



Pupil premium strategy statement: Fullhurst Community College, 2016-17

1. Summary information					
School	Fullhurst Community College				
Academic Year	2016/17	Total PP budget	£420,750	Date of most recent PP Review	April 2015
Total number of pupils	912	Number of pupils eligible for PP	459	Date for next internal review of this strategy	May 2017

2. Current attainment		
	<i>Pupils eligible for PP (Fullhurst)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2016)	47.3%	64.7%
% achieving expected progress in English / Maths (2016)	78.2% / 53.4%	75.8% / 73.4%
Progress 8 score average (2016)	+0.35	0.12
Attainment 8 score average (2016)	45.18	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	A high proportion of disadvantaged students also have a Special Educational Need, and therefore have an additional barrier to learning to overcome.
B.	There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students.
C.	The disadvantaged students have a lack of academic organisation, which slows their academic progress, relative to other students.
D.	The disadvantaged students at Fullhurst are predominantly low ability on entry, and many have reading ages lower than expected of students their age.

External barriers (<i>issues which also require action outside school</i>)	
E.	Some disadvantaged students suffer from poor diet, appreciation of their own wellbeing or an unbalanced lifestyle.
F.	The disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is perhaps due to a cultural capital deficit, including often not having anyone in their family who have been to university, and not necessarily having informed careers advice and guidance from home.

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Accelerated progress for Disadvantaged students who also have a SEND.	Outcomes of DD/SEND students to continue to improve, relative to 2016 DD/SEND P8 outcome of +0.20.
B.	Improved behaviour of Disadvantaged students, relative to other students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other students to continue to close to be less than the 41% gap that occurred in 2015-16.
C.	Improved academic organisation of Disadvantaged students, including homework.	For example, in planning completion of homework and revision. To be seen in the outcomes of Disadvantaged students, to improve on P8 of +0.35 in 2016.
D.	More effective teaching of Disadvantaged students, to accelerate their progress.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of +0.35 in 2016. Gaps in younger year groups to close across subjects, relative to the same year group in 2015/16.
E.	Improved wellbeing of Disadvantaged students.	Improve absence of students, to include reduction in PA of Disadvantaged students to be below 12.4% and overall attendance for Disadvantaged students to improve to be below 6.9%. Student voice survey to show no gap in wellbeing of Disadvantaged students compared to other students.
F.	Increased aspiration of Disadvantaged students.	Particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort. NEET figures to reduce to be below 2.7% which occurred in 2016.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. More effective teaching of Disadvantaged students, to accelerate their progress.	MINTclass, seating plan package	DD students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction (+2 months)	Use of data in classrooms will be QA'ed by Standards and Progress Leaders; seating plans will be a requirement of lesson observations to observe differentiation for DD students.	Assistant Principal	Jan 2017.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Cover supervisors	Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. No specific reference	DD/NDD progress gaps across subjects are minimised, and continue to close.	Deputy Principal	MAC schedule, calendared T&L focus.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Assessment and tracking: Data Manager and Data Administrator	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and evaluated to ensure they are effective. No specific reference	Analysis of interventions show them to be effective in raising achievement.	Deputy Principal; Standards and Progress Leaders	Calendared AWs.

<p>B. Improved behaviour of Disadvantaged students, relative to other students.</p>	<p>Behaviour Mentor; Turning Points 2 and 3 managers</p>	<p>There is a negative behaviour gap between DD/NDD students, with DD students as a cohort having more behaviour incidents per year than NDD. This gap is closing with the behaviour of DD students improving over the past two years, but needs to continue to close further to move towards impeccable behaviour. Behaviour interventions (+4 months) Meta-cognition and self-regulation (+8 months)</p>	<p>Behaviour incidents of DD students to improve relative to last year, with gap with NDD students to continue to close; attitude to learning grades of DD students to improve in each year group relative to last year.</p>	<p>Assistant Principal; Key Stage Leaders</p>	<p>MAC schedule, calendared behaviour focus.</p>
<p>D. More effective teaching of Disadvantaged students, to accelerate their progress.</p>	<p>Level 3 Curriculum Teaching Assistants</p>	<p>Having Teaching Assistants working exclusively within each faculty allows them to specialise in their subjects, and thus have a relatively greater impact on the progress of students. The consistency also means that their deployment is more informed. Teaching assistants (+1 month)</p>	<p>DD/NDD progress gaps across subjects are minimised, and continue to close.</p>	<p>Curriculum Leaders</p>	<p>Calendared lesson observation cycle.</p>

D. More effective teaching of Disadvantaged students, to accelerate their progress.	Teacher feedback kit	Uniformity of presentation of written feedback, in terms of green pens, highlighters etc. encourages DD students to engage with feedback more. Feedback (+8 months)	DD/NDD progress gaps across subjects are minimised, and continue to close.	Deputy Principal; Curriculum Leaders; Teaching and Learning Leaders	MAC schedule, calendared T&L focus.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	CPD (teachers, support staff and SLT)	First-wave teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. No specific reference	Staff to feedback CPD outcomes to their colleagues, including through Thursday morning Teaching and Learning briefings. DD/NDD progress gaps across subjects are minimised, and continue to close.	Assistant Principal	Including weekly Teaching and Learning briefings.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	SISRA Subscription	Data managers and leaders across the college have access to SISRA, so as data is used effectively to close achievement gaps. No specific reference	Analysis of interventions show them to be effective in raising achievement.	Deputy Principal; Standards and Progress Leaders	Calendared AWs.
C. Improved academic organisation of Disadvantaged students, including homework.	Reprographics (inc. printing facilities for students to print coursework/homework)	With the need to differentiate for DD students on a daily basis, using assessment to inform teaching, staff have unlimited printing resources so as to not limit DD students' progress. Also, students have ample printing credit so as they can maximise their progress also. Homework, secondary (+5 months)	DD/NDD progress gaps across subjects are minimised, and continue to close.	Curriculum Leaders	Calendared AWs; MAC schedule, calendared Homework focus.

C. Improved academic organisation of Disadvantaged students, including homework.	Graduate Student Conferences	The Graduate Students are incentivised by termly reward conferences. These are held off site, so as to make them more special. In turn, this will improve DD students' achievement, attendance and behaviour. Aspirational interventions (limited evidence of impact)	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close. Proportion of Graduate group who are DD increases as they year progresses, with more students added due to the incentive.	Deputy Principal	Calendared throughout year.
Total budgeted cost					£201,480.25
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice (EEF reference)?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Increased aspiration of Disadvantaged students.	KS3 Enrichment, trips budget	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	Increased attendance at parents' evenings for DD students; closing of the Parents' Evening attendance gap.	Assistant Principal	Termly (September, January, April).
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Accelerated Reader subscription	DD students at Fullhurst in KS3 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better. Reading comprehension strategies (+5 months)	Reading ages of identified cohorts to show accelerated progress; progress of identified DD students across subjects.	Embedding Literacy Leaders	Termly (September, January, April).

D. More effective teaching of Disadvantaged students, to accelerate their progress.	Reading incentives for pupils	DD students typically read less over the holidays, and therefore this strategy allows them material to negate them regressing over the holidays in their reading. Reading comprehension strategies (+5 months)	KS3 AW2 to not see a particular drop in predictions across subjects; gaps in attitude to learning grades between DD/NDD students in KS3 to close as the year progresses.	Embedding Literacy Leaders	KS3 AW2.
E. Improved wellbeing of Disadvantaged students.	Funding to purchase necessary ingredients for Disadvantaged students to partake in curriculum Cooking lesson	DD students in past years have often not brought in the money for ingredients for cooking lessons, and therefore have not been able to learn in lessons. No specific reference	DD students to participate fully in Food lessons and learn well.	PACA Curriculum Leader	Calendared AWs.
E. Improved wellbeing of Disadvantaged students.	Cooking with parents' initiative	Inviting parents of DD students in year seven into school to cook with their children will foster positive relationships between staff and parents and also promote healthy eating. Parental involvement (+3 months)	DD/NDD gaps in attendance at year seven parents' evening to be minimised; DD/NDD year seven attendance gaps to be low.	PACA Curriculum Leader	Calendared AWs.
C. Improved academic organisation of Disadvantaged students, including homework.	Academic Mentor	To combat the barrier to learning that DD students face of lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month)	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	Assistant Principal	Calendared AWs.

E. Improved wellbeing of Disadvantaged students.	External Provisions Co-ordinator	If students are to engage in external provisions these need to be organised and monitored effectively; also, communication with many external agencies with regards Child Protection, of which a disproportionate number of DD students are affected by. Behaviour interventions (+4 months)	Attendance and outcomes of DD students on external provisions are tracked throughout the year.	Deputy Principal	Calendared AWs.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Assistant Principal for Achievement	Having a member of the Senior Leadership Team responsible for the strategy of raising outcomes for DD students raises its profile and also holds staff to account for outcomes of DD students across subjects. No specific reference.	DD/NDD progress gaps across subjects are minimised, and continue to close. Attainment gaps for the Basics to close, P8 gaps to close further with DD achievement to be even better than national.	Deputy Principal	Calendared AWs.
C. Improved academic organisation of Disadvantaged students, including homework.	Graduate Lounge	Many DD students typically do not have a space for self-study. Therefore, the Graduate Lounge provides this, and allows the students the opportunity to complete homework etc. with support from staff also. Extending school time (+2 months) Homework, secondary (+5 months)	Attendance at Graduate Lounge tracked each session, with non-attending DD students followed up. Achievement of students in line with attendance at Graduate Lounge tracked across the AWs.	Assistant Principal	Termly (September, January, April).
E. Improved wellbeing of Disadvantaged students.	Hardship Fund	At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those DD students whose family circumstances mean they are in need of support. No specific reference	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between DD/NDD students.	Key Stage Leaders	Termly (September, January, April).

<p>D. More effective teaching of Disadvantaged students, to accelerate their progress.</p>	<p>Intervention tutor, English</p>	<p>This has proved to be highly effective in the previous years in contributing to DD achievement in English being better than all students nationally. Small group support for students accelerates their progress, linked to the students' identified misunderstandings and areas for development identified in their mainstream lessons. One to one tuition (+5 months)</p>	<p>Outcomes of students who have had teaching by the Intervention tutor for English, to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of English Language and Literature public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcome.</p>	<p>Communications Curriculum Leader</p>	<p>Calendared AWs.</p>
<p>C. Improved academic organisation of Disadvantaged students, including homework.</p>	<p>Revision packs</p>	<p>Providing high quality resources for the DD students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)</p>	<p>Basics attainment gap to close, relative to last year's outcome.</p>	<p>Assistant Principal</p>	<p>Calendared AWs.</p>
<p>F. Increased aspiration of Disadvantaged students.</p>	<p>Brilliant Club subscription</p>	<p>The Brilliant Club will help the more able students to broaden their horizons and engage with University type learning and therefore improve their knowledge of University education. Aspirational interventions (limited evidence of impact)</p>	<p>Progress of the more able students who partake in the Brilliant Club project to be monitored across their subjects, to evaluate impact of project; ambition with regards future pathways of these students.</p>	<p>Assistant Principal</p>	<p>April 2017.</p>

F. Increased aspiration of Disadvantaged students.	Careers (including trip costs and KUDOS software)	Taking the DD students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, and ensuring more able DD students make sure of the KUDOS software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. No specific reference	Destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	Deputy Principal	MAC schedule, calendared Careers focus.
A. Accelerated progress for Disadvantaged students who also have a SEND.	SEND administrator	The success of the Assistant SENCo position last year proved that added capacity in the SEND team is effective and necessary in raising achievement of DD/SEND students. this capacity will be provided by the SEND administrator, who will continue to support the work of the SENCo and SEND team. No specific reference	DD/SEND students' progress across subjects are continues to improve, relative to last year and also to other students.	SENCo	Calendared AWs.
Total budgeted cost					£120,025.32
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice (EEF reference)?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved academic organisation of Disadvantaged students, including homework.	Parents' evenings	Encouraging parents to come into school to hear feedback from subject teachers. Parental involvement (+3 months)	Increased attendance at parents' evenings for DD students; closing of the Parents' Evening attendance gap.	Key Stage Leaders	Termly (September, January, April).

C. Improved academic organisation of Disadvantaged students, including homework.	Educational Planners	Allow students in KS3 to be organised in their learning, particularly homework. No specific reference	Homework completion rates and DD/NDD gaps; QA reports from curriculum areas at the MAC meeting.	Key Stage Leaders	July 2017.
B. Improved behaviour of Disadvantaged students, relative to other students.	Rewards (whole school) – including Vivo subscription	Incentivise DD students in KS3 to learn well in lessons, be punctual and model positive behaviour for learning. Weighting in favour of DD students, so as gaps close rapidly. Behaviour interventions (+4 months)	No gaps in tracking of Vivos given; Attitude to Learning grades of DD students in KS3 to show improvements.	Assistant Principal	MAC schedule, calendared Behaviour focus.
F. Increased aspiration of Disadvantaged students.	Minibus costs, trips	To allow DD students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	No obvious gaps between DD/NDD students in uptake of educational visits as seen on tracker; accelerated progress of DD students across KS3 subjects.	Assistant Principal	Termly (September, January, April).
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Year 6 transition	DD students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the college. No specific reference	Progress of year seven DD cohort as seen in AW data; feedback from parents at achievement drop-in sessions and parents meet the tutor evening at the end of September.	Deputy Principal	Calendared KS3 AWs.
E. Improved wellbeing of Disadvantaged students.	Family Liaison Officer	Attendance gaps exist in all year groups, between DD/NDD students. These closed overall last year, but the positive causation between attendance and achievement mean that the work of the Family Liaison Officer is crucial in closing these gaps.	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of DD cohorts to improve, relative to the same year group the previous year.	Deputy Principal	Termly (September, January, April).

		Parental involvement (+3 months)			
E. Improved wellbeing of Disadvantaged students.	Attendance Telephone Package	When DD students are absent from school, the use of the Attendance Telephone system is part of an effective absence management procedure. It also provides a good medium of communication between the college and parents. Parental involvement (+3 months)	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of DD cohorts to improve, relative to the same year group the previous year.	Heads of Year	Termly (September, January, April).
E. Improved wellbeing of Disadvantaged students.	Water and breakfasts on day of exams for students	From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams. No specific reference	Students feedback on preparedness for public exams.	Academic Mentor	Calendared PPEs in years 11 and 10, January and May 2017.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Teach First teachers, x3	Overstaffing in the core subjects of English, Mathematics and Science has been deliberate, to reduce class size and develop capacity in the teaching staff. This in turn will improve outcomes for DD students in both the short and long term. Reducing class size (+3 months)	DD/NDD progress gaps across these core subjects are minimised, and continue to close.	Assistant Principal	Calendared AWs.
F. Increased aspiration of Disadvantaged students.	Leader of Enterprise and Employability	A full time member of staff with expertise in careers to advise DD more able students is essential to ensuring they aim high and are well informed as to their options for their destinations post-16. This in turn will encourage the students to achieve well across their	Destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	Deputy Principal	Calendared AWs.

		subjects. No specific reference			
F. Increased aspiration of Disadvantaged students.	Work experience	Work experience placement will help the DD more able students to be well informed as to their options for their destinations post-16. This in turn will encourage the more able students to achieve well across their subjects. No specific reference	Participation in work experience placements for DD students to remain high; destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	Leader of Enterprise and Employability	June 2017
Total budgeted cost					£99,087.58

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise the achievement of disadvantaged students across all subjects.	Academic Mentor Cover supervisors Assessment and tracking Behaviour Mentor, Inclusion Manager, FLO Level 3 Teaching Assistants Self-study facilities Teacher feedback kit CPD for staff Attendance telephone package Reprographics facility for students Hardship fund	<ul style="list-style-type: none"> The 2016 GCSE results showed that the progress gap between disadvantaged students and other students almost halved, to just one third of a grade (Progress 8 gap of 0.33 in 2016 relative to 0.51 in 2015). This coincides with a Progress 8 score for our disadvantaged students being 0.35. This means that the disadvantaged students at Fullhurst achieve over a third of a grade higher per subject than students of a similar ability in other schools nationally. 12 out of 15 subjects raised the attainment of disadvantaged students in 2016, relative to 2015 outcomes. 12 out of 15 subjects closed the attainment gap between disadvantaged students and other students in 2016, relative to 2015 outcomes. 	<p>These strategies have proven to be successful, as can be seen in the impact and outcomes. However, all of the strategies can be used more effectively in the 2016-17 academic year to even more meet the desired outcomes and improve the quality of teaching for all.</p> <p>Therefore, the approach will continue.</p>	£335,008.92

ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Further accelerate progress of disadvantaged learners in KS3.	Parents' evenings KS3 enrichment trips budget	<ul style="list-style-type: none"> As seen from KS3 assessment week 3, in year 7 in 10 out of 13 subjects the proportion of disadvantaged students who were at least on target was higher than the proportion of non-disadvantaged students. In English, there was a 3.2% positive gap, and in Maths there was a 4.3% positive gap. In 12 out of 13 subjects, the average attainment of the disadvantaged students in year 7 was higher than the average of the aspirational student targets. As seen from KS3 assessment week 3, in year 8 in 8 out of 14 subjects the proportion of disadvantaged students who were at least on target was higher than the proportion of non-disadvantaged students. In English, there was a 4.6% positive gap, and in Maths there was a 4.4% positive gap. In 13 out of 14 subjects, the average attainment of the disadvantaged students in year 8 was higher than the average of the aspirational student targets. 51% of disadvantaged students in year 11 achieved A*-C in both English and Maths, in 2016 outcomes. This is a 3% increase on the previous year. This is also significantly above the national level for disadvantaged students, which in 2015 was just 39%. 2017 prediction is for DD more able to make more progress than NDD, resulting in a positive P8 gap. The relative improvement in the P8 score of Designated Disadvantaged (DD) students was greater than that of Non-Disadvantaged (NDD) students in 2016, closing the progress gap. DD now positive Progress 8 overall. 	<p>These strategies have proven to be successful, as can be seen in the impact and outcomes. However, all of the strategies can be used more effectively in the 2016-17 academic year to even more meet the desired outcomes and improve the quality of the targeted support.</p> <p>Therefore, the approach will continue.</p>	£15,896.43	
Increase the basics match for disadvantaged students, and reduce the Designated Disadvantage (DD) / Non Designated Disadvantaged (NDD) gap.	Educational planners Rewards Reading incentives for pupils Transition summer school			+	£24,347.25
To raise the achievement of disadvantaged students who are more able.	Intervention tutor, English Graduate student conference Revision packs CEIAG initiatives Work experience			+	£19,907.93
				=	
					£60,151.61

iii. Other approaches																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Ensure greater collaborative work between the SEND faculty and the achievement of disadvantaged students.	Assistant SENCo Intervention for SEND/DD students	<ul style="list-style-type: none"> As seen from the results below, the outcomes from strategic avenue five are positive. <table border="1"> <thead> <tr> <th>DD and SEND</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Basics %</td> <td>34.8</td> <td>25.0</td> </tr> <tr> <td>Attainment 8</td> <td>32.04</td> <td>34.80</td> </tr> <tr> <td>Progress 8</td> <td>-0.30</td> <td>0.20</td> </tr> </tbody> </table> <p>The headline measure with regards Progress 8 shows that students on average improved their performance by +0.50 in 2016, compared to 2015. This is an average improvement of five grades per student in real terms.</p> <p>The Basics measure fell by 9.8%, whilst overall attainment rose (as seen in the Attainment 8 measure). Considering the prior attainment of the cohorts, this is still an overall improvement in outcomes. However, the Basics figure will be a priority with regards this strategic avenue in the Disadvantaged Development plan for 2016-17.</p>	DD and SEND	2015	2016	Basics %	34.8	25.0	Attainment 8	32.04	34.80	Progress 8	-0.30	0.20	<p>These strategies have proven to be successful, as can be seen in the impact and outcomes. However, all of the strategies can be used more effectively in the 2016-17 academic year to even more meet the desired outcomes and improve the quality of these approaches.</p> <p>Therefore, the approach will continue.</p>	£23,820.93
DD and SEND	2015	2016														
Basics %	34.8	25.0														
Attainment 8	32.04	34.80														
Progress 8	-0.30	0.20														

7. Additional detail

The spending plans for the 2016-17 academic year have also been informed by the Pupil Premium Review in 2015.

The full analysis, with greater detail as to review of spending and its impact for 2015-16 and 2014-15 can be found on the college's website:
<http://www.fullhurst.leicester.sch.uk> .