

Fullhurst Community College Pupil Premium Review

Conducted by Deputy Head teacher David Deacon (SLE) on behalf of Head teacher Dave Thomas (NLE), both of Ashmount School, Loughborough and the Loughborough Learning Alliance (LLA) Teaching School

Planning and Preparation

Fullhurst Community College Pupil Premium Profile 2014-2015	
Total number of pupils in the school:	872
Number of Pupil Premium eligible pupils:	455
Amount per pupil:	£935 for each secondary-aged disadvantaged pupil; £300 for children with parents working in the armed forces; £1,900 for each pupil who has been looked after for more than 1 day or who has been adopted from care.
Total Pupil Premium budget:	£425,425

Evidence of School performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils	<p>The Ofsted subject survey inspection report for 10-11 June 2013 stated:</p> <ul style="list-style-type: none"> ‘Students known to be eligible for free school meals also make good progress. Starting with lower attainment than their peers on entry to the school, they achieve about one GCSE grade lower than other students. This gap is slowly closing. Students who are disabled or have special educational needs also make good progress.’ <p>The Ofsted inspection report for 18-19 October 2012 stated:</p> <ul style="list-style-type: none"> ‘The school makes good use of pupil premium funding, including placing students in specialist tutor groups to receive specific support. As a result, students known to be eligible for free school meals achieve better than others nationally and are closing gaps within the school. These students have improved their results in mathematics and science, and school tracking shows that they are on target to achieve even higher success rates in English, mathematics and science by the end of this school year.’

	<ul style="list-style-type: none"> • ‘Students supported by the pupil premium [...] have access to specialists within school such as the academic mentor, one-to-one tutor or language support staff. This has given them the same chances to learn and make good progress as their fellow students.’ • ‘Governors take a lead in thinking about the school’s future and asking searching questions of senior leaders. They ensure that financial resources continue to be efficiently managed, for example in the way that pupil premium money is spent on providing additional teaching for pupils who are behind in their literacy and numeracy.’
Summary of school’s performance data	<ul style="list-style-type: none"> • The school’s performance data for 2014 demonstrates that the gap between the percentage of PP pupils that achieved 5A*-C including English and Mathematics and the other pupils reduced by almost a quarter. • The school’s GCSE results for 2014 show that 39% of students eligible for the Pupil Premium achieve 5 A*-C including English and Mathematics. This is above the national average for FSM, which was 38%. • The school predicts that the gap will continue to narrow over the coming years, with achievement of disadvantaged pupils set to rise rapidly, based on their current pupil progress data tracking.
School’s Pupil Premium statement	The school’s published pupil premium statement clearly describes how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils, and close gaps across all subjects. The school’s website provides detailed information about how they spent their allocation in 2013-2014 and the impact it made on the achievement of disadvantaged pupils. The information for the current academic year 2014-15 details how the college intends to spend their allocation and the proportion of pupil premium funding spent on each intervention strategy.
Names of key people to speak to:	Tom Campbell, Principal Tom Hague, Assistant Principal Fiona Oliver, Deputy Principal Rick Moore, Chair of Governors Pupil Panel

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with Headteacher and Pupil Premium Co-ordinator (PPCo) • Published data 	<p>What is the overall number and proportion of pupil premium pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p>The school currently has 455 pupil premium pupils within a whole school population of 872.</p> <p>The school expects the two/three year pattern in eligibility for pupil premium to remain roughly the same.</p> <p>The school has a good understanding of eligibility data and patterns.</p>	<p>We discussed the school considering other factors which may be a greater barrier to learning than pupils' disadvantaged backgrounds when considering pupil progress data, e.g. SEN.</p>
<p>Achievement¹</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Learning walk and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p>	<p>Senior leaders have looked carefully at research into how students make progress, and interventions have specifically taken into account the findings of the EEF toolkit.</p> <p>The school makes use of an in-house whole school data management system, which enables them to track pupil progress against national benchmarks and to evaluate the</p>	

		<p>impact of interventions. All teachers have access to pupil progress data.</p> <p>Pupil progress data is analysed on a half termly basis across all subjects, enabling senior leaders to constantly re-evaluate which individuals and groups are making less progress than expected in one or more subject area, and to identify which interventions to put into place accordingly.</p> <p>The Senior Leadership Team carries out half-termly health checks on the School Development Plan to check that interventions are having the intended impact and students, including those eligible for pupil premium funding, are making expected progress.</p> <p>The progress of looked after children (LAC) is tracked half-termly by the Standards and Progress Leaders in each Faculty to enable the school to identify changes in pupils' progress and intervene</p>	
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	<p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p>	<p>appropriately.</p> <p>Curriculum Leaders meet weekly, or more often if necessary, with their teachers and intervention teachers to check pupils' progress against their targets.</p> <p>Senior leaders take account of pupil progress data, lesson observations and learning walks, work scrutiny and feedback from faculty performance dialogue meetings to closely monitor pupils' achievement and progress and to intervene where appropriate.</p> <p>The school's in-house data demonstrates that its pupils make extremely good progress relative to their starting points and that they are rapidly closing the progress and attainment gaps.</p> <p>The school's performance data for 2014 demonstrates that the gap between the percentage of PP pupils that achieved 5A*-C including English and</p>	
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	<p>What story does the current data tell?</p>	<p>Mathematics and the other pupils reduced by almost a quarter.</p> <p>The school's GCSE results for 2014 show that 39% of students eligible for the Pupil Premium achieve 5 A*-C including English and Mathematics. This is above the national average for FSM, which was 38%.</p> <p>The school predicts that the gap will continue to narrow over the coming years, with achievement of disadvantaged pupils set to rise rapidly, based on their current pupil progress data tracking. The achievement of disadvantaged pupils is predicted to rise even further above the national rates, across all headlines measures.</p>	<p>The school's early entry policy has in the past been key to raising the achievement of disadvantaged students. The school's governing body continually review the entry policy and this has evolved in the last 12 months. External agencies have confirmed that the school's achievement will be judged on student outcomes (best entry). This measure in particular demonstrates the rapid gains in progress being made by students eligible for Pupil Premium.</p>
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Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) • Interview with PPCo / Vice Principal • Scrutiny of pupil premium policy documents • Most recent OFSTED report • Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p>	<p>The school makes good use of evidence including the EEF toolkit and pupil progress data to identify priorities for pupil premium funding and so maximise the impact on disadvantaged pupils.</p> <p>The Senior Leadership Team closely monitors the progress of all students, including Pupil Premium pupils, by means of the school's system of Performance Management Review (PMR).</p> <p>Standards and Progress Leaders in each faculty meet regularly with each teacher to consider progress made by groups and individual students in each class. The Senior Leadership Team regularly monitors pupil progress headline data and manage interventions on an individual pupil basis.</p> <p>Students undertake at least half-termly ARR assessments. These are used to identify</p>	<p>We discussed the importance of having a database in place to easily identify which interventions Pupil Premium pupils had specifically been targeted with during each year, to ensure that no Pupil Premium students were unintentionally overlooked. The school has made a heightened effort to address any gaps that emerge in KS3 e.g. the pilot of the work of four "catch-up champions"</p>

	<p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p>	<p>individual students to be targeted with specific skills.</p> <p>The school makes use of a rigorous in-house whole school data management system, which enables them to track pupil progress against national benchmarks. Senior leaders use the data collected from this system to set ambitious targets for the school's disadvantaged pupils, and to evaluate the impact of interventions.</p> <p>High quality marking and constructive feedback were evident throughout my visit. The Senior Leadership Team conducts a rolling programme of work scrutiny to maintain these standards.</p> <p>The school's strategies are extremely well matched with the perceived barriers to learning for disadvantaged pupils. Interventions are given careful consideration both in terms of whole school priorities and individual students' specific needs.</p>	
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	<p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focus on providing wider opportunities or meeting social / emotional needs?</p>	<p>The school sets ambitious targets for all pupils. They are, however, considering implementing differentiated target grades next year which are even more aspirational for pupil premium pupils.</p> <p>Careful consideration has been given to the allocation of pupil premium funding, as displayed on the school website, to ensure that the school is able to both target pupil progress and provide wider opportunities to meet its students' social and emotional needs.</p> <p>Careful consideration has been given to timetabling to ensure that disruption to the learning of pupils accessing pupil premium funded interventions is minimised.</p> <p>The Senior Leadership Team meet half-termly with the leadership team of each faculty, for faculty performance dialogue meetings to monitor students' progress and achievement, with</p>	
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	<p>How effective are the strategies used and how does the school evaluate them?</p>	<p>a specific focus on Pupil Premium pupils.</p> <p>The strategies being used by the school appear to be working extremely effectively. The school evaluates them by means of formal lesson observations, learning walks and work scrutiny. For example, the most recent work scrutiny focused specifically on higher attaining Year 9 Pupil Premium students.</p> <p>Senior leaders rigorously quality assure Curriculum Leaders' evaluations about the quality of teaching and learning through calendared weekly MAC meetings, which includes joint lesson observations with external partners and one of the school's own teachers who is trained as an Ofsted inspector.</p>	
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Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/learning walks, to include scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p>	<p>The school's own lesson observations suggest that class teachers plan well for disadvantaged pupils within lessons and for targeted interventions. This was supported by my own learning walk across the school.</p> <p>Teachers' seating plans are coded to indicate which pupils are eligible for Pupil Premium funding and so provide a constant reminder to teachers of the need to make additional provision as appropriate. The school's newly adopted format of lesson plan prompts teachers to record what they have done in individual lessons to target Pupil Premium pupils.</p> <p>All teachers and departments within the school are provided with clear information about which students are in receipt of pupil premium funding and are able to identify these students and their targets.</p>	<p>The school is considering giving staff teams the opportunity to bid for Pupil Premium funding to implement new and innovative strategies for raising the attainment of disadvantaged pupils within their department / faculty, and for creating in-school Pupil Premium awards to recognise best practise. Further information about this system is available by contacting James Lissaman at De Lisle College, Loughborough.</p>

	<p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p>	<p>The college runs a coaching and buddying programme, matching up new and developing teachers with more experienced members of staff, enabling them to raise standards of quality-first teaching internally. Teachers are also encouraged to observe best practice within other schools where appropriate.</p> <p>The use of homework to promote and extend the learning process is a key priority for the school. The school reports a significant closing of the gap in homework completion. Students are able to access homework by means of a takeaway booklet, online or to print this off in school. Homework is set weekly, with appropriate class time allocated to enable teachers to discuss students' responses and identify gaps in learning.</p> <p>The school employs a fully trained SENCo and provides learning support assistants with targeted continuing professional development opportunities</p>	
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		<p>relating to specific programmes of intervention.</p> <p>Teaching assistants are all trained to Level 3 qualifications to ensure that they have the appropriate skills to support students. Many of the schools' teaching assistants are linked to particular departments to enable them to provide target support according to their individual subject knowledge and skills, whilst others are deployed by the SENCO to provide targeted support to individual students.</p> <p>Class teachers liaise on a weekly basis with those teachers and teaching assistants leading 1:1 and small group intervention sessions to ensure that provision is targeted to meet individual pupils' needs. The school has identified some topics that can be more effectively taught in intensive 1:1 sessions.</p> <p>During the course of our learning walk, an HLTA was observed teaching Science to a</p>	
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	<p>Are parents/carers and multi professionals involved in these discussions?</p>	<p>group of five students. The quality of the planning and delivery was extremely good and students appeared to be making expected progress or better, given their individual starting points and capabilities.</p> <p>Parents / carers and multi professionals are actively involved in discussions about the interventions being implemented and their effectiveness. The work of the Pupil Premium Co-ordinator has improved home/school liaison further.</p> <p>The school strives hard to engage all students and their families. Parents and carers of all Year 7 pupils receive a telephone call from the school's pastoral team and all students receive a visit to their feeder school prior to them starting. Parents' meetings are organised at all of the school's primary feeder school and induction events are held to give children and their families the opportunity to have a proper look around the</p>	
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	<p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p>	<p>school. The school reports that this has made parents and carers much more willing to engage with the school, resulting in improved attendance.</p> <p>The governing body agrees the allocation of pupil premium funding and works with senior leaders to evaluate its effectiveness. The Senior Leadership Team provides governors with a summary of progress towards pupil premium targets at termly full governors and Teaching and Learning committee meetings. Governors are invited to take part in learning walks, during which the progress and achievements of Pupil Premium pupils is investigated. The school has a named governor who takes lead responsibility for promoting the Pupil Premium within the governing body.</p> <p>The Senior Leadership Team is keen to ensure that all pupils receive quality first teaching. They are already extremely</p>	<p>We discussed including intervention strategies as part of the governors' regular monitoring visits.</p>
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	<p>Where out of lesson observations take place, how does the school evaluate impact?</p>	<p>aware of the importance of observing intervention strategies to ensure that pupils are receiving high quality teaching within targeted interventions, and carry out lesson observations and learning walks to monitor this accordingly.</p> <p>Significant developments have been made to the school's marking policy and procedures to ensure that all pupils regularly receive high quality feedback and to promote the practise of peer and self-assessment. For example, students and teachers use green / different coloured pens to engage in an ongoing dialogue of learning in their workbooks and provide clear progression routes. The school reports that this has led to general improvements in presentation, learning and understanding.</p> <p>Where out of lesson observations take place, the school closely evaluates impact by means of observation, pupil work sampling and monitoring of</p>	
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		pupil progress data.	
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Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Behaviour and safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p>	<p>Discussions with senior leaders and observations of interactions between staff and students during my visit all pointed towards pupils having an extremely positive attitude to learning.</p> <p>The students spoken to as part of the Pupil Panel were all extremely proud of the school and their learning. They were able to give clear examples of interventions that the school had put in place to support them in raising their achievement and to provide them with wider opportunities and experiences that they would otherwise have been unable to access, e.g. residential trips and educational visits.</p> <p>It is worth noting that</p>	

	<p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>behaviour across the school during my visit was exceptionally good.</p> <p>Students have access to a range of sporting and social lunchtime and after school clubs, including basketball, football, and cricket sessions led by the Paul Nixon Foundation. In addition, the school runs a programme of 'Period 6' after school sessions, predominantly aimed at targeting Year 10 and 11, giving students the opportunity to receive further support from teachers in all curriculum subjects. These are used to provide targeted support to Pupil Premium pupils in particular, as appropriate.</p> <p>The school has begun to identify Pupil Premium Champions who have gone on to achieve. These have been invited back into school to talk to students about their experiences and their achievements and so inspire other pupils from more</p>	<p>The Principal is currently investigating ways of providing a broader range of pupils, particularly Pupil Premium pupils, with access to after school music sessions. We discussed similar programmes of interventions that have been implemented by Castle Rock High School in Coalville Leicestershire where all Year 7 students attend at least one weekly after-school club as part of the school's Personal Challenge programme and all Year 8 students and their parents are invited to attend weekly after-school music sessions as part of the school's Music Maestro programme, in which students are given a choice of instruments to learn to play, free of charge including weekly tuition.</p>
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		<p>disadvantaged backgrounds to aim higher.</p> <p>The school's 'Graduate Programme' provides targeted support with revision planning and homework for to up to 100 students at any one time, particularly Pupil Premium pupils working towards 5 A*-Cs.</p> <p>Additional support is available to support students and their families where the school has identified the need for funding of uniforms or equipment to ensure that students are appropriately equipped for their learning.</p> <p>Students have access to the school's 'Graduate Lounge' twice a week to ensure that students who do not have access to a quiet study space at home can do so at school. Staff are on hand to provide support and drinks are provided free of charge.</p> <p>Students are provided with</p>	
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		<p>access to laptop trolleys and tablet computers (Samsung Galaxies) to target those students who do not have access to these devices at home.</p> <p>Revision guides have been offered to all students, and these have been funded for Pupil Premium pupils, as appropriate.</p> <p>The school has recently set up its own smallholding facility which will soon give students the opportunity to care for chickens and pigs on the school grounds. Year 9 students have the opportunity to access a farming option for two lessons a week.</p> <p>The school liaises closely with the local BRITE library and community centre which offers students books to borrow, free access to public computers, self-service kiosks and information. The school also continues to work closely with the local Braunstone Improving</p>	
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		<p>Achieving Group (BIAG), meeting termly to investigate ways that the school can support the local community, particularly its disadvantaged groups.</p> <p>Last year, the school undertook two weeklong intensive revision courses at through a private educational company (Pet-XI). This year, the school has a developed a more personalised in-house programme using their own teachers, delivered at the King Power Stadium.</p> <p>Improvements in behaviour are typically more difficult to evidence. With this in mind, the school has produced several case studies demonstrating the clear impact the school's spending of the Pupil premium has had on individual pupils' progress and attainment, behaviour, attendance as well as on the group as a whole.</p> <p>The school recognises the importance in all pupils being</p>	
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		<p>able to access extra-curricular activities to gain life skills and confidence, and allocates pupil premium funding accordingly.</p> <p>Senior leaders and Key Stage Leaders hold weekly care and guidance meetings to identify students who may be finding things difficult at school and / or home and to intervene accordingly.</p> <p>All students who have been identified as being more vulnerable students are assigned a Pastoral Mentor as a key worker, including the work of the Behaviour and Academic Mentors.</p> <p>The school operates a very clear system of rewards and sanctions. The more good things a student does, the greater the quantity and quality of rewards available to them through the use of the Vivo system. All teachers have access to 150 Vivo points a week to promote good behaviour, attendance,</p>	
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		<p>punctuality and hard work.</p> <p>The school operates a prefect system in which students who have demonstrated themselves to be good role models are given responsibility to provide help to other students across the school.</p> <p>A postcard system is used to make parents aware of particularly significant achievements.</p> <p>The school reports that behaviour has improved significantly over time. Students on the Pupil Panel were able to describe in detail the various stages of sanctions, including being given the opportunity to leave the room to cool down, 30 minute detentions after school and meetings with a Behaviour Intervention Mentor.</p>	
<p>Evaluation of impact, drafting action plan and next steps</p>	<p>How well is pupil premium funding being used?</p>	<p>The school has predominantly focused its current Pupil Premium spending on improving progress for</p>	

<ul style="list-style-type: none"> • Discussion with HT and PPCo 	<p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions?</p> <p>Widen opportunity?</p>	<p>disadvantaged students in English and Mathematics. This has resulted in a significant narrowing of the gap between PP and other pupils during 2014, with more rapid closing of the gap predicted for 2015.</p> <p>The school has implemented a range of interventions to ensure quality first teaching and so make above expected progress. These include creating smaller groups and setting according to ability for English and Maths in order to target Pupil Premium pupils, with identified "Pupil Premium Classes" taught by Middle and Senior Leaders.</p> <p>Senior leaders have given considerable thought to how to maximise the impact of the funding in ways in which research such as the EFF toolkit suggest are likely to prove effective.</p> <p>The school has used Pupil Premium funding to ensure</p>	
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	<p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>	<p>that all pupils, but specifically those eligible for Pupil Premium funding, have access to a much wider range of opportunities than would otherwise be the case.</p> <p>Further support is available from the reviewer in future should the school wish to request advice or guidance for future action planning.</p>	
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Action plan

Fullhurst Community College's Pupil Premium Action Plan 2014-15			
Headteacher name:	Tom Campbell	Signature:	
Chair of Governors name:	Rick Moore	Signature:	
Reviewer name:	David Deacon	Signature:	
Date of Pupil Premium Review:	14 th April 2015		

Pupil Premium Profile 2014-15	
Number of eligible pupils:	455
Amount per pupil:	£935 for each secondary-aged disadvantaged pupil; £300 for children with parents working the armed forces; £1,900 for each pupil who has been looked after for more than 1 day or who has been adopted from care.
Total pupil premium budget:	£425,425

Executive Summary

It was clear from my visit that the progress of its disadvantaged students is a key priority for the school. The Senior Leadership Team is extremely committed to ensuring that its disadvantaged pupils receive quality-first teaching across all subjects supported by effective interventions and access to as wide a range of opportunities as possible. The school has an extremely good awareness of its students and their specific needs and has implemented an impressive range of interventions to target Maths and English skills in particular and to widen opportunity accordingly. These interventions are monitored very effectively, enabling the school to anticipate where they may need to intervene to have further impact on pupil learning. This work has already seen gaps close rapidly. The focus on high quality first teaching is reducing the need for additional interventions and indicates the sustainability of ongoing improvements in the outcomes of those pupils eligible for Pupil Premium.