Pupil Premium Strategy Statement and Plan 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	Fullhurst Community College
Number of pupils in school	1500
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Christina Bailey, Acting Principal
Pupil premium lead	James Gough
Governor / Trustee lead	Greg Hill, Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£491,348
Recovery premium funding allocation this academic year	£37,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£528,648

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
Percentage of pupil premium students in each year group	Year 7 - 41% Year 8 - 39% Year 9 - 44% Year 10 - 40% Year 11 - 49%

Statement of Intent

At Fullhurst our aim is that all of our students achieve their full potential regardless of their background, social disadvantage or any challenges that they may face.

There is no single difficulty faced by all disadvantaged students and we will not make generalisations about the impact of disadvantage. However, we have identified some broad areas that we feel often impact the progress of our disadvantaged students. These include: attendance, reading and vocabulary gaps, student wellbeing and cultural enrichment opportunities. We will attempt to identify the barriers that our disadvantaged students face, although we are aware these can be incredibly varied, and then support them to achieve their goals.

In order that our students are successful learners we will draw on research and also the evidence from our own experience of supporting disadvantaged students to maximise progress and achievement. Our approach will be flexible to the needs of our students, particularly in response to our students whose education has been most affected by the Covid 19 pandemic.

Our broad curriculum offer and the implementation of this through high quality teaching is central to our strategy. High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students, whilst also improving the progress of all students.

The approaches we are taking complement one another to help all of our students to achieve their full potential. To ensure that these effective we will:

- Use research to direct our pupil premium funding.
- Ensure that all students have access to a broad curriculum and receive high quality teaching.
- Ensure that all staff take responsibility for the outcomes of disadvantaged students and have the highest expectations of achievement for all.
- Ensure that all disadvantaged students are challenged to achieve the highest outcomes that they can.
- Ensure that both our pastoral and teaching staff are effective in the identification of the needs of our disadvantaged students and make appropriate interventions.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data indicates that the attendance among disadvantaged students has been lower than for non-disadvantaged students. Across all year groups currently non-DD students have an average attendance of 92.3% and DD students have an average attendance of 86.1%. Our observations indicate that absenteeism is negatively impacting the progress of disadvantaged students. Across all year groups currently 297 DD students are PA whereas 208 non-DD students are PA.
2	Behaviour Our behaviour data indicates that instances of poor behaviour is higher than it is for non-disadvantaged students.

		Across all year groups, currently DD students have 56% more instances of recorded poor behaviour than non-DD students.
3	Mental Health and Well being	
	Our assessments, observations and discussions with students and families have identified an increased amount different mental health and well-being concerns in our students. These range from anxiety, low self-esteem and other serious mental health issues (diagnosed by mental health professionals). This increase in mental health issues has partly been caused by the impact of the Covid 19 pandemic. These challenges have had a notable impact on disadvantaged students and their attainment.	
	Currently we employ two school counsellors. At present 73% of these are disadvantaged students. This figure can change according to the needs of students and caseload.	
4	Cultural Enrichment Opportunities	
	Our observations and discussions with students and families indicate that our disadvantaged students have had less access to enrichment opportunities. This has been worsened by the Covid 19 pandemic. A lack of access to enrichment	

	opportunities has an impact on disadvantaged students and in some cases their attainment.
5	**Reading and Vocabulary** Assessments and observations indicate that our disadvantaged students generally have lower levels of reading comprehension than non-disadvantaged students. This impacts on their progress in all subjects across the curriculum. This is evidenced in our internal KS3 assessment data: | Skills Percentage	DD Average	NDD Average	Difference
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Year 7	56.4	63.0	-6.6
Year 8	52.5	61.6	-9.1
Year 9	45.9	54.4	-8.5	
6	**Metacognition and self-regulation** Our observations show that some of our disadvantaged students are less able to use metacognitive strategies when faced with challenging tasks. This is indicated across the curriculum.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure if they have been achieved.

Intended Outcome	Success Criteria
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	Improved attendance by the end of academic year 2022/23. The overall absence rate for all students being no more than and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 4%.
To achieve and sustain improved behaviour for all students, particularly disadvantaged students.	Sustained reduction in negative behaviour consequences by the end of academic year 2022/23 of at least 20% compared to current figures.
To achieve and sustain improved wellbeing and access to mental health support for all students, particularly those that are disadvantaged.	Sustained high levels of mental health and wellbeing by the end of academic year 2022/23 demonstrated by: Qualitative data from student voice activities and student questionnaires. Qualitative data from parent surveys. Qualitative data from teacher and pastoral staff observations.

	A significant increase in student participation in school run wellbeing activities.
To achieve improved participation from disadvantaged students in cultural enrichment opportunities and extra-curricular activities.	Sustained high levels of participation by the end of academic year 2022/23 in: Cultural enrichment opportunities offered by the school Extra-curricular opportunities University visits and careers opportunities
Improved reading comprehension among disadvantaged students in Years 7-9 and improved outcomes at GCSE.	Sustained improvement in reading comprehension demonstrated by the end of academic year 2022/23: Years 7-9 assessment data Qualitative data from work scrutiny and teacher observations Completion rates of the Years 7-9 reading homework
Improved metacognitive skills among disadvantaged students across the curriculum.	Sustained improvement in metacognitive skills by the end of academic year 2022/23 demonstrated by: Years 7-9 assessment data Qualitative data from work scrutiny and teacher observations Completion rates of homework

Activity this academic year 2021/22

This details how we intend to spend our pupil premium this academic year to address the challenges as listed above.

Teaching

Budgeted cost: 164,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Purchase of standardised diagnostic assessments for reading. CPD will be provided to staff to ensure that the assessments are carried out and interpreted correctly. This will include the use of diagnostic assessments for SEND students.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of specific students to help to ensure that they receive the correct additional support both in lessons and also for interventions: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	5
To improve the use of feedback within lessons. To develop the use of whole class marking and	Providing feedback is a well evidenced strategy and is shown to have a high impact on progress and learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2 and 5

feedback sheets to enable teachers to give accurate and timely feedback to students.		
Developing metacognitive and self-regulation skills in students using live modelling in all classrooms. This will include all IT equipment needed for this strategy and also CPD for all staff.	Teaching metacognitive strategies to students can be an inexpensive method to help students to become more independent and to increase confidence. There is particularly strong evidence that it can have a positive impact on Maths and Science attainment. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	2 and 6
Enhancement of our KS3 curriculum and teaching in line with DFE KS3 and EEF guidance. We will fund additional curriculum resources and CPD for teachers to ensure that our curriculum is planned and implemented effectively.	The DFE statutory KS3 guidance: The national curriculum in England – GOV.UK	5 and 6

| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.

We will resource our teaching and learning focus on reading, the reading booklets and the trial of a new vocabulary strategy in Year 7. | Acquiring disciplinary literacy is important for all students as they learn new, more complex concepts.

Improving Literacy in Secondary Schools | 4 |

Targeted academic support (for example tutoring and one to one support)

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Adopting a targeted teaching for disadvantaged students in Years 7 and 8 who need additional help with literacy. This includes employing staff with specialist	Acquiring disciplinary literacy is important for all students as they learn new, more complex concepts. Improving Literacy in Secondary Schools	1, 2, 4

primary school subject knowledge.		
Engaging with tutoring programmes to provide a blend of tuition and school led tutoring for students whose education has been the most impacted by the pandemic. A significant number of these students will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students and	1,2,4,

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

Budgeted cost: 297,000

Activity	Evidence that supports this approach	Challenge number/s addressed
Adoption of targeted mentoring for specific students in every year	There is evidence to suggest that behaviour interventions can have a moderate impact on behaviours and behavioural difficulties:	1 and 2

group who require support with regulating their behaviour and emotions. This includes training for school staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Adoption of targeted mental health support and counselling for students who require specific support. This includes increased referrals to Educational Psychologists. This includes training for school staff.	There is evidence to suggest that a multi-tiered whole school approach to addressing mental health and wellbeing can have a high impact on risk behaviours and social and emotional skills. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	1, 2, 3
Embedding principles of good practice set out in the DFE's Improving School Attendance advice.	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	1

An increased investment in attendance and EWO support. Relevant training for existing school staff.		
To provide all disadvantaged students with a range of careers and cultural enrichment opportunities. This involves an increase in investment in our career's provision.	The Against the Odds – Social Mobility Commission Research Report looked at the impact of a lack of cultural capital in relation to disadvantaged students. Against the odds – GOV.UK	4
Contingency fund for acute issues.	Based on our experiences we have identified the need to set an amount of funding aside to respond quickly to any specific needs that have not yet been identified.	All

Total: £530,000

Allocation: £528, 648