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	1037 (YRS 7-11)
Proportion (%) of pupil premium eligible pupils	29% (296)
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)**	2026-2029 **Year 1** (2026-2027)
Date this statement was published	September 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mrs S Burden, Executive Headteacher
Pupil premium lead	Mr L Gardner, Assistant Headteacher
Governor / Trustee lead	Richard Acton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,680
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	
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*	£297,680

Part A: Pupil premium strategy plan

Statement of intent

Fulston Manor School is a non-selective school with a comprehensive intake of pupils from a town in Swale with high deprivation. Fulston Manor has 29% of children in Key Stages 3 and 4 identified as eligible for pupil premium funding. We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their socio-economic circumstances. This might include pupils' home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are eligible for the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

At Fulston Manor, we share a collective responsibility within our school to ensure each pupil fulfils their potential, irrespective of their background or the challenges they may face. Fulston Manor is committed to ensuring that disadvantage does not determine educational outcomes. Our pupil premium strategy is deliberately integrated with our overarching school priorities. By focusing our resources on high-quality teaching, improved attendance, engagement, literacy development and a strong culture of inclusion and belonging, disadvantaged students will thrive academically, socially and emotionally and ultimately secure positive destinations.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high-quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and by thinking carefully and deliberately about what we say and do each day.

Our strategy is built on a key principle: if we get it right for our most vulnerable learners, we will improve outcomes for all learners. By July 2029, we expect disadvantaged pupils to demonstrate improved attainment, attendance, engagement and progression outcomes, with gaps continuing to narrow across all key measures.

The strategy's priorities are to:

- Close attainment gaps through **high-quality, adaptive teaching**
- Improve **attendance** and reduce persistent absence
- Increase **engagement** in lessons and wider school life
- Improve **reading** and **literacy** to ensure greater curriculum access and confidence
- Develop **inclusive** practice and create a greater sense of **belonging**

Whilst progress has already been made over the last three years in supporting disadvantaged pupils in many of the above areas at Fulston Manor, we recognise that similar challenges still remain. Our strategy continues to adapt and is designed to address barriers through high-quality teaching, targeted academic support and wider strategies.

Key actions undertaken:

- The previous appointment of an Assistant Headteacher for Behaviour and School Values, the creation of an internal isolation unit as an alternative to suspension, and the establishment of Student Support to provide wellbeing and academic support for vulnerable pupils.
- A behaviour policy and consistent whole-school approach is now fully embedded ensuring that staff are equipped to manage behaviour effectively and maintain a positive learning environment.
- Reading development continues to grow year on year. Early intervention is informed through baseline testing and annual reading assessments and we have invested in and fully embedded the Accelerated Reader and Literacy Planet programmes in KS3. Furthermore, we have added Literacy lessons to the Year 8 and Year 9 curriculum. Period 5 reading (drop everything and read) during the first ten minutes of every afternoon's lesson and dedicated tutor time read aloud sessions every Thursday are also fully embedded. We have also aimed to develop our pupils' word consciousness via fortnightly root words, prefixes and suffixes.
- Our Assistant Headteacher lead on attendance has put in place rigorous attendance monitoring procedures and the investment in Attend has contributed to improvements in attendance. The systems implemented ensure diligent application of attendance procedures and early intervention to address barriers. Overall attendance and the gap for disadvantaged pupils has narrowed, but remains, along with persistent absence, an area we strive to address and so attendance will continue to be an area of focus.
- Intervention for disadvantaged pupils already in place in addition to whole school practices include mentoring by members of the senior leadership team for pupils in Year 11, and after-school support sessions led by teachers in all subjects.
- Observations, the outcome of two external reviews and internal data indicate that classroom behaviour has significantly improved. Disadvantaged pupils are still disproportionately represented in our suspensions and exclusions; however, the internal isolation unit means more disadvantaged pupils are remaining in school and receiving an education.

Moving forward, we will strengthen our intent to place disadvantaged learners at the heart of our strategy, especially in terms teaching, as well as targeted academic support and wider activities.

Teaching

Our ambition is for every child to receive high-quality teaching *every* day and to ensure that an effective teacher is in front of every class, with every teacher supported to continually improve. Investing in exceptional teaching for our disadvantaged pupils is, and will continue to be, a top priority for our pupil premium spending. Providing professional development, targeted training and investing in recruitment and retention efforts, we aim to ensure that our teaching staff have the skills, knowledge, and stability needed to deliver the best possible education for our pupils, particularly those from disadvantaged backgrounds.

Research by the Education Endowment Foundation (EEF) and other bodies demonstrates that high-quality teaching is proven to have the greatest impact on closing the disadvantaged gap and will benefit *all* students in our school. We recognise that improving outcomes in both English and mathematics is imperative, and achieving at least a grade 4 or above in these subjects is crucial for enabling our pupils to progress to positive destinations, whether that be our Sixth Form, college, employment, or training.

We have developed our evidenced-informed teaching principles (**Fulston Manor Way**) to provide teaching staff with a comprehensive framework of best practice. To support staff to work towards these principles, we have invested in **StepLab**, a platform that will support us to direct CPD to areas where it is needed most and also to embed the use of instructional coaching. We continue to invest in developing the quality of teaching and learning and regular, supportive drop-ins by senior leaders ensure pupils receive the highest quality teaching possible. This allows us to constantly review and improve the quality of teaching and as an outcome see incremental gains in attainment for all, particularly our most vulnerable pupils.

Reading: The Key to Accessing the Curriculum

We know that high levels of literacy are vital to unlocking success and influencing how children see themselves in relation to others and to the world around them. We will continue to improve our teachers' ability to support pupils' reading comprehension. Reading is central to accessing our curriculum and the gateway to learning. Our aim is to ensure all pupils can access learning effectively and Increase the number of pupils reading at age-related expectations, deliberately targeting intervention for pupils most at educational disadvantage and enabling more students to access the curriculum and achieve well. We implement rigorous reading assessments and provide targeted interventions to those most in need. A team of dedicated reading mentors are trained to deliver one-to-one interventions.

We integrate literacy and vocabulary development across all subjects. This approach supports pupils in mastering the language required to succeed in all areas of the curriculum. Ongoing work and staff training will focus on consolidating disciplinary literacy and vocabulary instruction.

Through our whole school reading initiatives including Literacy lessons, Period 5 reading and tutor time read aloud sessions every Thursday, we aim to encourage both reading for pleasure and reading for purpose. We have a culture where reading is celebrated and encouraged beyond the classroom and invest in a school library and a school librarian. Our library is an increasingly popular space, particularly during unstructured time and after school (Homework Club).

Attendance, Engagement, Inclusion and Belonging

Additionally, we continue to work on improving attendance, engagement, Inclusion and belonging, recognising its significant impact on both academic success, behaviour and emotional well-being. To address this, we have strengthened our attendance team and introduced targeted strategies to improve attendance. Our aim is to reduce the amount of learning time that pupils miss owing to poor punctuality, being removed from lessons for poor behaviour and because of internal and external suspensions. We strive to create a sense of belonging by developing our inclusive practice through pastoral support and by providing access to wider enrichment and positive destination opportunities.

Targeted Academic Support

We know from extensive evidence that targeted academic support can make a real difference in helping pupils, especially those who are struggling, to progress. In addition to the aforementioned reading intervention programme, our pupil premium strategy focuses on how both classroom teachers and teaching assistants can work together to provide support in the most effective way. This includes small-group interventions and after school targeted interventions that are carefully linked to what is being taught in the classroom, ensuring that disadvantaged pupils receive the personalised help they need to catch up and make lasting progress.

Wider Strategies

We understand that many of our pupils face non-academic challenges that can impact their academic success. At Fulston Manor, we are committed to addressing these barriers with care as part of our pupil premium strategy, aiming to ensure every pupil receives the support needed to thrive. To reduce the impact of external barriers, we enhance well-being support and provide financial assistance for whole school high-value cultural capital and enrichment opportunities, thereby strengthening the disadvantaged students' sense of belonging and participation in school life in a positive way.

Challenges

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

Challenge number	Detail of challenge
1. Inconsistent implementation of adaptive teaching strategies, leading to variable outcomes.	The attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils, although the attainment gap can fluctuate yearly due to cohort context. In-school monitoring highlights that disadvantaged pupils continue to be at risk of underachievement.
2. Gaps in literacy, vocabulary and comprehension are impacting curriculum access.	Disadvantaged pupils generally have lower levels of reading comprehension than their peers. Reading age assessments on entry to Year 7 in the last four years demonstrate that approximately half of our disadvantaged pupils arrive with a reading age below ten years of age, compared to approximately a third of their non-disadvantaged peers. Assessments for other year groups also show reading age gaps for both disadvantaged and non-disadvantaged pupils.

	Most of our pupils, including those from more disadvantaged backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. However, discrepancies open-up as pupils progress through the school where the role of wider reading, background knowledge and vocabulary come in to play and become more important to achieving success across the curriculum.
3. Persistent absence and partial attendance are limiting curriculum access.	Attendance among disadvantaged pupils is on average about 5% lower than the figure for all pupils across years 7-11. Attendance remains a challenge, despite a three-year positive trend in closing gaps. Persistent absence also remains a concern. We continue to strive to meet or exceed national average attendance, as we understand that this will have a significant impact on the overall success and attainment for all students particularly our most vulnerable.
4. Barriers related to SEND, behaviour, wellbeing and socio-economic disadvantage impacting pupils' sense of belonging.	Overall, behaviour across the school is positive. However, some disadvantaged pupils show lower engagement and motivation in lessons. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. This is reflected in higher internal behaviour incidents and suspension rates compared to their non-disadvantaged peers. Addressing these barriers through targeted support and proactive strategies remains a key priority. Low-income families may struggle to afford participation in extracurricular activities, school trips, or enrichment opportunities. This limits pupils' cultural capital; the knowledge and experiences needed to fully access and enjoy a broad and ambitious curriculum. This is leading to a lack of connectedness with aspects of school life. Furthermore, educational research, our own destinations data and careers programme findings indicate that post 16 aspirations are generally lower than desired amongst our disadvantaged pupils.

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
• Embed Pupil Premium First approach in every lesson • Develop teachers' adaptive teaching strategies (seating plans, retrieval, modelling, vocabulary, scaffolding) • High-quality CPD and professional learning opportunities • Strong teaching, learning and feedback	• Consistent adaptive teaching in all departments • Improved progress for disadvantaged pupils • Reduced attainment gaps across KS3 & KS4
• Early identification of attendance concerns • Targeted support for pupils and families • Attendance monitoring and swift intervention • Enrichment and engagement opportunities	• Attendance gap narrows • Persistent absence continues to reduce • Increased engagement in lessons and wider school life
• High-quality reading intervention and support • Explicit vocabulary instruction across the curriculum • Literacy-rich classrooms and routines • Encourage reading for pleasure	• Improved reading ages and thresholds • Greater curriculum access and confidence • Stronger literacy outcomes
• Inclusive practice for pupils with SEND and Pupil Premium • Behaviour for learning systems and support • Wellbeing, resilience and pastoral support • Access to wider opportunities and positive destinations	• Reduced suspensions and behaviour incidents • Improved student voice and belonging • Increased participation in enrichment activities • Positive destinations for all pupils

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
The Fulston Manor Way: **Pupil Premium First** Disadvantaged pupils are considered in every decision, every lesson, every day **Identify** We know our disadvantaged pupils well. We use data, teacher knowledge and pupil voice to identify strengths, barriers and needs. **Plan** We plan with disadvantaged pupils in mind from the start. Teaching, resources, tasks, and support are designed to meet their needs and remove barriers. **Teach** High-quality adaptive teaching is the first response. We use strategies such as seating plans, retrieval, modelling, scaffolds and explicit vocabulary instruction for all disadvantaged pupils. **Check** We check understanding, progress and engagement regularly and use this information to adapt teaching and remove barriers quickly. **Intervene** Targeted support is provided where needed, in addition to high-quality	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Instructional coaching to improve quality of education. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	**1, 2, 3, 4**

teaching, and is closely monitored for impact. **Review** We review impact termly, celebrate success and refine our approach to ensure the best outcomes for our pupils. Develop high quality adaptive teaching, including the utilisation of instructional coaches to support teacher development. Professional development to support teaching staff with their teaching and learning strategies using evidence-based approaches. Embedding the use of Steplab including staff training Recruit additional teachers to add capacity to develop both the curriculum and quality of teaching in English. (Recruited new staff for Sept. 2026). Conduct regular lesson 'standards checks' through senior leader learning walks to monitor quality and engagement.	The National Institute of Teaching's Mentoring and Coaching of Teachers Mentoring and coaching can be an important source of support. https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf https://educationendowmentfoundation.org.uk/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention https://www.gov.uk/government/collections/reducing-school-workload	**1, 2, 3, 4** **1, 2, 3, 4** **1, 2, 3, 4** **1, 2, 3, 4** **1, 2, 3, 4**
Develop students' literacy & reading Literacy lead in place to work alongside Literacy Co-ordinator to improve literacy in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	EEF- Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Secondary School Literacy Research and Policy Guide https://literacytrust.org.uk/resources/secondary-literacy-research-and-policy-guide-202021/ Oxford – Word Gap https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	**1, 2, 3, 4**

Accelerated Reader & Literacy Planet programmes purchased & embedded throughout Years 7, 8 and now 9 Purchase of licenses to STAR test Year 9 & 10 Designated Literacy lesson embedded into KS3 curriculum (1 x fortnight in Year 7 & 9). Extra literacy lesson added to Year 8 curriculum in 2026-27 (2 per fortnight).	EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF - Reading Comprehension Strategieshttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF – Using Digital Technology to Improve Learning https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	**1, 2, 3, 4** **1, 2, 3, 4**
A 'faster read' approach to the Year 7 and Year 8 English curriculum embedded	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. 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 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!)	**1, 2, 3, 4**
Pupil Progress Tracking & Monitoring Software Ongoing staff training in its use to identify gaps to support pupil progress. https://www.pupilprogress.com/ Progress tracker for all Key Stages that improve data accuracy, reduce teacher workload, and boost student engagement	Diagnostic assessment | EEF Assessment and feedback https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=ass 'Teacher Feedback to Improve Pupil Learning' https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning Workload https://www.gov.uk/government/collections/reducing-school-workload	**1** **1**

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
Teaching assistant interventions for pupils that require additional numeracy support.	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. EEF - Teaching Assistant Interventions Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF EEF - Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	**3, 4**
Teaching Assistants to deliver in class support to disadvantaged students,	EEF – Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	**1, 2, 3, 4**
1:1 Reading Support Early intervention for those at disadvantage	Toe by Toe https://toe-by-toe.co.uk/toe-by-toe-academic-research/ EEF - One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	**1, 2, 3, 4**
Small group English and Maths interventions	Employed to help boost language development EEF – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	**1, 2, 3, 4**

	EEF - Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND (double disadvantaged)	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. EEF - Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF – The 'Five-a-day' principle https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	**3, 4**
Year 11 SLT mentoring programme for disadvantaged pupils.	EEF – Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	**3, 4**

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

Budgeted cost: £74,728.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher with specific responsibility for vulnerable groups. Assistant Headteacher with responsibility for co-ordinating the Pupil Premium strategy.	OFSTED guidance on Leadership, allocating member of Leadership with responsibility for pupil premium.	**1, 2, 3, 4** **1, 2, 3, 4**
Improve school attendance with Attend, proactively monitoring and supporting pupil premium learners. www.attending.school	Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	**3**
Maintain a strong, consistent focus on attendance, embedding principles of good practice set out in DfE's 'Working together to improves school attendance' advice.	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.	**3**
Attendance lead & expansion of attendance team with the introduction of a Family Liaison Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE – Working together to improve school attendance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	**3** **3**
Attendance and pastoral teams proactive in maintaining engagement with parents of pupil premium learners, fostering strong home-school partnerships to support attendance, behaviour and academic progress.	EEF - Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF - Attendance interventions rapid evidence assessment	

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Breakfast Club Free breakfast club - 30-minute sessions before school where children get a free breakfast so they to start every day ready to learn.	Breakfast clubs, such as those already run by the Magic Breakfast programme have been shown to boost children's reading, writing, and maths by an average of two months. https://educationhub.blog.gov.uk/2026/02/free-breakfast-club-roll-out-everything-you-need-to-know/	**3, 4**
Assistant Headteacher to lead and drive improvements in behaviour culture and student attitudes. Reintegration Support Lead to help reduce exclusion and isolation levels. Staffing of B1 Isolation (behaviour) to help students (including pupil premium learners) to refocus and return to learning within the lesson environment. Isolation & Learning Support budget for resources, uniform, reprographics and other materials.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. EEF – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour EEF - Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	**4** **3, 4** **3, 4**
Student Support Manager to oversee support for our most vulnerable pupils and Children in Care (CiC)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.education.ox.ac.uk/rees-centre/project/linking-care-and-educational-data-the-educational-progress-of-looked-after-children-in-england/	**3, 4**
Homework Club Year 11 Workshops: Extended school time through targeted after-school teacher-led tuition and support.	EEF – Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF – Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	**2, 3, 4** **1, 2, 3, 4**
Provide opportunities for pupils to engage in extra-curricular / enrichment activities with drive to encourage participation of disadvantaged pupils. Part-funding of trips for disadvantaged pupils	Extra-curricular activities are an important part of education in their own right. EEF – Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time EEF – Physical activity	**3, 4** **3, 4**

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Assistant Headteacher with responsibility for wellbeing support.	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. https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges https://www.gov.uk/government/publications/counselling-in-schools	**3, 4**
Training and resources to ensure staff are clear that successful transition is essential to tackling underachievement, especially for disadvantaged students. Year 6 Transition: transition days, visits & summer school for new pupils.	Points of transition are critical for disadvantaged students. EEF - Getting transition right https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2 https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2 Well-structured summer schools improve primary-to-secondary transitions by boosting student confidence, familiarizing them with new environments, and reducing anxiety. https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	**2, 3, 4** **3, 4**
Utilisation of Unifrog, a destinations platform for whole school careers guidance and to broaden aspirations of disadvantaged pupils.	EEF – Aspirations Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions Ambition Institute https://www.ambition.org.uk/blog/evidence-raising-aspirations/	**3, 4**

	Social Mobility Commission - Pathways to success https://www.gov.uk/government/publications/pathways-to-success	

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 assessments. Accurate information on pupil progress is not possible for this cohort, who did not complete their KS2 SATS during the COVID-19 period and so do not have any prior attainment data for the school to use and, thus, cannot be compared to previous cohorts.

Whilst the in-school attainment gap between disadvantaged and non-disadvantaged pupils remains stubborn, the attainment of disadvantaged pupils increased in 2026 and, thus, the attainment gap also closed. Internally, this would represent positive outcomes in terms of reducing the attainment gap for the second year out of the last three. The disadvantage gap also significantly closed in terms of students achieving five or more grades at grade 4-9 including English and Maths and the percentage of students making expected progress in English. This is encouraging and provides a platform for continued and sustained development as we embark on a new three-year strategy.

Year	Disadvantaged A8	Non-Disadvantaged A8	Gap
2024	32.95	40.40	**-7.45**
2025	26.18	38.47	**-12.29**
2026	30.04	38.90	**-7.94**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Unvalidated	2025-2026 Unvalidated
Progress 8	-1.35 *-0.68 Non-PP* *-0.67 Gap*	CAG's Data not published	TAG's Data not published	-1.13 *-0.31 Non-PP* *-0.82 Gap*	-1.29 *-0.43 Non-PP* *-0.86 Gap*	-0.99 *-0.65 Non-PP* *-0.34 Gap*	*No P8 as Students did not sit SAT's*	*No P8 as Students did not sit SAT's*
Percentage achieving 5+ 4-9 including English and Maths	15 *51 Non-PP* *-36 Gap*			18 *60 Non-PP* *-42 Gap*	40 *54 Non-PP* *-14 Gap*	32 *53 Non-PP* *-19 Gap*	25 *47 Non-PP* *-22 Gap*	25 *40 Non-PP* *-15 Gap*
Percentage of students making expected	33			52	49	58	42	55

progress in English	*72 Non-PP* *-39 Gap*			*75 Non-PP* *-23 Gap*	*74 Non-PP* *-25 Gap*	*74 Non-PP* *-16 Gap*	*67 Non-PP* *-25 Gap*	*65 Non-PP* *-10 Gap*
Percentage of students making expected progress in Maths	41 *69 Non-PP* *-28 Gap*			32 *72 Non-PP* *-40 Gap*	60 *68 Non-PP* *-8 gap*	61 *69 Non-PP* *-8 gap*	48 *63 Non-PP* *-15 gap*	38 *51 Non-PP* *-13 gap*

Regarding the SSAT Embedding Formative Assessment programme, classroom culture has shifted over the two-year cycle toward active student participation and clearer diagnostic feedback, driven by the structured Teacher Learning Communities (TLCs).

The external SSAT Quality Mark report confirmed a high degree of fidelity to the program. Learning walks and student panels validated that the core techniques (MWBs, random questioning, formative marking) are visible across the vast majority of classrooms.

The end of the Year Two EFA staff survey highlights strong institutional buy-in:

- 91% of teaching staff report that participating in the EFA project has actively improved their day-to-day classroom practice.
- 86% of teachers note a measurable, positive impact on student engagement—particularly among disadvantaged and middle-prior-attaining boys.
- 88% of staff report that TLC peer-observations have been a highly valuable mechanism for sharing best practices.

Evidence shows there is widespread adoption of explicit and visible formative assessment techniques across departments. Specifically, the use of mini-whiteboards (MWBs) for whole-class checks, "no hands up" questioning (using randomisers/lolly sticks), and structured peer assessment have become foundational to daily lesson delivery.

Practice has moved away from teacher-led lecturing toward responsive teaching. Disadvantaged students are demonstrably more capable of monitoring and regulating their own learning. This is a direct outcome of structured formative feedback routines, which help them understand exactly where they are in their learning journey and what specific step is required to progress.

The data and qualitative feedback highlight two main drivers of progress for disadvantaged pupils:

- All-Student Response System (no hands up and mini-whiteboards): This has effectively eliminated "passive hiding" in lessons. Teachers can instantly gauge the understanding of disadvantaged pupils in real time, preventing misconceptions from embedding.
- Scaffolded Formative Feedback: regular, low-stakes formative check-ins have reduced the anxiety often felt by underperforming students. Instead of waiting for a summative grade, PP

students receive immediate feedback on their progress, boosting classroom engagement and resilience.

The June 2026 data captures reveal a narrowing gap in core subjects (English and Maths), with disadvantaged cohorts showing accelerated progress curves compared to their baseline.

While a historic attainment gap remains, the May 2026 estimates demonstrate that disadvantaged pupils in subjects with highly rigorous formative routines (such as Humanities and English) are tracking closer to their targets than in previous cycles, directly supported by targeted live-marking intervention.

Ofsted and our own external curriculum and teaching review highlighted variability in teaching and this was, and remains, a priority to address. We have since introduced The Fulston Manor Way to develop greater consistency. Senior Leaders conducting standards checks in Term 6 focussed on the Pupil Premium First aspect of the Fulston Manor Way and the outcomes demonstrated a positive effect.

Where departments display weaker implementation, a structured, non-punitive support framework is deployed to close the gap, with the school investing in Steplab to help monitor drop-ins and assign specific CPD. Departments have a review twice per year to consider key elements and next steps for impact. These are monitored by the Head of Department and their Line Manager to support improvements. Line management meetings shift focus to forensic accountability. Discussions strictly isolate achievement gaps.

Instead of generic feedback, leaders in weaker departments are assigned coaches, although this will be improved upon next year with the introduction of Steplab to give specific, bite-sized pedagogy modules on Steplab. This provides teachers with explicit modelling of techniques.

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. The key message that Marc Rowland (a foremost expert on the effective use of the Pupil Premium) emphasises through his hugely impactful work is that ‘the language gap is the disadvantaged gap’. The chasm that exists in vocabulary between the lowest income quintile and the highest (a 27% gap exists at aged five) is a challenge that is brought into our schools and is a divide then tends to grow. Therefore, improving vocabulary and comprehension, as well as getting our pupils at age related reading ages is a priority. Internal data shows that the breadth and depth of literacy strategies implemented over the last two to three years is beginning to show its impact across all year groups, and is especially pronounced where students have received early intervention.

End of Year Results as follows:

Year 7

Reading age across all students		25/26	
	September	**February**	**June**
RA under 8	3.3%	1.0%	0.5%
RA 8	7.6%	4.1%	4.2%
RA 9	21.4%	22.4%	15.7%
TOTAL with RA under 10	**32.3%**	**27.5%**	**20.4%**
RA 11 and above	**35.8**	**43.3%**	**52.4%**

Toe by Toe Intervention Programme

Pupils in Year 7 started Toe by Toe on Nov '3rd 2025 (beginning of Term 2) with one exception who started in February. All pupils had a reading age < 9 at the start of the programme and 20% of pupils had a reading age < 8. 85% of pupils were low prior attainment and included pupil premium, SEND and 'double disadvantaged' pupils. Pupils were on the programme for 8 months.

End of programme progress was as follows:

- Average 14.5 months reading age gain
- 25% (5 pupils) now reading at or above 10

One student reading above 12

- 20% gained 2 or more years
- 30% reading below 9.00
- 7 PP pupils made an average of 7 months reading gain
- 8 SEN pupils made an average of 9 months reading gain
- 6 girls made an average of 13 months reading gain
- 14 boys made an average of 14.5 months reading gain
- 17 lower attainment pupils made an average of 12.8 months reading gain
- 3 middle attainment pupils made an average of 20.6 months reading gain.
- 2 EAL pupils, one made gains of 6 months, the other made gains of 34 months

Four pupils in Year 8 and one in Year 9 all with a reading age of < 9 (three < 8) were also part of the Toe by Toe programme. They made an average reading age gain of 19.6 months. It should be noted that three of these students only started the programme in Terms 4 and 5, highlighting how successful the programme is.

Year 8

Reading age across all students	25/26	
	October	May
RA under 9	4.3%	2.7%
RA 9	15.1%	9.7%
RA 10	21.0%	19.5%
TOTAL with RA under 11	40.4%	31.9%
RA 12 and above	39.8%	**51.9%**

Year 9

	25/26	
	November	May
Reading age across all students		
RA under 9	3.9%	2.2%
RA 9	6.1%	6.6%
RA 10	17.1%	12.2%
RA 11	14.4%	11.6%
TOTAL with RA under 12	41.4%	**32.6%**
RA 13 and above	39.2%	**52.5%**

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance of disadvantaged pupils has risen over the past two years which comes as a result of a concerted effort from the pastoral and attendance teams. Great strides have been made to narrow the attendance gap for disadvantaged pupils. Attendance for disadvantaged pupils was 85.94% in 2024-25 compared with 91.71% for non-disadvantaged pupils (a difference of 5.77%), so the gap narrowed from 7.11% in 23-24. Attendance for disadvantaged pupils was 85.8% in 2025/26 compared with 90.8% for non-disadvantaged pupils, narrowing the gap further still to 5%.

In 2024-25, there was a significant gap in our disadvantaged pupils' persistent absence (44.4%) when compared with non-disadvantaged students (23.98%). In 2025-26, 38.51% of disadvantaged students were persistently absent compared with 20.31% of non-disadvantaged pupils, so there has been a narrowing of the gap. Persistent absence is increasingly concentrated amongst disadvantaged pupils with SEND (40.74%). Whilst overall persistent absence amongst disadvantaged pupils has improved,

disadvantaged pupils with SEND remain proportionally more persistently absent, indicating that attendance barriers are becoming more complex and require intensive multi-agency support. The introduction of the Attend software this year has allowed for more graduated and individualised intervention including identifying barriers to attendance and addressing support in accordance with this. We are also building on our use of a reward system surrounding attendance and in 2026-27 we will further embed the tutor reward programme and contact home through goal seeks with our Attend programme and whole school rewards.

The strongest impact has come from targeted case management and family engagement. Pupils who have been engaged with additional services tailored to individual need have almost all improved their attendance from last academic year. These include referrals to external services for support around (but not limited to) emotional wellbeing and Emotionally Based School Avoidance (EBSA).

We continue to review and improve our practice by working with externa colleagues. We are engaged with the DfE RISE team and have regular links with local schools of a similar setting in order to share best practice. Whilst disadvantaged pupils are still overly represented compared to other demographic groups in our suspensions and exclusion numbers, our suspension rates have decreased, suggesting our work around relational practice and the graduated response is making the school even more inclusive, without undermining the learning and focus in our classrooms. Furthermore, the behaviour and inclusion interventions appear to be having a positive impact on whole-school behaviour indicators. We are now seeing the impact of our revised school systems, school values and additional resourcing. Our next steps will involve sharper casework with disadvantaged pupils with repeated suspensions.

The impact of the Reintegration Support Lead is currently best evaluated through reductions in repeat behaviour incidents following reintegration. The strongest available evidence is the Term 5 reduction in overall on-calls, pupil premium on-calls, and suspensions. However, this is now being strengthened through Behaviour, Attendance, Safeguarding & Child Protection review meetings; for each pupil reintegrated after suspension or isolation, we compare their on-calls, isolation placements, suspensions, attendance and positive points in the two weeks before and two weeks after reintegration. This allows the school to demonstrate not only that whole-school behaviour is improving, but that the funded reintegration work is preventing repeat escalation.

To create a sense of belonging and to form purposeful connections with peers and teaching staff, enrichment and after-school extra-curricular activities are in place. These saw a significant rise in attendance from the previous year, both in terms of overall attendance but also attendance for disadvantage pupils. In line with the Department for Education's (DfE) Enrichment Framework and in view of the enrichment benchmarks, moving forward, we will be looking to expand our provision across the school.

Funding has been made available to support disadvantage pupils and their families with participation in school trips. Allocating funds for these activities develops pupils' cultural capital and their broader knowledge and in doing so, their access to the curriculum.

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.

Overall, as detailed in the breakdown below, the progress indicators are all suggesting that the school is on the right path to addressing the majority of the challenges identified and we have set ambitious goals for our disadvantaged pupils as we embark upon a new three-year strategy.

Intended outcome	**Success criteria**	**Evaluation**
Improve **reading** comprehension amongst all students, including disadvantaged students, to enable students to access the curriculum effectively.	Reading comprehension assessments demonstrate an improvement in comprehension skills and more students are reading at age-related reading ages.	See above data.
To achieve and sustain improved **attendance** for all students, particularly our disadvantaged students.	Sustained high attendance by 2026/2027 as demonstrated by: • The attendance gap between disadvantaged students and their non-advantaged peers being reduced to under 5%	Attendance of disadvantaged pupils was 85.94% in 2024-25 compared with 91.71% for non-disadvantaged pupils (a difference of 5.77%). The gap narrowed (from 7.11% in 23-24). Attendance of disadvantaged pupils was 85.8% n 2025-26 compared with 90.8% for non-disadvantaged pupils, narrowing the gap further still to 5%.

Formative feedback to boost learning by increasing students' understanding of their own progress. SSAT Embedding Formative Assessment CPD to support teaching staff with their teaching	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.	The external SSAT Quality Mark report: • High degree of fidelity to the program. • Core techniques (MWBs, random questioning, formative marking) are visible across the vast majority of classrooms. The end of the Year Two EFA staff survey highlights strong institutional buy-in: • 91% of teaching staff report that participating in the EFA project has actively improved their day-to-day classroom practice. • 86% of teachers note a measurable, positive impact on student engagement—particularly among disadvantaged and middle-prior-attaining boys. • 88% of staff report that TLC peer-observations have been a highly valuable mechanism for sharing best practices. The data and qualitative feedback highlight two main drivers of progress for disadvantaged pupils: **1. All-Student Response System** (no hands up and mini-whiteboards): This has effectively eliminated "passive hiding" in lessons. Teachers can instantly gauge the understanding of disadvantaged pupils in real time, preventing misconceptions from embedding. **2**. **Scaffolded Formative Feedback**: regular, low-stakes formative check-ins have reduced the anxiety often felt by underperforming students. Instead of waiting for a summative grade, PP students receive immediate feedback on their progress, boosting classroom engagement and resilience.
Disadvantaged students develop confidence when faced with challenging tasks, demonstrating more desirable	Our disadvantaged students are proportionately represented in our suspensions and exclusions.	• Reduction in on-call incidents from 356 in Term 4 to 174 in Term 5, suggesting that targeted pastoral and reintegration support is beginning to reduce

behaviours and less avoidance.		lesson removals for disadvantaged pupils. • Suspensions have reduced in number and days lost. • Pupil premium pupils account for 78 of 127 suspensions this year, approximately 61%, compared with 100 of 160 last year, approximately 63%. • Intervention is reducing overall suspension volume, but disadvantaged pupils remain disproportionately represented, especially among repeat suspensions.
To achieve and sustain **well-being** for all students, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/2027 demonstrated by qualitative and quantitative data from student voice, and student and parent surveys.	• 85% of students said they enjoy school between some and all of the time. • 70% of students felt there was an adult they could talk to. • 74% felt safe while in school. • Ofsted Parent Survey: • 76% of parent respondents felt their child felt safe at school. • 76% felt their child was happy at the school.
Provide children from underprivileged backgrounds with **opportunitie**s to develop their background knowledge to access the curriculum and to prevent falling further behind more privileged peers.	Participation in enrichment activities, particularly among disadvantaged pupils, is proportionately increased.	After-school extra-curricular activities saw a significant rise in attendance from the previous year, both in terms of overall attendance but also attendance for disadvantage pupils. Funding available to support disadvantage pupils and their families with participation in school trips to develop pupils' cultural capital, background knowledge and access to 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)

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**
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 a new three-year strategy.