

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Fulwood Academy |
| Number of pupils in school | 886 |
| Proportion (%) of pupil premium eligible pupils | 39% (347) |
| Academic year/years that our current pupil premium strategy plan covers | 1 year |
| Date this statement was published | 30 th September 2023 |
| Date on which it will be reviewed | August 2024 |
| Statement authorised by | Mr Andrew Galbraith |
| Pupil premium lead | Katie Kaye |
| Governor / Trustee lead | Joan Dean |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £332,235 (funding based on 321 pupils at time of census) |
| Recovery premium funding allocation this academic year | £22,149 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £354,384 |

Disadvantaged pupil performance overview for last academic year:

| Measure | PP | Non PP |
|---|------------|------------|
| Progress 8 | -1.30 | -0.65 |
| Ebacc entry | 6 (11.1%) | 9 (12%) |
| Average Attainment 8 Grade | 3.17 | 3.81 |
| Percentage of Grade 5+ in English and Maths | 9 (16.7%) | 21 (28%) |
| Percentage of Grade 4+ in English and Maths | 24 (44.4%) | 37 (49.3%) |

| PP Exam Results | 9 to 7 | 9 to 5 | 9 to 4 |
|-----------------|--------|--------|--------|
| 2018/19 | 1.7 % | 5.2 % | 24.1 % |
| 2019/20 | 2.6 % | 13.2 % | 40.8 % |
| 2020/21 | 1.8 % | 23.6 % | 41.8 % |
| 2021/22 | 9.7 % | 9.5 % | 29 % |
| 2022/23 | 10.5% | 33.8% | 51.1% |

Part A: Pupil premium strategy plan

Statement of intent:

All pupils regardless of background are entitled to a high-quality education at Fulwood Academy. We are determined to create self-regulating learners who will achieve high quality attainment despite their background. This will mean that we will make sure we know our disadvantaged pupils as individuals.

As an inclusive academy, our intention is to provide an inspirational and inclusive environment with an outstanding curriculum and exceptional teaching and learning at its heart. Our goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence. Our pupil premium plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Objectives

Our ultimate objectives are to

- ✓ Remove barriers to learning created by poverty, family and financial circumstances.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities, during and post-16, to develop their knowledge and understanding of the world, moving into a range of careers.

Challenges

Preston ranks as one the most deprived districts regarding income deprivation among children.

- For the employment deprivation rank of average rank, Rossendale joins Burnley, Hyndburn, Pendle and Preston in the 20% most deprived areas in England for this measure.
- Since 2015, all of the Lancashire-14 authorities have become relatively more deprived on the IMD rank of average rank measure, apart from Chorley, West Lancashire and Ribble Valley. Preston has the greatest percentile change, -6% . Blackpool has been in the 10% most deprived lower-tier authority and Blackburn with Darwen, Burnley, Hyndburn, Pendle and Preston have been in the 20% most deprived in the five indices published since 2000.
- Preston has the greatest number of people employment and income deprived (including children and older people) in the Lancashire-12 area
- The Lancashire LEP covers the Lancashire-14 area. On IMD it is ranked 9/38, which puts it in the 3rd decile. It is ranked 8/38 on the employment domain, with 105,200 people considered to be employment deprived. It is ranked 10/38 on the income domain, with 223,287 people considered to be income deprived. The LEP is ranked 4th (2nd decile) on the IMD local concentration measure. Its health ranking, 7/38, is also in the second decile.

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupil attainment and progress in English, mathematics, and science of pupils eligible for pupil premium funding is lower than those who are not eligible. |
| 2 | Chronological reading ages on entry, to year 7, of pupils eligible for pupil premium funding are lower (and in some cases significantly lower) than those who are not eligible. |
| 3 | The mental health of our pupils, in particular for our pupils eligible for pupil premium, is poor and many have low aspirations and low self-esteem. |
| 4 | Attendance of pupils who are eligible for pupil premium funding is lower than those who are not eligible. |
| 5 | Warnings and referrals to the IMPACT Centre are higher for pupils eligible for pupil premium funding than those who are not eligible. |
| 6 | Low aspirations / careers as well as low cultural capital from pupils eligible for pupil premium |

Intended outcomes

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

| Intended outcome | Success criteria |
|--|--|
| <p>Improved attainment among disadvantaged pupils across the curriculum but particularly at the end of KS4, with a focus on E-Bacc subjects.</p> | <p>By the end of our current plan in 2023/24, 30% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <p>P8 score of zero or higher. an average Attainment 8 score of 42.37 or higher. An E-Bacc average point score of 3.2 or higher.</p> <p>Monitor academic performance of PP vs non PP at KS3, providing interventions were necessary. Ensure data is shared with all stakeholders from KS2 data onwards.</p> |
| <p>Increased fluency in reading comprehension via improved word recognition (decoding) and language comprehension lead to improvement in chronological reading ages among disadvantaged pupils across KS3.</p> | <p>By the end of our current plan in 2023/24, all reading data will indicate improvement and smaller disparity in reading comprehension of pupils eligible for pupil premium funding and their non-pupil premium peers.</p> <p>All pupils with a reading age below 10 years 6 months will have received appropriate reading interventions.</p> <p>All pupils will improve their reading ages and the gap between reading age and chronological age will diminish.</p> <p>Increased engagement in Reading at Fulwood including introducing dedicated curriculum reading lessons to increase engagement/ reading for pleasure, and fluency in reading.</p> <p>Disciplinary literacy strategies are embedded and taking effect across all departments, where teachers and leaders report greater accuracy, engagement, fluency in task completion during deep dives.</p> <p>Prioritise language acquisition of EAL pupils including proficiency testing and intervention sessions delivering Racing to English.</p> <p>Prioritise guiding reading for EAL learners who are at proficiency C to help them secure the language skills needed to obtain strong outcomes.</p> <p>Utilise paired reading to support pupils to read at their chronological age.</p> |

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| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <p>Sustained high levels of wellbeing by 2023/24 demonstrated by qualitative and quantitative data from pupil voice, parent surveys, and teacher observations/voice.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Ensure pupils have access to support and training such as the NHS workshops/blooms/high quality in school mentoring.</p> <p>Ensure all pupils are aware of support services and understand how to seek help and guidance.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of attendance from 2023/24 demonstrated by a reduction in persistent absenteeism (PA) and this gap is no more than 4% higher in pupils eligible for pupil premium as compared to non - pupil premium.</p> <p>PP Attendance > 92%</p> <p>PP P.A < 13%</p> <p>A reduction in unauthorised absences (UA) in pupils eligible for pupil premium as compared to non - pupil premium pupils.</p> <p>Weekly attendance for pupils eligible for pupil premium is above 92% and/or no more than 2% lower than non – pupil premium pupils.</p> <p>Overall pupil premium absence is below 6% and/or no more than 2% higher than non–pupil premium,</p> <p>An increase in 100% attendance amongst pupils eligible for pupil premium.</p> |

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| <p>To reduce and sustain the reduction of warnings and referrals to the Impact Centre / PEX/ FTEs of all pupils but in particular pupils eligible for pupil premium funding.</p> | <p>By the end of our current plan in 2023/24, there will be quantifiable data that highlights a reduction in the number of FTEs and PEXs (below national average).</p> <p>A reduction in warnings to pupils eligible for pupil premium</p> <p>A reduction in the number of referrals for pupils eligible for pupil premium as compared to non – pupil premium because of de-escalation/Smart Learner /Teach smart strategies by all staff are taking effect,</p> <p>Pupil passports are refined in line with specific needs to support self-regulation before warnings and referrals occur.</p> <p>All staff implement classroom culture/ binary system / training with consistency including rewarding pupils with precision and modelling the behaviours they wish to see amongst pupils</p> <p>All staff explicitly teach behaviour they wish pupils to demonstrate in order to work towards a system of intrinsic motivation for correct behaviour,</p> <p>Behaviour team monitor and support hotspots with rigour and consistency to pre-empt and support de-escalation.</p> |
| <p>To build career and life aspirations as well as building cultural capital for pupils eligible for pupil premium.</p> | <p>To show a year-on-year increase on the number of disadvantaged pupils applying for sixth form and university</p> <p>To achieve the Good Careers Guidance award for fulfilling 8 Gatsby benchmarks, employ lead on careers who works more intensely with pupil premium pupils.</p> <p>Ensure all pupils can attend at least one visit to a college or university</p> <p>Ensure all KS4 have had a 1-2-1 careers session</p> |

Activity in this academic year

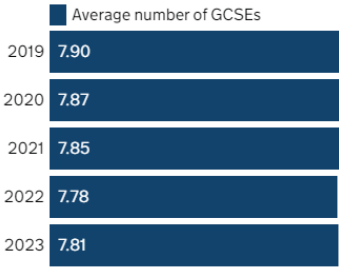
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

| Strategies to support intended outcomes | Activities and Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects.</p> <p>High quality investment in leaders and teachers in supporting their career stage development.</p> | <p>High quality teaching and learning underpins all pupil success and outcomes. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>In summary, the biggest impact we can have on pupil outcomes, particularly those who are from disadvantaged backgrounds, links directly to the quality of the teaching provision within classrooms. Investing in teacher development at all career stages maximises the successful implementations of consistently high-quality teaching and learning experience across all subjects and key stages, which is pivotal for disadvantaged pupils to improve in their outcomes.</p> <p>Evidence Links https://d2fic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 https://d2fic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p> | <p>1/2</p> |

| | | |
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| <p>Widen the curriculum at KS3 and KS4 and improve the quality of its delivery across all key stages to help improve outcomes for disadvantaged pupils</p> | | <p>1/ 2 /6</p> |
| <p>Coaching for Progress</p> | <p>Coaching for Progress: The curriculum is closely tied to coaching for progress, indicating a focus on pupil growth and development. We are currently coaching on our 'Teach Smart Phase 1 Techniques' and will be shortly rolling this out on our 'Teach Smart Phase 3 Techniques'. Coaching Staff Presentation.pptx Teach SMART phase 1 document.docx Teach SMART phase 3 document.docx</p> | |
| <p>Re-design of Curriculum Intents incorporating our core values.</p> | <p>Curriculum Intent for Each Subject: Each subject has been developing its own curriculum intent, with clear, simple statements created by Directors of Learning (DoLs) and teachers, with pupils and values at the core. An example Intent has been provided to all department leaders. The aim is for all departments to be unified in having a robust intent that evolves at all times, and centres on what we are trying to achieve. By the end of the year leaders will be able to clearly articulate their curriculum, and this should triangulate with their staff and the pupils. Curriculum Intent model. This will further be supported by working with all departments to create individual OFSTED departmental toolkits. PE and Health and Fitness curriculum Intent Fulwood.docx Fulwood PE OFSTED toolkit 2023.docx</p> | |
| <p>Curriculum coverage</p> | <p>Curriculum Coverage: The primary aim is to ensure that every pupil in every class receives the same quality of teaching and curriculum content. This consistency is supported by continuous professional development (CPD) and quality assurance, as reflected in the Trust Teaching and Learning report. Trust T&L report.pptx</p> | |
| <p>Transparency and Communication:</p> | <p>Efforts have been made to make the curriculum journey's transparent and relatable to pupils and parents. This includes sharing information on the academy website; Learning Journeys, Home Learning plans, and assessment plans have been shared to improve parental understanding and engagement with the curriculum. Fulwood PE Learning Journey Years 7-11.pptx Homelearning plan Health and Fitness.docx Assessment website document- PE.pdf</p> | |
| <p>Work Scrutiny:</p> | <p>Work Scrutiny (We Commit): We care about the quality of education our pupils are receiving and are committed to ensuring that maximal progress is made in lessons. We quality assure our pupils books through work scrutiny.</p> | |

| <p>Curriculum offer:</p> | <p>Year 11 books have recently been scrutinised and overall findings have been shared individually with each department lead. Work scrutiny link showcasing the individual feedback each department lead received from our most recent work scrutiny which took place in October. Work Scrutiny Year 11 Overview October 2023.docx</p> <p>Curriculum 21/22 Eng Lan, Eng Lit, Maths, Science double, A, B, C</p> <p>Curriculum 22/23 Eng Lan, Eng Lit, Maths, Science double, A, B, C and home language entries consisting of: 7 Urdu, 4 Spanish, 1 Punjabi, 6 Polish, 2 Italian, 1 Arabic</p> <p>Curriculum 23/24 Eng Lan, Eng Lit, Maths, Science double, A, B, C, D and home language entries which is due to double the previous year of 21.</p> <p>The additional option and increase in home language entries will have a positive impact on our pupil total grades.</p> <p>Pupil total grades</p> <p>Fulwood academy's data to show an average of how many total grades our year 11 pupils are taking: (Data from Analyse School Performance Service)</p> <p>2022: 6.74 2023: 6.80 2024: Current data suggests that we are on target for 7.50 for summer 2024. See below for comparison to national average data.</p> <p>National average number of GCSE taken since 2019:</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Average number of GCSEs</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>7.90</td> </tr> <tr> <td>2020</td> <td>7.87</td> </tr> <tr> <td>2021</td> <td>7.85</td> </tr> <tr> <td>2022</td> <td>7.78</td> </tr> <tr> <td>2023</td> <td>7.81</td> </tr> </tbody> </table> | Year | Average number of GCSEs | 2019 | 7.90 | 2020 | 7.87 | 2021 | 7.85 | 2022 | 7.78 | 2023 | 7.81 | |
|-----------------------------|--|------|-------------------------|------|------|------|------|------|------|------|------|------|------|--|
| Year | Average number of GCSEs | | | | | | | | | | | | | |
| 2019 | 7.90 | | | | | | | | | | | | | |
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| 2022 | 7.78 | | | | | | | | | | | | | |
| 2023 | 7.81 | | | | | | | | | | | | | |
| <p>Teach SMART program:</p> | <p>The Teach SMART program, consisting of the three phases, is designed to support ALL pupils, regardless of their abilities or specific needs. In Phase 1, the focus on effective lesson planning ensures that curriculum intent is implemented to promote pupils' progress and success. It includes structured steps such as setting clear objectives, incorporating success criteria, and using various assessment methods to cater to all pupils. Similarly, Phase 3, dedicated to optimising learning and facilitating progress, provides various techniques and strategies like "Show call," "Everybody writes," and "Cold call" to challenge and support pupils at different levels. These phases emphasise a comprehensive approach to teaching and learning, ensuring that all pupils benefit</p> | | | | | | | | | | | | | |

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| | <p>from meaningful educational experiences and make progress in their own way.</p> <p>Evidence Links</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/EFA_evaluation_report.pdf?v=1699996547</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1699001551</p> | |
| <p>PP pupils are the priority of all staff - improve the knowledge and understanding of the barriers and needs of disadvantaged pupils</p> | <p>Questionnaires on knowledge and understanding of disadvantaged pupils, their barriers and their needs designed and facilitated to all stakeholders including pupils, staff, parents, governors and trustees.</p> <p>Information acquired and reviewed regularly to be used to shape future intervention as to the barriers and effectiveness of current strategies.</p> <p>Dedicated PP staff briefings and CPD sessions as part of the curriculum CPD programme. Focus of CPD on progress of pupils first and teacher development second. CPD focused on making learning visible and increasing pupil participation and thinking hard.</p> | <p>1/2</p> |

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|--|---|--|
| | <p>Twilight session to improve staff understanding of all PP needs pastorally and academically after each learning cycle.</p> <p>SISRA and Class Charts CPD on data analysis and 'war board' creation respectively.</p> <p>Evidence Links</p> | |
|--|---|--|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

| Strategies to support intended outcomes | Activities and Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Tutoring to rapidly address the progress made by pupils, primarily those who are disadvantaged, in English and Maths | <p>Tutoring programme for over 300 pupils, minimum 39% PP, in English, maths and guided reading</p> <p>Formulate a rationale as to how to select pupils for year 1, with the view to extending if funding remains available.</p> <p>Recruit 2 tutors (English and maths)</p> | 1/ 2 |

| | | |
|---|--|------------------|
| | <p>12-hour programme, in and outside of curriculum time</p> <p>Use assessment for baseline, inform tutors as to focus areas of each pupil, monitor progress and evaluate impact through further assessment</p> <p>Extend the tutoring programme through recruitment of additional tutors (possibly UCLAN pupils)</p> <p>Target support for subjects outside of English and maths such as Science (specialism of tutors available)</p> <p>Target support primarily to our year 11 pupils to best support preparations for external examinations</p> <p>Evidence links https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | |
| <p>Interventions- Rapidly decrease the impact of pupils' poor literacy and numeracy skills on their learning and progress</p> | <p>Identify 3 cohorts of pupils with reading ages of 8 years and below, 11 years and below, those with reading ages below their chronological age</p> <p>Repeat for those pupils with KS2 numeracy SS of 95 and below, 90 and below, no score</p> <p>Timetable a small cohort of pupils to a Small Learning Community class in both year 7&8 where they will access English, maths and the humanities subjects, delivered by a trained primary specialist and supported by a TA</p> <p>Execute 3 waves of intervention across the academic year for reading, phonics and EAL</p> <p>Reading tests and localised maths assessment used to monitor progress and evaluate impact</p> <p>KS3 form time reading programme to be introduced, 2 sessions per week including fiction and non-fiction</p> <p>Evidence Links https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1699961154 https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> | <p>1/ 2 / 6</p> |
| <p>Interventions- Rapidly increase the reading ability of our EAL pupils</p> | <p>Peer Reading Buddies: Pair EAL pupils with fluent English speakers for joint reading sessions. This not only improves language skills but also fosters relationships</p> | <p>1/ 2/ 4/6</p> |

and peer support.

Multilingual Library: Curate a diverse library with books in various languages, including dual-language books. Encourage EAL pupils to read in their native language and gradually transition to English.

Assessment: Use of Flash Academy to proficiency test all EAL pupils. Implement regular assessments to track progress in reading skills. Use the data to tailor further reading activities to individual needs

Interactive Reading Apps and Games: Introduce educational apps or online platforms that offer interactive reading exercises and games suitable for EAL learners. These can be engaging and effective in improving reading skills.

Guided Reading Groups: Organize small, guided reading groups with level books appropriate for each pupil's reading ability. Provide guidance and support as they navigate through the texts.

Encourage Home Reading: Provide reading materials to take home and encourage parents to engage in reading activities with their children in their native language and in English.

Evidence Links:

[English as an additional language \(EAL\) | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Classroom guidance and strategies to support EAL learners - The Bell Foundation \(bell-foundation.org.uk\)](https://bell-foundation.org.uk)

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

Budgeted cost: £

| Strategies to support intended outcomes | Activities and Evidence that supports this approach |
|--|--|
| Extra-Curricular Activities and Workshops | <p>A huge range of free extracurricular activities for all pupils to attend. Developing excellent wellbeing skills and positive outlook.</p> <p>Funded music lessons in school.</p> <p>Evidence Links https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614442/2020-09-16-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> |
| Careers Advice and Higher Education Pathways | <p>All pupils from years 7-11 are given a range of career opportunities with at least 3 interventions.</p> <p>All year 11 pupils given a Careers advisor meeting per year to support careers choice for the future.</p> <p>Transport costs paid for with PP pupils accessing taster days, and various university events.</p> <p>Continued links with EBP Northwest and other leading industry links to promote Work Experience and other work-related opportunities.</p> <p>Working with Post 16 providers to take part and full year groups to experience college courses.</p> <p>Evidence Links https://educationendowmentfoundation.org.uk/education-evidence/evidence-review</p> |
| Rewards and Motivation | <p>School rewards introduced for academic and improved performance, behaviour and attendance. Individual prizes and awards evenings and events.</p> <ul style="list-style-type: none"> • Half termly rewards and trips • Weekly postcards home • Monitoring and tracking use of rewards • Attendance reward systems • Zero negatives club • Star of the lesson • Use of class charts • Weekly Principals award • HOY awards <p>Evidence Links https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/incentives</p> |

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| <p>Improve the behaviour and attendance of PP pupil</p> | <p>Continue to use effective and consistently functioning systems to support the improvement</p> <ul style="list-style-type: none"> • Attendance manager delivering EBSA • PWO home visits/blitz visits • Pastoral team offering EHA • Attendance manager delivering communication and engagement strategies • Attendance Manager leading on daily attendance procedures <p>Each member of the pastoral team effectively to maximise impact of the following interventions tracked accordingly. 39% percent of salaries are funded from PP budget.</p> <ul style="list-style-type: none"> • Focus • Pheonix • Thrive • Empower • Springboard • SLC • Work with external agencies <p>Provide appropriate CPD for each member of the staff in their respective areas</p> <ul style="list-style-type: none"> • Phase two strategies of Teach smart • INSET on working together to improve attendance • Weekly briefings • Mental Health in the classroom <p>Identify and facilitate PP pupil specific reintegration strategies</p> <p>Evidence Links</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews</p> |
| <p>Ensure that all pupils can access home learning, inclusive of our 39% disadvantaged pupils</p> | <p>Identify pupil/family needs with regard a functioning PC/lap top and adequate broadband</p> <p>Resource appropriate number of devices and broadband providers using PP fund, Trust</p> <p>Facilitate the swift delivery of all devices as and when required</p> <p>Continue to communicate with families and identify issues and addressing them immediately</p> <p>CPD for staff, pupils and parents on Teams, Class Charts and other online platforms used</p> <p>Home learning support sessions available after school Monday to Thursday in ICT room</p> <p>Evidence Links</p> |
| <p>Reducing the impact of the range of factors which contribute to pupils being disadvantaged</p> | <p>Identify factors which prevent PP pupils from feeling comfortable in the academy environment</p> <p>Facilitate PP pupil specific interventions to address these factors inclusive of transport, uniforms</p> <p>Mental health and wellbeing support strategies for the whole school and individuals including counselling, mentoring etc.</p> <p>Identify extra-curricular opportunities and facilitate activities to extend the cultural capital</p> <p>Provide a Summer programme and target disadvantaged pupils to attend as priority</p> |

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| | <p>Target key families to encourage engagement in in-school activities (parents evenings, children's learning activities. More intense programmes for families in crisis.</p> <p>Evidence Links</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dev</p> |
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

| Aim | Target | Outcome |
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| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on E-Bacc subjects. | <p>By the end of our current plan in 2023/24, 30% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <p>P8 score of 0 or higher. An average Attainment 8 score of 50 or higher. An E-Bacc average point score of 4.43 or higher.</p> | <p>Leavers 11.1% PP Current 38.9% PP</p> <p>-1.30 Gap closing year on year</p> <p>Increased from 2.85 to 3.17</p> <p>28.47 to 31.74 2.2 to 2.62</p> <p>85% teacher proficiency (earning autonomy/leading improvement)</p> |
| Increased fluency in reading comprehension via improved word recognition (decoding) and language comprehension lead to improvement in chronological reading ages among disadvantaged pupils across KS3. | <p>By the end of our current plan in 2023/24, reading tests all indicate improvement and smaller disparity in reading comprehension of pupils eligible for pupil premium funding and their non-pupil premium peers.</p> <p>Increased engagement in Reading at Fulwood including introducing dedicated curriculum reading lessons to increase engagement/ reading for pleasure, and fluency in reading.</p> <p>Disciplinary literacy strategies are embedded and taking effect across all departments, where teachers and leaders report greater accuracy, engagement, fluency in task completion during deep dives.</p> | <p>Impact data of reading interventions indicate significant progress (see reading tracker)</p> <p>Closing the gap to chronological reading age requires further work but is on track for the end of 23/24</p> <p>Disciplinary Literacy CPD has taken place but impact is in its infancy</p> <p>Positive reading review from LCC validates progress</p> |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | <p>Sustained high levels of wellbeing by 2023/24 demonstrated by qualitative and quantitative data from pupil voice, pupil PASS surveys, parent surveys, and teacher observations/voice.</p> <p>There is a significant increase in participation in enrichment activities, Bloom training, particularly among disadvantaged pupils.</p> | <p>Results from Pupil voice and parent voice demonstrate sustained high levels of wellbeing.</p> <p>Tracking of pupils at clubs.</p> |
| To achieve and sustain | Sustained high levels of attendance from | Positive gains shown |

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| <p>improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>2023/24 demonstrated by a reduction, below 20%, in persistent absenteeism (PA) and this gap is no more than 4% higher in in pupils eligible for pupil premium as compared to non - pupil premium</p> <p>A reduction in unauthorised absences (UA) in pupils eligible for pupil premium as compared to non - pupil premium pupils</p> <p>A weekly attendance for pupils eligible for pupil premium is above 92% and/or no more than 2% lower than non – pupil premium pupils,</p> <p>Overall pupil premium absence is below 6% and/or no more than 2% higher than non – pupil premium, an increase in 100% attendance amongst pupils eligible for pupil premium.</p> | <p>and PP attendance improved (up 6.7%, Non-PP up 3.28%, double progress of non-PP)</p> <p>Gap between PP and Non-PP 20-22 8.34%, closed to 5.38% in 22-23</p> <p>Gap between PP and Non-PP still too big (see attendance document</p> |
| <p>To reduce and sustain the reduction of warnings and referrals to the Impact Centre / PEX/ FTEs of all pupils but in particular pupils eligible for pupil premium funding.</p> | <p>By the end of our current plan in 2023/24, there will be quantifiable data that highlights a reduction in the number of FTEs and PEXs (below national average), warnings to pupils eligible for pupil premium as compared to non – pupil premium.</p> <p>A reduction in the number of referrals for pupils eligible for pupil premium as compared to non – pupil premium because of de-escalation/ Behave like a Smart Learner Teach smart strategies by all staff are taking effect,</p> <p>Pupil Support Plans are refined in line with specific needs to support self-regulation before warnings and referrals occur.</p> <p>All staff implement classroom culture/ binary system / training with consistency including rewarding pupils with precision and modelling the behaviours they wish to see amongst pupils, behaviour leads and teachers teach the value of positive school / learning behaviours to work towards a system of intrinsic motivation for correct behaviour, behaviour team monitor and support hotspots with rigour and</p> | <p>Reduced numbers of PX and FTE significantly changed</p> <p>Reduction in referrals and pupils accessing Impact</p> <p>Significant proportion of referrals made up of SEND/ PP pupils in comparison to Non-Sen/ PP peers (see standards report for figures)</p> |
| <p>To build career and life aspirations as well as building cultural capital for pupils eligible for pupil premium.</p> | <p>To show a year-on-year increase on the number of disadvantaged pupils applying for sixth form and university every year.</p> <p>Achieve Good Careers Guidance award for fulfilling 8 Gatsby benchmarks, employ lead on careers who works more intensely with pupil premium pupils.</p> | <p>Work Experience figures:</p> <p>96% of pupils in Y10 accessed work Experience (First time in 7 years)</p> <p>Destination Data: 99% of pupils applied to college and secured a</p> |

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| | | place. |
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Externally provided programmes Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

| Programme | Provider |
|------------------|-----------------|
| Sparx Maths | Sparx |
| N/A | N/A |
| N/A | N/A |

