

## Pupil premium strategy statement Review

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 <sup>th</sup> 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
<b>Total budget for this academic year</b> 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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the last three years of terminal exams up to 2024. The impact of high-quality teaching, rich curriculum and a range of interventions was evident in the overall improving outcomes.

Outcomes Data:

Disadvantaged pupils showed strong progress last year:

1. **Ebacc Entry:** PP pupils excelled, with 35.3% entering Ebacc—24.2% above target. Non-PP also surpassed expectations by 43.4%, highlighting increased access to academic pathways.
2. **Progress 8:** While still below target, PP pupils made significant gains (+0.65), narrowing the gap. Non-PP pupils also improved, showing a positive trend across the board.
3. **Attainment 8:** PP pupils moved closer to their target, with a +0.14 improvement. Non-PP pupils were just shy of their goal, reflecting steady progress.
4. **Grade 5+ in English and Maths:** PP pupils met their target (19.6%), and Non-PP pupils came close, indicating successful support for core subjects.

Attendance Data:

Over the last academic year, attendance for Pupil Premium (PP) pupils improved but did not reach the intended target. While the attendance rate for PP pupils rose to 88%, this figure still falls short of the school's target of 92%. Nationally, attendance for disadvantaged pupils has consistently been lower than their non-disadvantaged peers, a challenge seen across various schools. For context, national data indicates that disadvantaged pupils typically have an attendance rate 2-4% lower than non-disadvantaged pupils.

Research supports that even moderate increases in attendance can significantly impact academic outcomes, especially for disadvantaged pupils. Moving forward, it will be essential to build on this year's progress through targeted strategies, such as attendance mentoring programs and parent engagement initiatives, aiming to reach or exceed the 92% benchmark in the upcoming year.

Reading Data:

Below 10

Year	Start	End	Progress
7	72	36	50%
8	40	12	70%
9	26	20	23%
10	25	12	52%
11	19	15	21%

Below Chronological

Year	Start	End	Progress
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7	87	148	83%
8	89	89	0
9	74	104	40%
10	86	74	14%
11	86	68	21%

The reading intervention data shows significant progress among pupils, especially those with reading ages substantially below age-expected levels. For pupils reading below a score of 10, the intervention had a notable impact:

- Year 7 saw a 50% reduction in pupils below level 10.
- Year 8 had the highest progress, with a 70% improvement.
- Years 9 and 10 showed more moderate gains, with 23% and 52% progress, respectively.
- Year 11 demonstrated a 21% improvement.

For those reading below their chronological age, progress varied more widely:

- Year 9 showed 40% progress, while Years 10 and 11 demonstrated smaller gains of 14% and 21%, respectively.
- Year 8 showed no improvement in this category, indicating an area for targeted focus.

Nationally, research indicates that disadvantaged pupils often enter secondary school with lower reading ages, and this gap can widen without effective intervention. Progress across the year groups aligns with national trends, where successful reading interventions typically yield 4-6 months of additional progress in a year when implemented effectively. The high percentage gains in Years 7 and 8 particularly reflect the early impact of these interventions, emphasising the importance of continued, consistent literacy support across all year groups to sustain progress.

## Part B: Review of outcomes in the previous academic year

### 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.</p> <p>an average Attainment 8 score of 42.37 or higher. 39.07</p> <p>An E-Bacc average point score of 3.2 or higher. 2.9</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>

<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 &gt; 92% 88%</p> <p>PP P.A &lt;13% 22.54%</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>

<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>

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