



# FULFORD SCHOOL



## Use of Pupil Premium and Service Premium Funding

### Introduction

The Pupil Premium is a government grant, allocated to schools, specifically to improve the achievement of a group of students that nationally do not perform at the same level as their peers. This group consists of students who are in receipt of free school meals (FSM), who have been in receipt of free school meals within the last six years (FSM Ever 6), who have been looked after continuously for the past 6 months (CLA) or who have been adopted from care. In addition, the school also receives a separate Service Children's Premium, which applies to the children of parents or carers who are serving in the Armed Forces. The Service Children's Premium is intended to support the pastoral needs of Service Children.

For the year 2018/19 the Pupil Premium has a value of £935 per eligible pupil and £2300 for children classified in one of the following:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

The Service Children premium is £300/student.

At the beginning of the academic year 2018/19 there were 88 students eligible for Pupil Premium and 35 for Service Children's Premium. It is our aim at Fulford School to allow *all* children to 'realise their potential'. One way in which we seek to do this is by careful allocation of funding, using targeted intervention and support work to ensure that the needs of each student are met. The government do not specify how this Pupil Premium and Service Premium money should be spent but it is clear that it must be used, with careful consideration within the context of the school and students' needs, so that the achievement gap is closed. This is a school priority and is central to the school's strategic vision, as highlighted in both our whole school and departmental improvement plans.

### Pupil Premium Students at Fulford School

Fulford School is a comprehensive school with a lower than average cohort of students entitled to the Pupil Premium. The current breakdown (Sept 2018) of student numbers is as follows:

Year Group	Total PP	FSM	FSM Ever 6	LA	Adopted from Care	Service Children	Percentage of cohort (%)
Year 7	21	5	12	0	0	4	17.1%
Year 8	24	8	6	0	3	7	19.5%
Year 9	29	7	12	1	2	7	23.6%
Year 10	24	2	10	0	3	9	19.5%
Year 11	25	8	8	0	1	8	20.3%
Total	123	30	48	1	9	35	100%

The proportion of Fulford School's Year 11 cohort that are entitled to Pupil Premium has been relatively small in recent years.

Year of GCSE Entry	Number of Pupil Premium students
2014	14 (7.2%)
2015	6 (2.9%)
2016	12 (5.8%)
2017	17 (8.2%)
2018	18 (8.5%)
2019	17(8%)

17% of students at Fulford School who are eligible for Pupil Premium also have a Special Educational Need (SEN). No single intervention provides a complete solution to every student and so a combination of approaches is used with each individual.

### **Closing The Gap: an overview of strategies**

All students, Pupil Premium or not, are tracked and monitored closely through the school's reporting system. At Fulford School, this is achieved through a combined pastoral and academic approach. After each reporting cycle our Heads of House, Senior Leadership Team and Curriculum Leaders analyse data thoroughly to identify concerns. From this, together with further form tutor and subject teacher input, students are selected for any intervention which is designed to their specific needs. In July of 2017 we conducted a week long Pupil Premium Review which allowed for a deep analysis of the progress of these students. Student voice, student tracking and learning walks were conducted throughout the week with a range of senior leaders involved. The findings of this have informed priorities and strategies for 2018-19. Our work so far in narrowing the gap is not through one single intervention or strategy but a combination of these, which, when taken together, can have a significant impact on students' progress.

Strategies employed have included:

- Pupil Premium Review week
- One to one mentoring by Senior Leaders, Heads of House and Support Staff
- Peer support and mentoring (eg literacy and numeracy coaching from Post 16 students, paired reading programmes and within class peer support).
- Small group literacy and numeracy teaching.
- Additional support during revision including resources (eg revision guides).
- Additional support with resources crucial to the curriculum (eg equipment for GCSE Art of Technology).
- Appointment of Intervention Leads in Numeracy and Literacy and the delivery of catch up programmes at KS3 and study support at KS4
- Support with tuition to boost performance in a particular subject area.
- Support with attendance on school visits essential for the study of the curriculum.
- Staffing of, and direction to, homework club for additional support
- Deployment of Teaching Assistants in lessons.
- Additional support from Support Staff
- A whole-school focus on Key Learning Attributes; resilience, independence, teamwork, creativity and reflection.

This list is by no means exhaustive. These strategies, and in particular the mentoring programmes, are overseen by the Deputy Headteacher, Mr D Bodey

### Pupil Premium Allocation 2017-18

In September 2017, our funding allocation for the academic year 2017-18 was £114,915 for 100 Pupil Premium and 36 Service Children students.

Predicted Pupil Premium Spending 2017-18	
Type of Intervention	Cost
<b>Teaching Staff</b>	25415
Senior Leader responsibility for Pupil Premium Heads of House and SLT intervention Additional specialist support	
<b>Reactive Support Staff</b>	30000
Access to Safeguarding and React Lead member of Staff Additional targeted support for identified individuals Identified member of staff for Attendance monitoring Opportunities for additional pastoral support for Service Children	
<b>Proactive Support</b>	20500
Access to School Wellbeing worker Literacy/Numeracy small group teaching through HLTA TA3 to support students with incomplete timetables Additional targeted support for identified individuals Peer support (paired reading)	
<b>Support Clubs</b>	3000
Games Club Homework Club Lunchtime drop-in	
<b>Staff Development and Training</b>	3500
Embedding effective use of feedback Pupil Premium Conferences	
<b>Information and Guidance</b>	2500
Careers guidance	
<b>Tuition and Study Support</b>	7000
Subject tuition Revision materials Individual support resources Software packages to support learning	
<b>Administrative Support</b>	10000
Monitoring and tracking achievement and progress Monitoring and tracking attendance	
<b>SMSC – Educational Visits</b>	3000
Discretionary Support Fund for individual learners	10000
	Total
	£114915

Due to the small numbers of Pupil Premium students at Fulford we have also looked to utilise free initiatives to strengthen the offer of support e.g. guidance and intervention, in a bid to further raise aspirations, increase progress and improve outcomes for our cohort. An example of this is the link with Higher Education institutions in York through the Green Apples scheme offered in Years 9-11.

## **Impact of Pupil Premium Allocation**

### **Attendance up to May half term**

The attendance figures by groups is given below:

Group	2013-14	2014-15	2015-16	2016-17	2017-18
All students	96.3%	94.4%	95.1%	95.5%	94.9%
Pupil Premium	90.8%	93.5%	92.1%	93.0%	92.0%
Non-Pupil Premium	96.7%	95.3%	95.4%	95.7%	95.4%
Gap	-5.9	-1.8	-3.3	-2.7	-3.4

In 2018-19 the gap between the attendance of Pupil Premium students and the attendance of non-Pupil Premium students moved from -2.7% to -3.4%. The continued spending of part of the Pupil Premium grant on the use of monitoring and tracking attendance, staffing restructuring (recruitment of a Safeguarding and Attendance lead professional) and any subsequent intervention looks to close this gap in 2018-19 as much as possible whilst respecting that due to the small cohort size, any individual's attendance can affect these figures markedly.

### **Key Stage 4 Attainment**

Measure	2017			2018		
	Pupil Premium	Other students	Gap	Pupil Premium	Other students	Gap
5 Strong Passes including Maths & English *	35.3%	69.1%	-33.8%	27.8%	52.4%	-24.6%
Basics (4+ in English and Maths)	52.7%	83.4%	-30.7%	55.6%	79.9%	-24.3%
Attainment 8 Score	46.68	59.46	-12.78	43.76	54.86	-11.10

\* In 2017, this measure needed students to record a grade 5 in Maths and English and three other grades at C or above. In 2018, this measure needed students to record grade 5 or above in 5 subjects. The increased difficulty of reaching this measure is reflected in the apparent drop in the percentage of students gaining this in 2018 compared to 2017.

- The headline figures for 2018 appear to indicate a reduction in the gap between the attainment of Pupil Premium and non-Pupil Premium students.
- A significant proportion of the Pupil Premium students faced major emotional issues within the year and the additional support packages put in place for these students ensured that they left with a stronger set of qualifications that they might have done.

### **Key Stage 4 Progress (Within School Gap)**

Measure	2017			2018		
	Pupil Premium	Other students	Gap	Pupil Premium	Other students	Gap
Progress 8	0.30	0.47	-0.17	-0.06	0.32	-0.36
Expected Progress (English)	50.0%	82.4%	-32.4%	50.0%	73.8%	-23.8%
Expected Progress (Maths)	33.3%	64.5%	-31.2%	35.3%	50.8%	-15.5%
More Than Expected Progress (English)	27.8%	60.4%	-32.6%	27.8%	47.6%	-19.8%
More Than Expected Progress (Maths)	22.2%	38.7%	-16.5%	23.5%	30.3%	-6.8%

#### **Key Points**

- Whilst the Progress 8 figures indicate a widening of the gap between Pupil Premium and non Pupil Premium students from 2017 to 2018, the gap between Pupil Premium and non-Pupil Premium students making expected and more than expected progress in English and Mathematics closed considerably between 2017 and 2018.

### **Key Stage 4 (Comparing Pupil Premium students to non-Pupil Premium students nationally)**

Measure	2017			2018		
	PP	Non-PP: National	Gap	PP	Non-PP: National	Gap
Attainment 8	46	50	-4	43.63	50	-6.37
Progress 8	0.2	0.1	+0.1	-0.06	0.13	-0.19

#### **Key Points**

- The small Pupil Premium cohort means that one student can have a significant impact on the overall headline figures and the nature of the needs of some of these students.

## Key Stage 4 Comparisons with Estimates

In 2017

Measure	Pupil Premium Outcome	Pupil Premium Estimate	Difference	Other Students Outcome	Other Students Estimate	Difference	Gap between Pupil Premium and Others
Attainment 8 Score	45.86	48.97	-3.11	59.42	64.15	-4.73	1.62
5A*-C including Maths & English at grade 5+	35.3%	64.7%	-29.4	69.1%	82.4%	-13.3	-16.1
Basics (Grade 4+ in English and Maths)	52.9%	82%	-29.1	90.4%	92.6%	-2.2	-26.9

In 2018

Measure	Pupil Premium Outcome	Pupil Premium Estimate	Difference	Other Students Outcome	Other Students Estimate	Difference	Gap between Pupil Premium and Others
Attainment 8 Score	43.76	51.03	-7.27	54.86	59.56	-4.70	-2.57
5 strong passes including Maths & English	27.8%	50.0%	-22.2	52.4%	68.8%	-16.4%	-5.8
Basics (Grade 4+ in English and Maths)	55.6%	66.7%	-11.1	77.9%	88.4%	-8.5	-2.6

### Key Points

- The gap between the performance of Pupil Premium students and other students when comparing Attainment 8 scores is similar in 2017 and 2018.
- The gap between the performance of Pupil Premium students and other students has narrowed significantly from 2017 to 2018 for both the 5 strong pass and Basics measure.

### Evaluation of Impact of Pupil Premium on Outcomes

The use of the Pupil Premium grant has led to a range of different whole school interventions. The success of the Pupil premium cohort in 2017-18 was secure. The gap between PP and non PP students is predicted to have widened with regards to the Progress 8 score but is still in line with national non pupil premium levels. The in school gap for both basic measures has pleasingly closed. The attainment and progress of Pupil Premium students at Fulford continues to be strong and compared to expected national averages.

From September 2018, bespoke intervention will once again be planned and in place for all students eligible for Pupil Premium and this will be coordinated by the Progress Leaders and an Assistant Headteacher and Deputy Headteacher. The continued closing of the gap is a priority for the school and will be a priority of improvement planning across school and within departments. It will be the expectation that outcomes for Pupil Premium students will feature within performance management objectives.

## Estimated Pupil Premium Allocation 2018-19

At September 2018, our expected funding allocation for the academic year 2018-19 our funding allocation for the academic year 2017-18 was £106430 for 88 Pupil Premium and 35 Service Children students.

Predicted Pupil Premium Spending 2017-18	
Type of Intervention	Cost
<b>Teaching Staff</b>	23570
Senior Leader responsibility for Pupil Premium Heads of House and SLT intervention Additional specialist support	
<b>Reactive Support Staff</b>	15000
Access to significant REACT support time from designated staff Additional targeted support for identified individuals	
<b>Proactive Support</b>	30500
Access to newly appointed School Safeguarding Lead and Attendance Officer including designated responsibility for Adopted from Care students and Looked After students, and with a focus on PP attendance Access to School Wellbeing worker Literacy/Numeracy small group teaching through HLTAs TA3 access to support students with incomplete timetables Additional targeted support for identified individuals Peer support (paired reading)	
<b>Support Clubs</b>	3250
Games Club Homework Club Lunchtime drop-in	
<b>Staff Development and Training</b>	3500
Embedding effective use of feedback Pupil Premium Conferences	
<b>Information and Guidance</b>	2610
Careers guidance from newly appointed Careers Lead	
<b>Tuition and Study Support</b>	7000
Subject tuition Revision materials Individual support resources Software packages to support learning	
<b>Administrative Support</b>	8000
Monitoring and tracking achievement and progress Monitoring and tracking attendance	
<b>SMSC – Educational Visits</b>	3000
Discretionary Support Fund for individual learners	10000
	Total
	£106430

Due to the small numbers of Pupil Premium students at Fulford we have also looked to utilise free initiatives to strengthen the offer of support e.g. guidance and intervention, in a bid to further raise aspirations, increase progress and improve outcomes for our cohort. An example of this is the link with Higher Education institutions in York through the Green Apples scheme offered in Years 9-11.