Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fulford School
Number of pupils in school	1623
Proportion (%) of pupil premium eligible pupils	5.5% (89 / 1623)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Stephen Lewis, Headteacher
Pupil premium lead	Rachel Baroni, Assistant Headteacher
Governor / Trustee lead	Lesley Dolben, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total £115,725
Recovery premium funding allocation this academic year	£11,545
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	£127,270

Part A: Pupil premium strategy plan

Statement of intent

The aim of this strategy is to better identify need, develop evidence-based practice and ultimately raise outcomes for disadvantaged students in Fulford School. We aim to support each student to realise their potential to create their own future. In line with the school's HEART values of honesty, empathy, ambition, resilience and tolerance, our ultimate objective is that all students will develop as individuals who are equipped to succeed as adults in the modern world.

With a relatively small number of disadvantaged students in our school community, we are aware of the particular vulnerabilities this may place upon them, including potential marginalisation and lack of 'voice'.

We acknowledge that inequality impacts on students' learning over time and that addressing disadvantage is the responsibility of all members of staff. As a community, we recognise the importance of building self-esteem and supporting students' social, emotional and mental health, understanding that socio-economic disadvantage may mean that students have negative perceptions of themselves as learners.

Teaching and learning is at the heart of this strategy because effective teaching is the best lever for improving student and school outcomes.

We take an evidence-informed approach to strategically addressing educational disadvantage. Our strategy is long-term and tiered, in line with Education Endowment Foundation guidance, viewing teaching and learning, academic intervention and wider approaches as interrelated.

Challenges

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

Challenge number	Detail of challenge
1	Our attainment data over 2020 - 21 indicated a widening performance gap at Key Stage 3 and Key Stage 4, suggesting that the education of many of our disadvantaged students have been impacted by periods of online learning due to Covid 19 than other students. This reflects a wider national picture. *2020 Progress 8 Scores: Non-PP 0.884, PP 0.581 Gap -0.303* *2021 Predicted Progress 8 Scores: Non-PP 0.25, PP -0.3, Gap -0.55*
2	The CATs scores and KS2 data for disadvantaged students in Year 7 shows a literacy gap upon entry to Fulford School, indicating a lower level of reading comprehension than non-disadvantaged students.

3	Our attainment data shows a GCSE performance gap at Grades 9-5 in English.
	2021 Predicted outcomes: Non-PP 82.2% PP 61.5% Gap -20.7%
4	Our attainment data shows a GCSE performance gap at Grades 9-4 in English and Maths
	2021 Predicted performance gap -43.1% compared to National Data -27.0%
5	Our report data shows a significant and growing gap in Behaviour, Effort and Homework scores at Key Stage 3 suggesting that disadvantaged students may be suffering motivation fatigue linked to issues with their wellbeing, self-esteem and/or independence.
	2021 report data compared to previous years' report data.
	Year 7 effort gap 2021 -0.2 v 2019 -0.08
	Year 8 effort gap 2021 -0.24 v 2019 -0.21
	Year 9 effort gap 2021 -0.3 v 2019 -0.24
	Year 9 homework gap 2021 -0.25 v 2019 -0.19
6	Levels of parental engagement show that there may be barriers limiting our ability to work together in partnership with all families.
	Our online parents' evenings are being attended at a lower rate by parents of disadvantaged students compared to non-disadvantaged students, suggesting that there are personal, social and/or technological barriers preventing parents from attending.
	Average attendance across all parents' evenings: Non-PP 86.8%, PP 63.8%
7	Our attendance data shows that over the past year shows attendance for disadvantaged students has been lower than that of non-disadvantaged students. Assessment and observation data show that this level of absence is negatively impacting on the progress of disadvantaged students.
	Attendance 2020-21: Non-PP 96.50%, PP 91.93% Gap: 4.57%*
	Persistent Absence 2020-21: Non-PP 6.6%, PP 20.65%*
	*Figures exclude periods of online learning
8	The rate of exclusion for disadvantaged students is higher than non-disadvantaged students. This suggests that they experience significant barriers to following the school's pastoral systems which support the majority of students (PP and non-PP) to succeed.
	Exclusions 2020-21: Non-PP 16 (1.3% of cohort) PP 11 (12% of cohort)
9	Attendance data from extra-curricular clubs and low levels of participation in student leadership roles indicate that disadvantaged students' ability to engage with and effect change upon all aspects of the school community is more limited than non-disadvantaged students. This points to the possibility that disadvantaged students may feel that they are on the margins of the Fulford School community.

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

To improve attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on English and Maths	By the end of our current plan in 2024/25, Progress 8 scores show PP students' outcomes are in line with non-PP students' nationally
To improve the participation of disadvantaged students in the full life of the school, including representation in student leadership - Link to support for SEMH	By the end of our current plan in 2024/25, attendance at extra curricula activities in line with non-PP students Participation in student leadership activities
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	By the end of our current plan in 2024/25, sustained high attendance will be demonstrated by: • The overall absence rate for all students being no more than 3% and a reduction in the gap between disadvantaged and non-disadvantaged students • The percentage of pupils who are persistently absent being below 8% and a reduction in the gap between disadvantaged and non-disadvantaged students
To support disadvantaged students to prepare for success in the wider world.	By the end of our current plan in 2024/25, post-16 destinations data will show an appropriate range of destinations comparable to those of non-disadvantaged students.

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: £57,862.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Departmental evaluation of the curriculum for disadvantaged students. This will involve teaching staff considering the specific impact of disadvantage in the classroom e.g. language development, reading comprehension, metacognition, self-regulation, independence, motivation, lack of resources, gaps in prior learning, ineffective deployment of support staff. Each department will out in place subject-specific strategies to support disadvantaged students.	The CPD programme for 2021 onwards is designed to take the strands of the ECF and use these to underpin professional development activities for all staff with a view to create 'quality first' teaching across the school. Alongside materials from the ECF, the CPD programme also draws on research from the EEF – carefully selected to be appropriate for our setting and for our disadvantaged students. For example: [The ECF teacher handbook](#) [CPD Plan for 2021-22](#) Our whole school performance objective for 2021/2 includes all staff and prioritises the progress of disadvantaged students: *To implement strategies to enable students, especially vulnerable students, to make exceptional academic progress in line with whole school performance targets.*	1,2,3,4,5
The promotion of reading across the school, including disadvantaged students, as a key strategy to support language development and comprehension. - Development of the school library, including access to e-books	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	1, 2, 3, 4

- Develop reading strategies across the school to increase student reading fluency - Consistent use of form time for private reading - Develop a team of KS5 Literacy Leaders (Reading Champions) - Run themed reading activities across the school throughout the year - Introduce competitions and celebration of reading throughout the year - Increase the involvement from staff through 'shelfies' and 'favourite book' room posters - Share reading lists and strategies with parents	https://assets.publishing.ser-vice.gov.uk/government/uploads/sys-tem/uploads/attach-ment_data/file/284286/read-ing_for_pleasure.pdf Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	

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

Budgeted cost: £40,476.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3,4

including those who are high attainers.		
Providing in-school intervention for disadvantaged students who are underperforming in GCSE English, Maths and Science.		1,3,4
Adopting reading intervention programmes and strategies for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: £28,931.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for the social, emotional and mental health of disadvantaged students and building self-esteem, including through one-to-one mentoring and building positive relationships with families.	Social and emotional learning interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Trauma-informed approaches can have a positive impact on attainment and social and emotional competences and confidence. Mental_health_and_behaviour_in_schools__.pdf EEF Toolkit: Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,5,6,7,8
Priority given to PP students for Careers Interviews to identify an	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Aspiration interventions without	1

appropriate post-16 pathway	an academic component are unlikely to narrow the disadvantaged attainment gap so this strategy is supported by Teaching and Learning strategies. EEF Aspiration Interventions	
Subsidised access to extra-curricular clubs, trips and visits to support the acquisition of cultural capital and foster inclusivity	Providing subsidised extra-curricular access aims to improve the aspirations and attainment of students by providing learning activities beyond the normal school day, such as lunchtime clubs, visits, arts participation and active, outdoor activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	9

Total budgeted cost: £127,270

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Strategy	Outcome
Disadvantaged learners are supported materially through financial support with equipment, uniform and visits, and academically through identification of barriers to learning and a bespoke support programme to meet these needs devised by progress leaders. The AHT (Achievement) has an overview of their progress.	Outcomes for disadvantaged students are improving and are now significantly above the national average (2019: A8 4.4 P8 –0.06, 2020: A8 5.6 P8 0.32, 2021: A8 5.4 P8 0.51)
Pastoral staff, including progress leaders, worked to support disadvantaged students' participation in lessons and access to homework support	Intervention sessions, including one-to-one mentoring meetings and homework sessions supported disadvantaged students. Key individuals identified as being in danger of underperformance benefitted from this and we saw an improvement in their reports scores in July. At whole cohort level, Year 7 reports data showed an increase in the scores disadvantaged students were awarded for homework following intervention from the Progress Leader.
Small group literacy and numeracy teaching led by specialist teachers.	Positive impact on literacy and numeracy skills of key underperforming individuals. Numeracy tuition: average improvement equivalent to 15 months for disadvantaged students.

	Literacy tuition: average improvement equivalent to 14.8 months.
Targeted use of catchup funding, National Tutoring Programme and in school interventions to address gaps in knowledge that have been identified through the school year	Student voice data, reports data and attendance data for key underperforming students indicated that tutoring supported them to progress.
Providing access to technology to support students learning at home	Laptops were issued on long-term loan to Pupil Premium students to support their learning.
Use of seating planner software to support staff to strategically plan seating to support identified students	Relationship-building and social and emotional support improved by the use of seating plans, with positive impact on the self-esteem of key vulnerable disadvantaged students.

Externally provided programmes

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

Programme	Provider
Online one-to-one tutoring service	Mytutor