



Pupil premium strategy statement: Fullhurst Community College, 2018-19

1. Summary information					
School	Fullhurst Community College				
Academic Year	2018/19	Total PP budget	£495,550	Date of most recent PP Review	April 2015
Total number of pupils	1146	Number of pupils eligible for PP	530	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (Fullhurst)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (2018, provisional)	+0.14	0.12
Attainment 8 score average (2018)	40.74	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	The attendance of disadvantaged students is less than that of other students in school.
B.	There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students.
C.	Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading.
External barriers (<i>issues which also require action outside school</i>)	
D.	The disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance of disadvantaged students to improve on 2016-17 attendance of 92.6%, closing the gap to other students so as it is less than 3.2%.
B.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	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 6.8% gap that occurred in 2017-18.
C.	Improved reading skills of disadvantaged students, and engagement in reading.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of +0.14 in 2018. Results from reading tests and borrowing rates of books from the library to show improvement from 2017-18.
D.	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 40.74 in 2018. Aspirations to particularly increase 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 9% which occurred in 2017.

5. Planned expenditure

Academic year

2018/19

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. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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 (+3 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.	Deputy Principal, BLY	Half termly.
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	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.	Assistant Principal, HS	Half termly.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, outcomes; Standards and Progress Leaders	Calendared AWs.

<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Behaviour Mentor.</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 three years, but needs to continue to close further to move towards impeccable behaviour. Behaviour interventions (+3 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>Deputy Principal, AR; Key Stage Leaders</p>	<p>Half termly; whole-school QA feedback.</p>
<p>C. Improved reading skills of disadvantaged students, and engagement in reading.</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; whole-school QA feedback.</p>

C. Improved reading skills of disadvantaged students, and engagement in reading.	Level 2 SEND Teaching Assistants	Having Teaching Assistants specialising in the SEND faculty allows them to specialise in interventions, 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)	DD/NDD progress gaps across subjects are minimised, and continue to close.	SENCo	Calendared lesson observation cycle; whole-school QA feedback.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, BLY; Curriculum Leaders; Teaching and Learning Leaders	Calendared lesson observation cycle; whole-school QA feedback.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, HS.	Including weekly Teaching and Learning briefings.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, outcomes; Standards and Progress Leaders	Calendared AWs.

C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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; whole-school QA feedback..
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, outcomes.	Calendared throughout year.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Visualizers	Internal research in the form on a research project by one of our Curriculum Leaders last academic year showed modelling to be particularly effective in accelerating progress of (more able) disadvantaged students. Meta-cognition (+8 months)	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close.	Deputy Principal, BLY.	Calendared lesson observation cycle; whole-school QA feedback.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Fullhurst assessment model resources	Research from an external facilitator has recommend to the school a new approach to assessment in KS3, which will improve the effectiveness of knowledge retention and feedback to students. Feedback (+8 months)	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close.	Deputy Principal, BLY.	Calendared AWs; whole-school QA feedback.

Total budgeted cost £256,473

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?
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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.	Deputy Principal, outcomes.	Termly (September, January, April).
C. Improved reading skills of disadvantaged students, and engagement in reading.	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 Leader	Termly (September, January, April).
C. Improved reading skills of disadvantaged students, and engagement in reading.	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.

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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.
C. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	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.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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.	Deputy Principal, outcomes.	Calendared AWs.
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	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 (+3 months)	Attendance and outcomes of DD students on external provisions are tracked throughout the year.	Deputy Principal, AR.	Calendared AWs.

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Period 6 lessons facilities	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.	Deputy Principal, outcomes.	Termly (September, January, April).
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	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).
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Intervention tutor, English	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)	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.	Communications Curriculum Leader	Calendared AWs.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Revision packs	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)	Basics attainment gap to close, relative to last year's outcome.	Deputy Principal, outcomes.	Calendared AWs.

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Brilliant Club subscription	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)	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.	Deputy Principal, outcomes.	December 2018.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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, outcomes.	Whole-school QA feedback.
C. Improved reading skills of disadvantaged students, and engagement in reading.	Primary specialist teachers	Having a specialist primary teacher teaching the weakest students in year seven allows for their progress to be accelerated, including in reading. No specific reference	Progress of these classes	SENCo	Calendared AWs.

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	More able coordinator	The more able coordinator role has successfully made an impact on raising achievement and aspirations of more able students in year seven previously, by having a weekly enrichment programme of activities which are not otherwise taught on the curriculum, with half termly showcasing to parents. Parental involvement (+3 months)	Progress of year seven more able students, including the DD students in this cohort.	Deputy Principal, BLY.	Calendared AWs.
C. Improved reading skills of disadvantaged students, and engagement in reading.	Set texts from English Literature GCSE exams given to all years 10 and 11 students.	This allows the students access to the content of the course, to allow them to study the texts both in lessons and outside of school. No specific reference	Outcomes of English Literature public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcome.	Communications Curriculum Leader	Calendared AWs.
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Fullhurst Farm and construction course	Identified DD students get to work on the Fullhurst Farm and also a construction course with Enstruct. This has worked successfully in the past, and hence an increase in use of this intervention this year. Behaviour interventions (+3 months)	Attendance and behaviour of these students figures of the students attending these interventions, as well as progress across the curriculum.	Deputy Principal, outcomes.	Calendared AWs.
Total budgeted cost					£118, 055
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?

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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	After each calendared Parents' Evening.
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Rewards (whole school)	Incentivise DD students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning. Behaviour interventions (+3 months)	No gaps in tracking of Vivos given; Attitude to Learning grades of DD students in KS3 to show improvements.	Deputy Principal, AR.	Whole-school QA feedback; termly review (September, January, April).
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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.	Deputy Principal, outcomes.	Termly (September, January, April).
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	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, outcomes.	Calendared KS3 AWs.
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	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, AR.	Termly (September, January, April).

		Parental involvement (+3 months)			
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	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).
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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 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, outcomes.	Calendared AWs.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	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 2019

C. Improved reading skills of disadvantaged students, and engagement in reading.	Embedding Literacy Leader	We firmly believe that further improvements in literacy across the curriculum would accelerate learning of all students. No specific reference	Reading levels of students to increase, particularly in KS3. DD/NDD progress gaps across subjects are minimised, and continue to close.	Deputy Principal, BLY.	Termly.
C. Improved reading skills of disadvantaged students, and engagement in reading.	Librarian	Having a fulltime, specialist librarian will aid targeted reading sessions and promote wider reading across the school. No specific reference	Reading levels of students to increase, particularly in KS3. Borrowing rates from the library to increase relative to 2016-17.	Embedding Literacy Leader	Termly.
C. Improved reading skills of disadvantaged students, and engagement in reading.	Books bought for the library, both in school and in the Skills Centre.	Ensuring the library is appropriately stocked will aid targeted reading sessions and promote wider reading across the school. No specific reference	Reading levels of students to increase, particularly in KS3. Borrowing rates from the library to increase relative to 2016-17.	Embedding Literacy Leader	Termly.
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Key Stage Leaders	Key Stage Leaders are responsible for managing the attendance of the students in their Key Stage, with a focus on the improving the attendance of DD students. 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.	Deputy Principal, AR.	Half termly.

A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Non-teaching Heads of Year	Heads of Year make all first day contact with DD students when they are absent, and participate in the absence management process when it escalates by working with 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.	Key Stage Leaders	Half termly.
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Assistant Heads of Year in KS3	Assistant Heads of Year support the Heads of Year in making first day contact with DD students when they are absent, and participate in the absence management process when it escalates by working with 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.	Key Stage Leaders	Half termly.
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Data Clerk	The Data Clerk manages student absence at all times throughout the day, communicating with parents also. 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.	Deputy Principal, AR.	Half termly.

D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Enterprise challenge	Participation in the enterprise challenge will enthuse students and develop their soft skills, making them stronger learners across the curriculum. No specific reference	Attitude to learning grades of DD students to improve in targeted year group relative to last year.	Leader of Enterprise and Employability	Autumn Term.
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Fullhurst Pledge days	The calendared Fullhurst Pledge days allow students to build their cultural capital, in a structured way. These occur across years 7 and 8, so as students develop accordingly. No specific reference	Attitude to learning grades of DD students to improve in targeted year group relative to last year.	Assistant Principal, SNW	Half termly.
Total budgeted cost					£122,565

6. Review of expenditure				
Previous Academic Year, 2017-18				
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

<p>Improved behaviour of Disadvantaged students, relative to other students.</p> <p>More effective teaching of Disadvantaged students, to accelerate their progress.</p>	<p>Behaviour Mentor; Turning Points 2 and 3 managers; Rewards (whole school) – including Vivo subscription</p> <p>MINTclass, seating plan package; Cover supervisors; Assessment and tracking: Data Manager and Data Administrator; Level 3 Curriculum Teaching Assistants; Teacher feedback kit; CPD (teachers, support staff and SLT); SISRA Subscription; Accelerated Reader subscription; Reading incentives for pupils; Intervention tutor, English; Teach First teachers, x3</p>	<ul style="list-style-type: none"> • Analysis of behaviour data in school shows that the gap between DD/NDD incidents of poor behaviour closed by a further 6.8% relative to 2016-17. As such, the overall success criteria for this desired outcomes was met. • Analysis of the number of rewards points awarded during the 2017-18 academic year shows proportional equity between DD students and other students within school. Therefore, due to the marginal weighting in favour of DD students, this would have helped to encourage Disadvantaged students to learn well. • Attitude to Learning (ATL) gaps closed in all year groups in 2017-18, relative to the previous year for the same year group. Therefore, this shows that the behaviour of DD students improved over the course of the academic year, relative to other students. • Progress data from 2018 outcomes showed 20 subjects to be above national expectation. • Interventions were on the whole effective this academic year, as seen by the progress made by DD students across the year groups. This includes outcomes from the Accelerated Reader programme, which showed the intervention to be effective; and also results of students taught by the Intervention Tutor for English, with English Language and Literature GCSE results for DD students close to the school’s aspirational targets and with minimal gaps relative to other students. 	<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 2018-19 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>	<p>£249,010.99</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Accelerated progress for Disadvantaged students who also have a SEND.</p> <p>Improved academic organisation of Disadvantaged students, including homework.</p> <p>Improved wellbeing of Disadvantaged students.</p>	<p>SEND administrator.</p> <p>Reprographics; Graduate Student Conferences; Academic Mentor; Graduate Lounge; Revision packs; Parents' evenings; Educational Planners.</p> <p>Funding to purchase ingredients for Food lessons; Cooking with parents' initiative; External Provisions Co-ordinator; Hardship Fund; Family Liaison Officer; Attendance Telephone Package; Water/ breakfasts on day of exams</p>	<ul style="list-style-type: none"> • Outcomes of DD/SEND students in 2018 results were not as strong as in 2017. • Analysis of behaviour data in school shows that the gap between DD/NDD incidents of poor behaviour closed by a further 6.8% relative to 2016-17. As such, the overall success criteria for this desired outcomes was met. • Attendance figures for DD students saw an overall absence of 8.4% compared to national figures for absence of DD at 9.0% for 2016-17. • Progress data from 2018 outcomes showed 20 subjects to be above national expectation. • Other proxy measures of the success of these outcomes show there to be no significant difference between number of DD students who became Fulhurst Graduate Students, compared to other students. Attendance at the Graduate Lounge was less this academic year, but instead attendance at Period 6 sessions by DD students was improved. Furthermore, the overall progress made by the cohort of DD students who received Academic Mentoring was positive and pleasing. • Attendance at Parents' Evenings was on average 52.9% across years 7-11. This is in line with the previous year, and will have contributed to the accelerating the progress of the DD students. • Analysis of homework completion shows that on average 4 hours of homework is being completed a week by students. 	<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 2018-19 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>	<p>£102,169.00</p>
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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
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<p>Increased aspiration of Disadvantaged students.</p>	<p>KS3 Enrichment, trips budget; Brilliant Club subscription; Careers (including trip costs and KUDOS software); Minibus costs, trips; Leader of Enterprise and Employability; Work experience.</p>	<ul style="list-style-type: none"> • In 2016-17, the proportions of DD students moving on to Levels 2 and 3 courses at post-16 are in line with prior attainment of the cohort. NEET figures for 2018 are expected to be better than the 9.0% which occurred in 2017. • 100% of the year ten DD students who were involved in the Brilliant Club would recommend it to other students, and also 100% now aspire to continue onto University study in the future. • Progress data in KS3 shows minimal gaps between DD/NDD students. Year 7 English and Maths gaps are +0.26 and -0.22 respectively. Year 8 English and Maths gaps are -0.18 and -0.28 respectively. • Feedback from the year ten students from their Work Experience placements shows that 91% of students now feel more positive about the world of work and that 70% are now more motivated to work harder in school. 	<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 2018-19 academic year to even more meet the desired outcomes and improve the quality of these approaches.</p> <p>Therefore, the approach will continue.</p>	<p>£127,474.68</p>
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7. Additional detail

The spending plans for the 2018-19 academic year have also been informed by the Pupil Premium Review in 2015, and approved by the Governing Body also.

The full analysis, with greater detail as to review of spending and its impact for 2017-18, 2016-17 and 2015-16 can be found on the college's website:

<http://www.fullhurst.leicester.sch.uk> .