1:1 Regular Reading</p>	<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4, 5</p>
<p>Small group literacy intervention</p>	<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Toe by Toe https://toe-by-toe.co.uk/toe-by-toe-academic-research/</p>	<p>1, 2, 3, 4, 5</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<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>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £74,728.07

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>	<p>OFSTED guidance on Leadership, allocating member of Leadership with responsibility for pupil premium.</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance lead 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>Allocation of Attendance Lead</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Recent national data shows that pupil premium 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</p>	2, 5

	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/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 DfE RISE Attendance and Behaviour Hubs (A&B Hubs) Programme, which will commence in December 2025 and we will be the beneficiary of one of two lead school support pathways, as follows:</p> <ol style="list-style-type: none"> 1. Enhanced support: This pathway is for schools which want and need more concerted support for attendance and behaviour. Eligible partner schools will receive 10 days of support over 3 terms from their allocated lead schools. This support will be based around helping the partner school understand its attendance/ behaviour strengths and areas for development, as well as developing and implementing an improvement plan. 2. Regional support: Eligible partner schools will have access to a structured attendance and behaviour CPD offer, opportunities to visit the allocated lead school as part of a series of termly open day events, and opportunities to discuss and share effective practice with other schools in the hub. Each lead school will facilitate a network of 30-40 partner schools as part of this pathway. <p>In addition to these pathways, the DfE will continue to deliver universal support and resources for attendance and behaviour for all schools through national best practice webinars, published effective practice, data tools and guidance. All resources will be made available on GOV.UK.</p>	
<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</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</p>	<p>2, 3, 5</p>

<p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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, 2, 4, 5</p>
<p>Extra-curricular / enrichment in and out of class activities.</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>Increasing the capacity of wellbeing support.</p> <p>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>2, 5</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>Provide training and resources to ensure staff are clear that successful transition is essential to tackling underachievement, especially for disadvantaged students.</p>	<p>Provide training and resources to ensure staff are clear that successful transition is essential to tackling 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/new/eef-blog-getting-transition-right-part-1-of-2 https://educationendowmentfoundation.org.uk/new/eef-blog-getting-transition-right-part-2-of-2</p>	<p>2, 4, 5</p>

Total budgeted cost: £297,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Nationally, looking at the percentage of students achieving at least five GCSEs at grades 9–4 including English and Maths, the gap between Disadvantaged and non-Disadvantaged students has increased every year since 2021. Furthermore, national figures show the disadvantage gap is already evident in the Early Years phase (4.7 months) which continues to widen; by the end of the secondary phase, the disadvantage gap is 19.1 months.

The percentage points gap between Disadvantaged and non-Disadvantaged students achieving at least five GCSEs at grades 9–4, including English and Maths, nationally, is as follows:

- 2021: 25.7 percentage points
- 2022: 27.0 percentage points
- 2023: 27.8 percentage points
- 2024: 28.4 percentage points
- 2025: 28.7 percentage points

Our GCSE outcomes in the table below demonstrate that, whilst not all students are making expected progress, the gap in attainment measures, including Progress 8, between non-disadvantaged students and their disadvantaged peers had closed in 2024, in comparison to pre-pandemic figures and to the national gaps presented above. Clearly, there is much work to be done to continue to close that gap further; however, with the strategy at the end of its second year of inception, this data provides positive signs.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Unvalidated
Progress 8	-1.35	CAG's	TAG's	-1.13	-1.29	-0.99	
	-0.68 Non-PP	Data not published	Data not published	-0.31 Non-PP	-0.43 Non-PP	-0.65 Non-PP	No P8 as Students did not sit SAT's
	-0.67 Gap			-0.82 Gap	-0.86 Gap	-0.34 Gap	
Percentage achieving 5+ A*-C including English and Maths	15			18	40	32	25
	51 Non-PP			60 Non-PP	54 Non-PP	53 Non-PP	47 Non-PP
	-36 Gap			-42 Gap	-14 Gap	-21 Gap	-22 Gap

Percentage of students making expected progress in English	33			52	49	58	42
	72 Non-PP			75 Non-PP	74 Non-PP	74 Non-PP	67 Non-PP
	-39 Gap			-23 Gap	-25 Gap	-16 Gap	-25 Gap
Percentage of students making expected progress in Maths	41			32	60	61	48
	69 Non-PP			72 Non-PP	68 Non-PP	69 Non-PP	63 Non-PP
	-28 Gap			-40 Gap	-8 gap	-8 gap	-15 gap

A pupil premium strategy is a process and not an event and should be looked upon as a *minimum* three-year plan. We believe we have correctly identified our challenges, that are rooted in assessment, not assumption, and our priorities have been properly diagnosed. Activities are informed by research evidence and the school must first focus on what is within our gift. We will place great emphasis on what we can influence in school; knowing that the greatest impact to address disadvantage comes from the quality of the pupil's classroom experience, high quality teaching is a top priority for our strategy and pupil premium spending.

Approximately one third of all students in Year 7 arrive with a reading age of less than 10 years old and this rises to almost half of all disadvantaged students. Simply put, the language gap *is* the attainment gap and therefore improving the vocabulary, comprehension and overall reading ages of our students is a priority. Internal data shows that the breadth and depth of literacy strategies implemented over the last 18-24 months is beginning to show its impact across all year groups, and is especially pronounced where students have received early intervention.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance. Attendance continues to remain a concern and will be an area of focus at Fulston Manor, as it is nationally. In 24-25, attendance for disadvantaged pupils was 85.94% compared with 91.71% for non-disadvantaged pupils (a difference of 5.77%), so the gap has again narrowed (from 7.11% in 23-24) but remains stubborn and an area we strive to address. However, there is a significant gap in our disadvantaged pupils' persistent absence (44.4%) when compared with non-disadvantaged students (23.98%). This is also an area to address.

Disadvantaged pupils are still overly represented in our suspensions and exclusions. Whilst we continue to put in place every possible intervention to reduce this figure, time is needed see the

material impact of our revised school systems, school values and additional resourcing. Early signs in 25-26 show reason to be optimistic.

Data demonstrates that since the pandemic our students' participation in extra-curricular activities has grown. However, disadvantaged students' attendance at clubs is still below their percentage of representation amongst the wider student body.

Outcomes of student and parent surveys show that the overwhelming majority of students feel safe at our school, feel that the school supports their child's wellbeing and that their children are happy. Furthermore, they feel that the school supports their wider personal development and emotional wellbeing. Fulston Manor was awarded the Teaching Times National Wellbeing Gold Award in 2023-24.

In terms of Teaching and Learning, observations and pottering feedback has highlighted stronger use of retrieval practice and questioning strategies across departments. Departments are still strong in terms of explanation and climate as a whole. Heads of Department reported increased confidence in identifying strengths and areas for improvement, which helps form part of the school's Quality Assurance process. Observation feedback is developmental rather than judgemental, creating a culture where staff are more open to adapting their practice. This is supported by an 'open door' approach and coaching culture. Lesson observation data shows increased use of cold-calling and scaffolding (noted in 67% of lessons compared with 42% at baseline). Student survey results showed a 15% increase in disadvantaged students reporting that teachers explain things in ways that help them understand.

A coaching culture has been established with a coaching team identified to act as support for staff, with a focus on pedagogy surrounding the key Teaching and Learning principles. Coaching has provided personalised CPD, enabling teachers to trial new approaches in their classrooms. Staff feedback indicates coaching has supported consistency, especially in behaviour management and lesson planning for disadvantaged learners. Teachers reported improved confidence in adapting resources for lower prior attainers and SEND/disadvantaged students in our Best Practice end of term survey and we have seen a positive staff satisfaction rate (via internal CPD survey) in terms of professional development linked to coaching.

All of our teaching staff have been allocated to a Teacher and Learning Community (6 teams established) as part of the SSAT Embedding Formative Assessment (EFA) CPD programme. Teachers more deliberately plan challenging questions, mini-plenaries and low-stakes quizzes to check disadvantaged students' understanding. Students report that lessons now include more opportunities to "have another go" and receive feedback. Departmental reviews noted greater use of knowledge organisers and questioning to support disadvantaged students. Year 1 of the SSAT programme has now been completed, with all teaching staff involved and over 20 EFA strategies now communicated with teachers. Our T&L policy has been updated with priorities to embed formative assessment across the curriculum.

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)

<i>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</i>
Fulston Manor School has a very small number of service children. They are supported through our wider pupil premium strategies as detailed above.
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. Research included reports on schools with high-performing disadvantaged pupils, in order to learn from their approach.

We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The research provides deeper insights into life through the lens of our disadvantaged students and as we move forward with our strategy we will provide our staff with the opportunity to engage with evidence in a way that supplements our school values, professional commitment and experience.

We used the EEF Guide to the Pupil Premium <https://educationendowmentfoundation.org.uk/using-pupil-premium> to help us develop and refine our strategy, as well as information gleaned from the Department for Education (DfE), and the Evidence-Based Training programme, 'Tackling Educational Disadvantage'. We will continue to draw on these sources as well as the latest research as we move into year three of the strategy.