

Pupil Premium Strategy Statement and Plan 2022-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupil premium 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 – as of January 2023 census

Detail	Data			
School name	Fullhurst Community College			
Number of pupils in school	1527			
Proportion (%) of pupil premium eligible pupils	36% (546)			
	Year	PP	NOR	%PP
	7	110	312	35.25%
	8	131	310	42.26%
	9	118	303	38.94%
	10	114	300	38.00%
	11	102	203	33.77%
	Total	575	1527	37.66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024			
Date this statement was published	December 2023			
Date on which it will be reviewed	December 2024			
Statement authorised by	Christina Bailey, Executive Headteacher			
Pupil premium lead	Emma Smith, Assistant Headteacher			
Governor / Trustee lead	Greg Hill, Foundation Governor			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£591,770
Recovery premium funding allocation this academic year	£115,357
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£707,127
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Statement of Intent

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

There is no single difficulty faced by all pupil premium students and we will not make generalisations or assumptions about the impact of disadvantage. However, we have identified some broad areas that we believe often impact the progress of our pupil premium students. These include: attendance, reading and vocabulary gaps, student mental-health and wellbeing and cultural enrichment opportunities. We will attempt to identify the barriers that our pupil premium students face using a range of strategies to ensure targeted support and intervention for the most vulnerable students (although these can be incredibly varied) to 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 pupil premium 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 longer-term impact of 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 pupil premium and non-pupil premium 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 pupil premium students and have the highest expectations of achievement for all.
- Ensure that all pupil premium students are challenged to achieve the highest outcomes that they can.
- Ensure that both our support and teaching staff are effective in the identification of the needs of our pupil premium students and make appropriate intervention.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data indicates that the attendance among pupil premium students has been lower than for non- pupil premium students.</p> <p>Across all year groups currently non-pupil premium students have an average attendance of 92.02% and pupil premium students have an average attendance of 83.04%.</p> <p>Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students.</p>
2	<p>Behaviour</p> <p>Our behaviour data indicates that instances of poor behaviour is higher than it is for non-pupil premium students.</p> <p>Across all year groups suspensions of pupil premium students is approximately double that of non-pupil premium students resulting in more days of suspension. Punctuality to school and to lessons is broadly in-line with non-pupil premium students.</p>
3	<p>Mental Health and Well-being</p> <p>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 pupil premium students and their attainment.</p> <p>Currently we employ an Educational Psychologist for one day a week and buy in various other mental health interventions. At present the majority of those accessing mental health and well-being provisions are pupil premium students.</p>

	<p>This figure can change according to the needs of students and caseload.</p> <p>The support for students with mental health needs has been strengthened by the appointment of an Assistant Headteacher for Inclusion to work closely with the Deputy Head and SENDCo. In addition, three behaviour mentors have been appointed as well as a designated Student Mental Health Lead.</p>																
4	<p>Cultural Enrichment Opportunities</p> <p>Our observations and discussions with students and families indicate that our pupil premium students have had less access to enrichment opportunities. This was worsened by the Covid 19 pandemic. A lack of access to enrichment opportunities has an impact on pupil premium students and in some cases their attainment.</p> <p>We continue to provide a wealth of opportunities for pupil premium students through co-curricular enrichment and whole school leadership.</p>																
5	<p>Reading and Vocabulary</p> <p>Assessments and observations indicate that our pupil premium students generally have lower levels of reading comprehension than non-pupil premium students. This impacts on their progress in all subjects across the curriculum.</p> <p>This is evidenced in our internal KS3 assessment data for the first assessments in Years 7-9 this academic year:</p> <table><tr><th>English Skills Percentage 2023-2024 Assessment Week 1</th><th>PP Average</th><th>NPP Average</th><th>Difference</th></tr><tr><td>Year 7</td><td>46.1%</td><td>53.3%</td><td>-7.2%</td></tr><tr><td>Year 8</td><td>45.7%</td><td>54.8%</td><td>-9.1%</td></tr><tr><td>Year 9</td><td>48.2%</td><td>56.6%</td><td>-8.4%</td></tr></table> <p>Assessment for access arrangements for students are undertaken by the SEND team – not only for year 11, but for Years 7 and 8 to enable students to utilise a reader in the exams. The use of Read, Write Plus software and Claro Reader enables students to access the examinations.</p> <p>Current figures show 98 students require provision for access arrangements. This figure is likely to increase as more assessments are carried out.</p>	English Skills Percentage 2023-2024 Assessment Week 1	PP Average	NPP Average	Difference	Year 7	46.1%	53.3%	-7.2%	Year 8	45.7%	54.8%	-9.1%	Year 9	48.2%	56.6%	-8.4%
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6	<p>Metacognition and self-regulation</p> <p>Our observations show that some of our pupil premium students are less able to use metacognitive strategies when faced with challenging tasks. This is indicated in lessons across the curriculum.</p>
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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 pupil premium students.	<p>Improved attendance by the end of academic year 2023/24.</p> <p>The overall absence rate for all students being no more than and the attendance gap between pupil premium students and their non-pupil premium peers being reduced by 4%.</p>
To achieve and sustain improved behaviour for all students, particularly pupil premium students.	Sustained reduction in negative behaviour consequences by the end of academic year 2023/24 of at least 10% compared to current figures.
To achieve and sustain improved wellbeing and access to mental health support for all students, particularly those that are pupil premium.	<p>Sustained high levels of mental health and wellbeing by the end of academic year 2023/24 demonstrated by:</p> <p>Qualitative data from student voice activities and student questionnaires.</p> <p>Qualitative data from parent surveys.</p> <p>Qualitative data from teacher and pastoral staff observations.</p> <p>A significant increase in student participation in school run wellbeing activities.</p>

<p>Improved reading comprehension among pupil premium students in Years 7-9 and improved outcomes at GCSE</p>	<p>Sustained improvement in reading comprehension demonstrated by the end of academic year 2023/24 demonstrated by:</p> <p>Years 7-9 assessment data</p> <p>Qualitative data from work scrutiny and teacher observations Completion rates of the Years 7-9 reading homework.</p>
<p>Improved metacognitive skills among pupil premium students across the curriculum.</p>	<p>Sustained improvement in metacognitive skills by the end of academic year 2023/24 demonstrated by:</p> <p>Years 7-9 assessment data.</p> <p>Qualitative data from work scrutiny and teacher observations.</p> <p>Completion rates of homework in all subject areas.</p>

Activity this academic year 2023/24

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

Teaching

Budgeted cost: £195,189

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>CPD will be provided to staff to ensure that the assessments are carried out and interpreted correctly.</p> <p>This will include the use of diagnostic assessments for SEND students.</p> <p>Increase in investment into diagnostic tests provided by other external services.</p> <p>Take part in Hodder diagnostic Reading and Maths assessments to gain data on areas of need for all students. This data will also be used to inform intervention strategies as well as provide information regarding Reading Ages for all participants.</p> <p>Invest in Reading Plus software to support students' reading de-coding and comprehension for target groups.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	5

<p>To improve the use of feedback within lessons.</p> <p>To develop the use of whole class marking and feedback sheets to enable teachers to give accurate and timely feedback to students.</p>	<p>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</p>	<p>2 and 5</p>
<p>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.</p>	<p>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.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 6</p>
<p>Enhancement of our KS3 curriculum and teaching in line with DFE KS3 and EEF guidance.</p> <p>We will fund additional curriculum resources and CPD for teachers to ensure that our curriculum is planned and implemented effectively. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Students in Years 7 and 8 each receive a free book through Book Trust- Book Buzz to promote reading for pleasure.</p> <p>Introduction of Reading Plus to target students in year 7 and 8 to facilitate de-coding, comprehension and fluency.</p> <p>We will resource our teaching and learning focus on reading, the reading booklets and the trial of a new vocabulary strategy in Years 7-9.</p>	<p>The DFE statutory KS3 guidance:</p> <p>The national curriculum in England – GOV.UK</p> <p>“The school has planned an ambitious curriculum to meet the needs of all pupils. Pupils in key stage 3 enjoy a full range of subjects” (Fullhurst Community College - Ofsted report Sept 2023)</p>	<p>5 and 6</p>

	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITE_RACY_GUIDANCE.pdf?v=1702553917 EEF research demonstrates that personalised reading intervention can enable students to gain on average 6 months reading age. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Targeted academic support (for example tutoring and one to one support)

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Adopting targeted teaching for pupil premium students in Years 7 and 8 who need additional help with literacy.</p> <p>This includes employing staff with specialist primary school subject knowledge for both Year 7 and Year 8 students in specialist provision. For each class the employment of a TA.</p> <p>Increased TA support has been deployed to ensure learners can access the curriculum.</p> <p>Support in the DSP has also been strengthened to enable learners to be successful whatever their starting point.</p>	<p>Acquiring disciplinary literacy is important for all students as they learn new, more complex concepts.</p> <p>Improving Literacy in Secondary Schools.</p> <p>“As we shall see, there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Here, TAs are working well alongside teachers in providing excellent supplementary learning support.” – <i>Making the Best Use of TAs Guidance Report.</i></p>	1, 2, 4

<p>Engaging with tutoring programmes to provide a blend of tuition and school led tutoring for students whose education has been most impacted by the pandemic.</p> <p>Academy 21 is being utilised by students where appropriate to ensure engagement with education and reduce lost learning.</p> <p>National Tutoring Programme offer for maths and science where students are underperforming.</p> <p>In-house tutoring is offered for students in English where underperformance is likely.</p> <p>A significant number of these students will be pupil premium.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students.</p>	<p>1, 2, 4</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £403,045

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Adoption of targeted mentoring for specific students in every year group who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff particularly focusing on mental health.</p> <p>Specialist roles have been created to ensure students who require support are targeted. This includes three behaviour mentors and the Student Mental Health Lead.</p>	<p>There is evidence to suggest that behaviour interventions can have a moderate impact on behaviours and behavioural difficulties:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1 and 2</p>

<p>Adoption of targeted mental health support for students.</p> <p>This includes increased referrals to Educational Psychologists and additional support being provided in school, from various outside agencies. Currently, there are 38 referrals to the Educational Psychologist, the majority of these students receive Pupil Premium funding.</p> <p>This includes training for school staff particularly focusing on mental health.</p> <p>Link professionals who work with students now includes:</p> <ol style="list-style-type: none"> 1. Educational Psychology 2. NHS Educational Mental Health Practitioners 3. Social, Emotional and Mental Health Team 4. Learning, Communication and Interacting Team, 5. Turning Point 6. The Jenkins Centre 7. Early Intervention Team 8. Prevention and Safer Communities. Senior Youth Worker/Team Manager 9. Early Help 0-19 team 10. The Reach Ream 	<p>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.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>1, 2, 3</p>
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice.</p> <p>An increased investment in our attendance team and additional EWO support which includes a Lead Attendance Manager and three attendance officers to support.</p> <p>Attendance team have access to National College CPD as well as DFE guidance.</p> <p>Relevant training for existing school staff.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1</p>

<p>To provide all pupil premium students with a range of careers and cultural enrichment opportunities.</p> <p>This involves an increase in investment in our career's provision including investment into a new Assistant Headteacher.</p>	<p>The Against the Odds – Social Mobility Commission Research Report looked at the impact of a lack of cultural capital in relation to pupil premium students.</p> <p>Against the odds – GOV.UK</p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total: £707,234

Allocation: £707,127

Part B: Review of the previous academic year

Outcomes for pupil premium pupils

We have analysed the performance of our school's pupil premium pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, 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 pupil premium pupils was 0.03. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 42.20. See [DfE guidance](#) for more information about KS4 performance measures.

We have compared our results to national figures to help gauge the performance of our pupil premium pupils (although these should be considered with caution given various caveats). The national Attainment 8 score for pupil premium pupils in 2022/23 was 34.9 and for non-pupil premium pupils it was 50.2. For Progress 8, the national average score for pupil premium pupils was -0.42 and for non-pupil premium pupils it was 0.17.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's pupil premium pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our pupil premium and non-pupil premium pupils has also grown since the start of the pandemic. The Progress 8 score of our non-pupil premium pupils was 0.17 and the Attainment 8 score was 41.01. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on pupil premium pupils. However, we also identified that some of the approaches we used to boost outcomes for pupil premium pupils had less impact than anticipated.

Absence among pupil premium pupils across all year groups was 7% higher non-PP students. We recognise this gap is too large which is why raising the attendance of our pupil premium pupils is a focus of our current plan. Year 11 in particular had attendance of 86.4% in comparison to non-PP students who had an average of 91.2%.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on pupil premium pupils has been particularly acute.

Following this review, we have made some further changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Mental Health Champions	One Goal
Mental Health seminars and online workshops	Resilient Me