

## 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	963
Proportion (%) of pupil premium eligible pupils	41.9%
Academic year/years that our current pupil premium strategy plan covers	3 year
Date this statement was published	31st October 2024
Date on which it will be reviewed	September 2025
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	£383,250
Recovery premium funding allocation this academic year	£0
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	£383,250

## Disadvantaged pupil performance overview for last academic year:

Measure	PP	Non PP
Progress 8	-0.75 (+0.65) vs Target -0.07	-0.39 (+0.26) vs Target -0.35
Ebacc entry	18 pupils 35.3% (+24.2%)	56 pupils 55.4% (+43.4%)
Average Attainment 8 Grade	3.31 (+0.14) vs Target 3.89	3.88 (+0.07) vs Target 4.08
Percentage of Grade 5+ in English and Maths	10 pupils 19.6% (+2.9%) vs Target 21.6%	29 pupils 28.7% (+0.07%) vs Target 34.7%
Percentage of Grade 4+ in English and Maths	18 pupils 35.3% (-9.1%) vs Target 64.7%	53 pupils 52.5% (+3.2%) vs Target 64%

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% Target was 2.4% +8.1%	33.8% Target was 44.9% -11.1%	51.1% Target was 67.7% -16.6%
2023/24	8.2 Target was 2.8% +5.4%	32.6 Target was 38.5% -5.9%	52.9 Target was 67% -14.1%

Gap closed vs Target for 9-5 when comparing 22-23 and 23-34.

Gap closed vs Target for 9-4 when comparing 22-23 and 23-34.

## 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,  $\pm 6\%$ . 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 4<sup>th</sup> (2<sup>nd</sup> 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>Increase access to quality first teaching.</p>	<p>By the end of our current plan in 2024/27, an attainment 8 Score of 48.8 points. And the gap between disadvantaged and non-disadvantaged pupils that currently stands at approximately 11.9 points to less than 4%.</p> <p>Deliver consistent, evidence-based teaching across all subjects.</p> <p>Provide regular professional development for staff.</p> <p>Conduct and track regular learning walks and lesson observations to evaluate the quality of teaching for disadvantaged pupils, especially in key subjects like Maths and English.</p> <p>Use specific criteria such as differentiation strategies, feedback quality, and the use of pupil data to tailor instruction.</p> <p>Perform and track book looks and work scrutiny to review the quality of feedback and the level of challenge provided to PP students. Focus on evaluating progress over time and the effectiveness of teacher interventions.</p> <p>Use this data to implement instructional coaching and mentoring programs.</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 2024/27, 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</p>

	<p>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>Implement a whole-school literacy policy, ensuring that literacy skills are embedded across the curriculum and not confined to English lessons.</p> <p>Deliver staff training on strategies to promote a high-quality teaching ethos and individualised support for literacy, avoiding a 'one size fits all' approach</p>
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of attendance from 2024/27 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; 90% PP P.A &lt;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 90% and/or no more than 3% lower than non – pupil premium pupils.</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 2024/25, 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 college 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>
<p>Improved attainment in English and Maths</p>	<p>Higher % of pupils meeting expected standards at KS4</p> <p>Provide targeted small-group and one-to-one tuition for English Maths</p> <p>Improve the number of disadvantaged pupils who achieve a 4+ in both English and Maths.</p> <p>Improve the number of disadvantaged pupils who achieve 5+ in both English and Maths.</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: £ 200,000

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  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a>   <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</a></p>	<p>1/2</p>

<p>Curriculum Investment at all levels.</p>	<p>Implement a QFT framework with clear guidelines, expectations, and resources for staff to support effective teaching and learning. (Teach Smart)</p> <p>Provide subject-specific guidance on integrating QFT strategies into different areas, ensuring that literacy and high-quality teaching are embedded in all lessons. (use of SIPs support)</p> <p>Use a variety of teaching strategies to differentiate content, process, and outcomes, ensuring lessons are accessible to all pupils, regardless of starting point. (Adaptive strategies)</p> <p>Implement higher-order questioning techniques and provide regular, constructive feedback that guides pupils toward improved understanding and independent learning.</p> <p>Use scaffolding techniques (e.g., visual aids, structured frameworks, sentence starters) to support pupils' literacy development and gradually remove these supports as students become more confident.</p> <p>Introduce high-quality resources and materials that reflect diverse backgrounds and experiences, promoting engagement and inclusion.</p> <p>Ensure that explicit teaching of cognitive and metacognitive strategies are prioritised.</p> <p>Evidence Links:  <a href="#">1. High-quality teaching   EEF</a></p>	<p>1/ 2 /6</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>Twilight session to improve staff understanding of all PP</p>	<p>1/2</p>

	<p>needs pastorally and academically after each learning cycle.</p> <p>SISRA and Class Charts CPD on data analysis.</p> <p>Evidence Links  <a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a>  <a href="#">Evidence brief: Using research evidence to support your spending decisions   Education Endowment Foundation</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

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 in place, minimum 40% 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. 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 EI and MI intervention lessons.</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</p>	1/ 2

	<p>support preparations for external examinations</p> <p>Evidence links  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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, 10.5 years and below, those with reading ages below their chronological age</p> <p>Repeat interventions 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&amp;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, 15 minutes per day including fiction and non-fiction</p> <p>Evidence Links  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1699961154">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1699961154</a>  <a href="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">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</a></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 and peer support.</p> <p>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.</p> <p>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</p> <p>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</p>	<p>1/ 2/ 4/6</p>



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

Budgeted cost: £108,250

Strategies to support intended outcomes	Activities and Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities and Workshops	<p>A huge range of free extracurricular activities for all pupils to attend. Developing excellent relationships with pupils and developing mental wellbeing skills and positive outlook.</p> <p>Funded music lessons in school.</p> <p>Evidence Links  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	3/4/5/6
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 per year to support achievement and aspiration.</p> <p>All year 11 pupils given a Careers advisor meeting per year to support careers choice for Post 16</p> <p>Transport costs paid for with PP pupils accessing taster days, and various university events (Oxford, UCLAN, Lancaster and Cumbria)</p> <p>Continued links with EBP Northwest and other leading industry links to promote Work experience, visits to training and apprentice providers and other work-related opportunities.</p> <p>Working with Post 16 providers to take part and full year groups to experience college and sixth form life and develop aspiration.</p> <p>Evidence Links  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	6
Rewards and Motivation	<p>School rewards introduced for academic and improved performance, behaviour and attendance including fully funded trips outside of school, individual prizes and awards evenings and events.</p>	1/ 2/3/4/5/6
Improve the behaviour and attendance of PP pupil	<p>Continue to use effective and consistently functioning systems to support the improvement in behaviour and attendance</p> <p>Attendance manager delivering EBSA</p> <p>PWO home visits/blitz visits</p> <p>Pastoral team offering EHA</p> <p>Attendance manager delivering communication and engagement strategies</p> <p>Attendance Manager leading on daily attendance</p>	4/5/6

	<p>procedures</p> <p>Each member of the pastoral team effectively to maximise impact of the following interventions, ensuring that all progress is measured and tracked accordingly. Salaries are part funded from PP budget.</p> <p>Focus Pheonix Thrive Empower Springboard SLC Work with external agencies</p> <p>Provide appropriate CPD for each member of the staff in their respective areas Phase two strategies of Teach smart INSET on working together to improve attendance Weekly briefings Mental Health in the classroom</p> <p>Identify and facilitate PP pupil specific reintegration strategies</p> <p>Evidence Links <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	
<p>Ensure that all pupils can access home learning, inclusive of our 42% 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 and DfE contributions</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 where possible.</p> <p>CPD for staff, pupils and parents on Teams, Class Charts and other online platforms used for home learning.</p> <p>Home learning support sessions available after school Monday to Thursday in ICT room</p> <p>Evidence Links <a href="#">Homework   EEF</a></p>	<p>1/ 2/6</p>
<p>Reducing the impact of the range of factors</p>	<p>Identify factors which prevent PP pupils from feeling comfortable in the academy environment, reduce, eliminate the factors of disadvantage</p>	<p>3/ 4/ 6</p>

<p>which contribute to pupils being disadvantaged</p>	<p>Facilitate PP pupil specific interventions to address these factors inclusive of transport, uniform, food etc</p> <p>Mental health and wellbeing support strategies for the whole school and individuals inclusive of generic pastoral/culture based activities, counselling, mentoring etc.</p> <p>Identify extra-curricular opportunities and facilitate activities to extend the cultural capital of our PP pupils</p> <p>Provide a Summer programme and target disadvantaged pupils to attend as priority</p> <p>Target key families to encourage engagement in in-school activities (parents evenings, awards, celebrations). Involvement of parents in their children's learning activities. More intense programmes for families in crisis.</p> <p>Evidence Links  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></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.

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>

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.

<b>Programme</b>	<b>Provider</b>
Sparx Maths	Sparx
Sparx English	Sparx
Sparx Science	Sparx
GCSE Learning and Revision	GCSE Pod

