# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding (and recovery premium for the academic year 2022 to 2023) 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

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| Detail | Data |
| School name | Fulford School |
| Number of pupils in school | 1652 |
| Proportion (%) of pupil premium eligible pupils | 7.08% (117 / 1652) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022  to 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Stephen Lewis, C.E.O. |
| Pupil premium lead | Rachel Baroni, Assistant Headteacher |
| Governor / Trustee lead | Claire Sculphor, Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | Total £117,765 |
| Recovery premium funding allocation this academic year | £21,804 |
| 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 | £139,569 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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.

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| 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 2023/24, 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 2023/24, 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 2023/24, 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 2023/24, 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: £69,784.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high quality teaching, assessment and a curriculum which  responds to the needs of pupils  Whole school teaching and learning focus on addressing socio-economic disadvantage.  Specific focus on:   * Metacognition * Reading strategies * Self-regulation   Each teaching department will embed subject-specific strategies to support disadvantaged students.  Regular review of effectiveness of curricular provision for disadvantaged students through bi-weekly Attainment and Inclusion meetings. | Continuous Professional development draws on evidence-based approaches, including research from the Education Endowment Fund, which has been carefully selected to be appropriate for our setting and for our disadvantaged students.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4682347/>  Our whole school performance objective for 2022/3 includes all staff and prioritises the progress of disadvantaged students:  *To implement strategies to enable pupils, especially vulnerable pupils, 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 * Consistent use of form time for private and/or shared reading * Develop a team of KS5 Literacy Leaders (Reading Champions) * Run themed reading activities and competitions throughout the year | 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).  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_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)](https://www.oup.com.cn/test/word-gap.pdf) | 1, 2, 3, 4 |
| Development of EAL provision to support disadvantaged students, particularly refugee children.   * Formal assessment of language need on arrival in school * Specific EAL support sessions to develop understanding of English * Training and resources for all staff to support EAL students in lessons | Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement  (Strand and Hessel, 2018)  <https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-pupils-educational-achievement-an-analysis-of-local-authority-data/>  [English as an additional language (EAL) | EEF (educationendowmentfoundation.org.uk)](English%20as%20an%20additional%20language%20(EAL)%20|%20EEF%20(educationendowmentfoundation.org.uk)) | 1,3,4 |

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

Budgeted cost: £34,892.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured form-time intervention from Pupil Premium Advocates   * One-to-one intervention * Small group intervention * Homework support | Designated advocates whose role is to champion the needs of our disadvantaged students by working to remove barriers to learning through the focused support of their personal and academic development  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 1,3,4,5 |
| Interventions to support language development, literacy, and numeracy delivered by HTLA.  Extra weekly English lessons for weaker readers in Year 7. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development>  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition> | 2 |
| Peer tutoring: Form time intervention with Sixth Form mentors | Peer tutoring, on average, has a positive impact on both tutors and tutees. Ensuring that the age gap is wide enough so that the work is challenging to the tutee whilst easy enough for the tutor to support them is key. Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring> | 1,3,4,5 |
| One-to-one and small group intervention   * Inclusion Centre intervention work * Catch-up intervention for disadvantaged students who are underperforming in GCSE English, Maths and Science. | One to one tuition is an effective strategy for providing intensive, targeted support for pupils that are identified as underperforming in particular areas.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1,3,4 |
| Engaging with the National Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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 (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3,4 |

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

Budgeted cost: £34,892.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support for the social, emotional and mental health needs of disadvantaged students and building self-esteem, including through one-to-one mentoring and building positive relationships with families.   * Work of the Heads of Year/Assistant Heads of Year * Pupil Premium Advocates: termly progress reviews with students and parents * Work of the safeguarding team | 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>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  Trauma-informed approaches can have a positive impact on attainment and social and emotional competences and confidence.  [Mental\_health\_and\_behaviour\_in\_schools\_\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/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 |
| Support for students’ developmental needs by priority access to Careers Interviews to identify an appropriate post-16 pathway | 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 an academic component are unlikely to narrow the disadvantaged attainment gap so this strategy is supported by Teaching and Learning strategies.  [EEF Aspiration Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions) | 1 |
| Access to extra-curricular clubs, trips and visits to support the acquisition of cultural capital and foster inclusivity   * Monitor participation of disadvantaged students * Changes to trip protocols | 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 |
| Communicating with and supporting parents   * Attendance team contact with parents * Support for booking parents’ evening appointments * Return to face-to-face appointments * Communication of praise for students | By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. There is some evidence that personalised messages to parents, linked to learning can promote positive interactions.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 6 |

**Total budgeted cost: £139,569**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.  For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.9. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.64. See [DfE guidance](https://www.gov.uk/government/publications/progress-8-school-performance-measure) for more information about KS4 performance measures.  DfE has strongly discouraged comparison of a school’s 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.  We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.  Key stage 4 data indicates that, while our Attainment 8 score was stronger than national comparative date, and despite some strong individual performances, the progress of the school’s disadvantaged pupils in 2021/22 was below our expectations. The Year 11 pupil premium cohort was very small, so minor variations in student performance had a significant effect. Of our 14 pupil premium students, 6 exceeded the national average Attainment 8 score of 37.5, with the highest score being 78.0, representing very strong personal achievement.  The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. In 2019, the Progress 8 score of our disadvantaged pupils was +0.02, and the Attainment 8 score was 44.75. Our analysis suggests the ongoing impact of COVID-19 is a significant factor, and this is reflective of national figures demonstrating the disproportionate impact of the pandemic on disadvantaged pupils.  These results suggest that we have not yet made the progress we had expected towards the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have therefore reviewed and adapted our strategy plan, as set out in the Activity in This Academic Year section above. |

# Further information (optional)

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| In order to evaluate the effectiveness of our pupil premium strategy, we undertook several review activities.   * The Senior Leadership Team completed an audit, based on the Reflection Tool in *Addressing Educational Disadvantage* edited by Marc Rowland. This audit addressed the extent to which educational disadvantage is at the heart of the school’s overall mission, goals and whole school strategy, supporting us to create a leadership environment and school climate that is conducive to changing practices across the school. * We undertook a curriculum review in which Curriculum Leaders identified good practice in their departments. This review was used to shape 2022-23 Department Improvement Plans, with a specific priority devoted to improving outcomes for disadvantaged students. * We reviewed staff capacity to meet the needs of disadvantaged students, which led to the appointment of three Pupil Premium Advocates * We analysed the GCSE outcomes of disadvantaged students in Year 11 and created individual case studies, reflecting on their learning journey through Fulford School and identifying ways to improve our practice. |

## 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*

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| Programme | Provider |
| N/a |  |