# 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 | 1767 (including Sixth Form) |
| Proportion (%) of pupil premium eligible pupils | 10.3% (146 / 1414) |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2028 |
| Date this statement was published | 31 December 2024 |
| Date on which it will be reviewed | 31 December 2025 |
| Statement authorised by | Russell Harris, Headteacher |
| 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 | £170,520 |
| 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 | £170,520 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At 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.  The aim of this strategy is to improve the experiences and outcomes for disadvantaged students by identifying need and developing evidence-based approaches to strategically address 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. Our approach can be described as a **relentless ambition for all students to belong, to attend and to achieve.**

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| Challenge number | Detail of challenge |
| 1  “To belong” | **Ensuring disadvantaged students are involved in all aspects of our community, experiencing success and developing a secure sense of belonging.**  We place value on all students in our community, recognising both their potential and the contribution they can make. However, attendance data from extra-curricular clubs and lower 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. |
| 2  “To attend” | **Supporting the attendance of disadvantaged students**  Absence from school impacts on students’ academic, social and personal development and can increase social isolation.  Our attendance data shows that attendance for disadvantaged students has been lower than that of non-disadvantaged students. Rates of persistent absence are also higher for disadvantaged students. This is reflective of wider long-term trends at both local and national level. |
| 3  “To achieve” | **Supporting the academic attainment of disadvantaged students, with a particular focus on English and Maths.**  Recent research from York and Leeds universities shows that GCSE outcomes are a powerful predictor of future life outcomes, particularly for students from disadvantaged backgrounds. Many aspects of life are impacted such as career, income, and mental wellbeing into their mid-20s. “Our findings suggest that if you are from an under-resourced background your grades matter the most”. *Starr, Alexandra & Faatimah Haider, Zainab & Stumm, Sophie. (2024). Do School Grades Matter for Growing Up? Testing the Predictive Validity of School Performance for Outcomes in Emerging Adulthood.*  While disadvantaged students attain well at Fulford, with stronger GCSE outcomes than the national average, results data indicates that the progress of disadvantaged students is lower that non-disadvantaged students within the school. This widening performance gap at Key Stage 4 is reflective of a wider context at both local and national level. |

## 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 the participation of disadvantaged students in the full life of the school, including representation in student leadership that the voices of disadvantaged students contribute to shaping our school community. | By the end of our current plan in December 2025, attendance at extra curricula activities and participation in student leadership activities are in line with non-PP students  Student voice feedback has resulted in changes to policies and practice. |
| To achieve and sustain improved attendance for all students, particularly our disadvantaged students | By the end of our current plan in December 2025, 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 improve the academic progress of disadvantaged students through the GCSE curriculum, with a particular focus on English and Maths. | By the end of our current plan in December 2025, GCSE attainment scores show PP students’ outcomes are in line with **non-PP** students’ nationally.  **Average Attainment 8 score 2024:** 45.9  **National basics measures 2024:**  45.9% Grade 5+ in English and Maths |

## 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: £85,260

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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 CPD focus for 24/25 on adaptive teaching, assessment and technology.  Each teaching department will embed subject-specific strategies to support disadvantaged students.  Our whole school performance objective for 2024/5 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.* | Our Continuous Professional Development programme draws on evidence-based approaches which have been carefully selected to be appropriate for our setting and for our disadvantaged students, and drawing from the DfE’s ‘menu of approaches’.   * EEF Teaching and Learning Toolkit   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>: *There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.*   * EEF Guidance reports   <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>: *Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.*  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>: ‘*To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy’*  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>: *‘formative assessment’… means providing teaching that is adaptive to pupils’ needs and using evidence about learning to adjust instruction to ensure that learning moves forward*   * EEF’s Cognitive Science in the Classroom: A Review of the Evidence   *Chapter 5 Working with Schemas: When using concept mapping and comparison, it is important teachers know why they are employing these strategies and have a plan for assessing pupils’ understanding to ensure key conclusions have been taken from tasks.*  Our CPD programme is informed by the EEF guidance reports: *Effective Professional Development* and *Putting Evidence to Work: A School’s Guide to Implementation*. | 3 |
| The promotion of reading across the school, including disadvantaged students, as a key strategy to support language development and comprehension.   * Development of school library provision * 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 * Reading intervention to support weaker readers | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>: ‘*Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies…However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts’*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf>:  *‘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).’*  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf):  *‘Besides the effect on academic work, both primary and secondary teachers observed that low levels of vocabulary also impede pupils’ wider life chances and mental health. Self esteem, behaviour and a child’s ability to make friends were all felt to be negatively affected by low levels of vocabulary’*  https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools : *Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils’ academic achievement.* | 3 |
| 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/>:  *‘proficiency in English can explain 22% of the variation in EAL pupils’ achievement compared to the typical 3-4% that can be statistically explained using gender, free school meal status and ethnicity.’*  [English as an additional language (EAL) | EEF (educationendowmentfoundation.org.uk)](file:///E:\Pupil%20Premium\Pupil%20Premium%20Statement%20FINAL\English%20as%20an%20additional%20language%20(EAL)%20|%20EEF%20(educationendowmentfoundation.org.uk)): *‘there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11 (e.g. Strand & Demie, 2005) and in pubic examinations at age 16 (e.g. Demie & Strand, 2006)’ ‘It is the individual variability within the EAL group that is important in identifying need, and this requires EAL to be considered alongside a wide range of other student background variables. Risk factors include entitlement to FSM. Students entitled to FSM on average scored about 0.90 points (3 NC months) lower than those not entitled to FSM.’* | 1,3 |
| Planned evaluation of teaching and learning activities  Regular review of effectiveness of curricular provision for disadvantaged students through bi-weekly Attainment and Inclusion meetings and the whole school monitoring and evaluation calendar. | | |

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

Budgeted cost: £42,630

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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 | Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) ‘*Targeted approaches that are tailored to pupils’ needs such as regular report cards may be appropriate where pupils are struggling with behaviour.’*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> *Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>: *‘Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision’* | 1,2,3. |
| Interventions to support language development, literacy, and numeracy delivered by HTLA.  Extra weekly English lessons for weaker readers in Year 7. | [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)  *‘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’*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>:  *Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches…Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’* | 3 |
| Peer tutoring: Form time intervention with Sixth Form mentors.  Use of the Level Best programme to structure the mentoring sessions. | [*https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring)  *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.* | 1,2,3 |
| 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>:  *Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> *Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.* | 1,2,3 |

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

Budgeted cost: £42,630

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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   * Work of the Heads of Year/Assistant Heads of Year * Pupil Premium Advocates: face-to-face progress reviews with students and parents * Work of the safeguarding team | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  *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.*    EEF Improving Behaviour in Schools report: ‘*A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.’*  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions): ‘*Targeted approaches that are tailored to pupils’ needs such as regular report cards may be appropriate where pupils are struggling with behaviour.’*  DfE advice document: [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) : *Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils.* | 1,2,3 |
| Supporting the attendance of disadvantaged students   * Work of the Heads of Year/Assistant Heads of Year * Work of the Attendance team * Use of Inclusion meetings | Poor attendance at school is linked to poor academic attainment across all stages  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>  ‘*More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties…Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging parents’*  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>  *‘Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was found to be effective. There may be crossover with these approaches and the approaches used in English schools by attendance officers.’* | 2 |
| Support for students’ developmental needs by priority access to Careers Interviews to identify an appropriate post-16 pathway | [EEF Aspiration Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions):  *‘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.’* | 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> ‘*There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.’*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  *‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.’*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>  *‘Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.’* | 1 |
| 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 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  *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/guidance-reports/supporting-parents>  ‘*More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties…Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging* | 1,2,3 |

**Total budgeted cost: £170,520**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| The academic year 2023/24 was the third year of our strategy and we saw real progress in addressing our challenges. Our intent to create a culture which foregrounds the success of disadvantaged students was recognised by inspectors during our ‘Outstanding’ Ofsted inspection in September 2023 who commented that the support for disadvantaged students is ‘in the DNA of the school’.  We continue to have a relatively small cohort of disadvantage, at 10% compared to 18.7% in York and 28.9% nationally, creating specific circumstance and unique challenges.   * For attendance rates in 2023/24, Fulford School was recognised as an FFT top 25% school. Nationally, disadvantaged students’ attendance was 85.7% compared to 85.4% at Fulford (FFT360 Data May 2024 FSM students). This reflects a local York context with a +7.7% gap between the attendance of disadvantaged and non-disadvantaged students across the city (100th percentile rank). * Participation rates in extra-curricular clubs reveals a narrowing gap between disadvantaged and non-disadvantaged students. In particular, access to The Arts is almost equal (2% gap). All trips and visits have a 15% participation rate (based on a school population of 10%). All disadvantaged students in Year 10 were supported to successfully complete a week of work experience. * In terms of pastoral support, a disproportionate number of the students accessing our Inclusion Centre, Reflection Room and Catch Up provision are disadvantaged, benefitting from timetabled interventions, small group and one-to-one teaching.   In evaluating disadvantaged students’ academic progress, we analysed Key Stage 4 performance data for 2023/24 and our own internal assessments. The Year 11 disadvantaged cohort was made up of 17 students, representing 6.3% of the year group.  For 2024, the average Attainment 8 score for our disadvantaged students (which is a measure of GCSE attainment across 8 subjects) was 40.09. This compares favourably with the average Attainment 8 score in York of 34.9 and the national average Attainment 8 score of 34.5.  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) was -0.6 compared to the national Progress 8 score for disadvantaged students of -0.57.  Key stage 4 data indicates that, despite some strong individual performances, the progress of the school’s disadvantaged pupils in 2023/24 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 17 pupil premium students, 2 made more progress than the average for non-disadvantaged students. In Maths, four students recorded positive Progress 8 scores, including one score of +1.97 which represented a remarkable personal achievement. In English, six students recorded positive Progress 8 scores, including one score of 2.39, one of 1.74, and one of 0.9, all of whom have gone on to study English at A-level.  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 in 2023/24 demonstrating the widest gap between the academic performance of disadvantaged and non-disadvantaged students since 2011/2012.  These results suggest that we have not yet made the progress we had expected towards the outcomes that we set out to achieve by 2023/24, 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 Impact Evaluation, based on the guidance document *Evaluating Your Pupil Premium Strategy* by Marc Rowland.   This evaluation focused on continuous improvement and building a solid evidence base that will enable the Pupil Premium Strategy to impact on disadvantaged pupils into academic years 2023/24.   * We asked teaching staff to reflect on the strategies they had used to support the success of disadvantaged students and to evaluate their effectiveness, as part of their yearly performance management process. * We undertook a curriculum review in which Curriculum Leaders identified good practice in their departments. This review was used to shape 2023-24 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 two additional 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. * We analysed reports data to identify the impact of specific intervention and to identify priorities for 2023/24 |

## 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 |  |