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	768
Proportion (%) of pupil premium eligible pupils	42.71%
Academic year/years that our current pupil premium strategy plan covers	1 years
Date this statement was published	30th September 2022
Date on which it will be reviewed	June 2023
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	£301903
Recovery premium funding allocation this academic year	£
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	£

Disadvantaged pupil performance overview for last academic year

Progress 8	-1.4
Ebacc entry	5%
Attainment 8	3.02

Percentage of Grade 5+ in English and Maths	23.6%
Percentage of Grade 4+ in English and Maths	41.8%

Part A: Pupil premium strategy plan

Statement of intent

Context

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.

Vision

All students 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 students as individuals.

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning at it's heart. Our goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of 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

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

Challenge number	Detail of challenge
1	Student 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 all pupils, but in particular for our pupils eligible for pupil premium, in particular as a result of the effects of COVID-19 pandemic, the resultant lost learning to recover, the lack of enrichment opportunities, has been adversely affected.
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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on E-Bacc subjects.	By the end of our current plan in 2023/24, 20% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve: - P8 score of -0.4 or higher. - an average Attainment 8 score of 42.37 orhigher. - An E-Bacc average point score of 3.2 or higher.
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.	By the end of our current plan in 2023/24, student NGRT, Progress Test in English (PTE), Progress Test in Mathematics (PTM), Progress Test in Science (PTS), York Assessment of Reading for Comprehension (YARC), Single Word Reading Test (SWRT), British Picture Vocabulary Scale (BPVS), and subsequent placing on the Simple View Reading (SVR), all indicate improvement and smaller disparity in reading comprehension of pupils eligible for pupil premium funding and their non-pupil premium peers.

	Increased engagement in Reading at Fulwood including introducing dedicated curriculum reading lessons to increase engagement/ reading for pleasure, and fluency in reading.
	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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2023/24 demonstrated by qualitative and quantitative data from student voice, student PASS surveys, parent surveys, and teacher observations/voice.
	There is a significant increase in participation in enrichment activities, Bloom training, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high levels of attendance from 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, a reduction in unauthorised absences (UA) in pupils eligible for pupil premium as compared to non - pupilpremium pupils, weekly attendance for pupils eligible for pupil premium is above 92% and/or no more than 2% lower than non – pupil premium pupils, overall pupil premium absence is below 6% and/or no more than2% higher than non – pupil premium, an increase in 100% attendance amongst pupilseligible for pupil premium.
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.	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, 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, Pupil Support Plans are refined in line with specific needs to support self-regulation before warnings and referrals occur, 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

	consistency to pre-empt and support de-escalation.
To build career and life aspirations as well as building cultural capital for pupils eligible for pupil premium.	To show a year-on-year increase on the number of disadvantaged students applying for sixth form and university every year, achieve Good Careers Guidance award for fulfilling 8 Gatsby benchmarks, employ lead on careers who works more intensely with pupil premium pupils.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Principal		1/2/3/4/5
Online subscriptions	Read Write Inc. Phonics and Fresh Start	EEF (educationendowmentfoundation.org.uk) Accelerated Reader	EEF (educationendowmentfoundation.org.uk)	½
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Blog: Assessing learning in the new academic year (Part 1…	EEF (educationendowmentfoundation.org.uk) Diagnostic_Assessment_Tool.pdf (educationendowmentfoundation.org.uk)	1/2/3/4/5

Measure	Activity

Widen the curriculum at KS3 and improve the quality of its delivery across all key stages	• Staff and timetable all KS3 students to consistent year round provision in art, food, DT, PE and drama. • Commitment to staff CPD being primarily curriculum focussed. • Knowledge based curriculum maps designed for all subjects, covering all units of work, at both key stages. • Knowledge organisers designed for all subjects, covering all units of work, at both key stages. • Informal assessment linked to knowledge organisers designed in form of quizzes. • End of unit assessment designed linked to knowledge covered in each unit in the form of extensive and developed quizzes at KS3. • End of unit assessment designed linked to knowledge covered in each unit in the form of formal assessment at KS4.
PP students are the priority of all staff - improve the knowledge and understanding of the barriers and needs of disadvantaged students	• Questionnaires on knowledge and understanding of disadvantaged students, their barriers and their needs designed and facilitated to all stakeholders including students, staff, parents, governors and trustees. • Information acquired and reviewed regularly to be used to shape future intervention as to the barriers and effectiveness of current strategies. • Dedicated PP staff briefings and CPD sessions as part of the curriculum CPD programme. • Twilight session to improve staff understanding of all PP needs pastorally and academically after each learning cycle. • SISRA and Class Charts CPD on data analysis and 'war board' creation respectively. • Support staff time required to transfer pastoral information form SIMS to Class Charts.
Ensure that all students can access home learning, inclusive of our 45% disadvantaged students	• Identify student/family needs with regard a functioning PC/lap top and adequate broadband • Resource appropriate number of devices and broadband providers using PP fund, Trust and DfE contributions • Facilitate the swift delivery of all devices as and when required • Continue to communicate with families and identify issues and addressing them immediately where possible. • CPD for staff, students and parents on Teams, One Note and Class Charts

	• Home learning support sessions available after school Monday to Thursday in ICT room with LSA

Barriers to learning these priorities address	Curriculum has been historically narrow, depriving disadvantaged students of the chance to regularly access subjects which enhance their wider cultural capital and limiting their ability to make informed option choices.
	Disadvantaged students have not been provided with the adequate knowledge to eitheraccess qualifications at the basic entry level or provide the platform to achieve higher grades at GCSE level.
	Teachers have not been given the time to appropriately review the progress of students in order to then identify the appropriate interventions. Nor have they done so by correlating progress data with the knowledge of the students and their needs. In particular knowledge of PP students, including PP students who have additional issues including SEND, EAL, safeguarding and pastoral.
	A large number of PP families do not have access to a working PC/lap top or adequate broadband. To support learning further it is vital that students have the opportunity to continue to learn outside of curriculum time and outside of the academy. The pandemic has highlighted this requirement further still. If we are unable to teach students face to face, the ability to teach them at home can be priceless in preventing further loss of learning and the narrowing of further life opportunities for our disadvantaged students.
	In our PP student voice activity June 2021 a number of students stated that when completing home learning they had no support at home to help them when they found an aspect of work challenging or they did not understand it

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and Tutoring	National Tutoring Programme | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk) EEF Blog: Summer schools – what the evidence tells us and what… | EEF (educationendowmentfoundation.org.uk)	½
TA Support	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1/2/5

Measure	Activity
Rapidly address the stagnated progress made by pupils, primarily those who are disadvantaged, in English and maths	• Tutoring programme for 200 students, minimum 45% PP, in English, maths and guided reading • Formulate a rationale as to how to select students for year 1, with the view to extending the programme in to years 2&3. • Recruit 2 tutors of English, 2 tutor of maths • 15 week programme, in and outside of curriculum time • Use of GL assessment for baseline, inform tutors as to focus areas of each students, monitor progress and evaluate impact • Extend the tutoring programme through recruitment of additional tutors (possibly UCLAN students)
	• Target support for subjects outside of English and maths such as Science (specialism of tutors available) • Target support primarily to our year 11 students to best support preparations for external examinations

Rapidly decrease the impact of students poor literacy and numeracy skills on their learning and progress	• Identify 3 cohorts of students with reading ages of 9 years and below, 11 years and below, those with reading ages below their chronological age • Repeat for those students with KS2 numeracy SS of 95 and below, 90 and below, no score • Expand the successful year 7 pilot programme from 2020/21 to year 7, 8 and 9 • Timetable a small cohort of students 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 an LSA • Execute 3 waves of intervention across the academic year • Reading tests and localised maths assessment used to monitor progress and evaluate impact • KS3 form time reading programme to be introduced, 2 sessions per week
Increase the number of students, primarily those who are disadvantaged, accessing main stream education with in the academy	• Remove any student who has historically, been educated full time in our internal 'Focus' provision • Identify appropriate students to remove from allocated alternative provision and engage them in the full academic suite of qualifications at the academy • Identify appropriate students who attend alternative provision full time to reduce their alternative provision allocation so that they can engage in additional qualifications in the academy • Remove additional support centres such as the 'Academic Hub' • Use the SLC to support transition of KS3 students from Focus in to main stream • Re timetable part time Focus students to ensure they have adequate access to succeed in a minimum of one option subject • Explore ways in which to improve the delivery of the core subjects to part time Focus students • Recruit an Alternative Provision Manager • Subject specific funding available for teams to bid for targeted support within their specialism. . Bids must be made based on evidence based research. Quality assured by subject lead and then SLT before approval

Barriers to learning these priorities address	Students have missed a considerable amount of learning time due to the pandemic. All students have been at a disadvantage through not being able to attend school.
	This will have further detrimental impact on the learning and progress of disadvantaged students who already make less progress, achieve less well and have a limited range of options when leaving secondary education in comparison to their non-disadvantaged peers.
	Research over time has proved beyond doubt, that poor literacy and numeracy skills, in particular the ability to read, makes the ability for some students to access any significant level of learning difficult and for some impossible.
	Evidence from the EEF shows that targeted interventions for students can be effective but also costly so have to be invested in wisely and closely monitored.
	The majority of Fulwood students on alternative provision are PP students. By attending alternative provision their life opportunities are already reduced by not being able to access the full range of level 2 qualifications. In addition their timetables have been designed historically with their behaviour as the driver and not the provision being designed to give them the opportunity to succeed and subsequently address their behaviour issues.

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities and Workshops	Life skills and enrichment	EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk) An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk)	1/3/4/5/6
Careers Advice and Higher Education Pathways	Careers education	EEF (educationendowmentfoundation.org.uk)	1/3/4/5
Breakfast/Lunch Clubs	Magic Breakfast	EEF (educationendowmentfoundation.org.uk)	1/3
Rewards and Motivation	Increasing Pupil Motivation	EEF (educationendowmentfoundation.org.uk)	1/2/3
Education Welfare Officer	EEF_Parental_Engagement_Guidance_Report.pdf (educationendowmentfoundation.org.uk) 3. Wider strategies	EEF (educationendowmentfoundation.org.uk)	1/2/4

Measure	Activity
Improve the behaviour and attendance of PP students	• Introduce effective and consistently functioning systems to support the improvement in behaviour and attendance • Line manage each member of the pastoral team effectively • Provide appropriate CPD for each member of the pastoral team in their respective areas • Improve the leadership of the pastoral team to ensure that they are coordinated in their work and each area supports the other(s) to drive continued improvement • Identify and facilitate PP student specific reintegration strategies

Reducing the impact of the range of factors which contribute to students being disadvantaged	• Identify factors which prevent PP students from feeling comfortable in the academy environment, reduce, eliminate the factors of disadvantage • Facilitate PP student specific interventions to address these factors inclusive of transport, uniform, food… • Mental health and wellbeing support strategies for the whole school and individuals inclusive of
	generic pastoral/culture based activities, counselling, mentoring…. • Identify extra-curricular opportunities and facilitate activities to extend the cultural capital of our PP students.
Barriers to learning these priorities address	Academy PP students have historically attended less well than their non PP peers in school and have attended less well than all PP students nationally. The impact of their behaviour on their attendance has had a significant impact on their learning. As has the lack of emphasis on ensuring that students are well supported on reintegration. If executed correctly, these priorities will ensure that the attendance team make quality first contact to facilitate the return of key students to school. This will be coordinated in conjunction with the pastoral team who will support students upon their return and ensure they have the confidence to return to lesson with a positive mindset. Once in lessons and with the intended impact of improving the curriculum secure, students once will receive quality first teaching which will result in reduced risk of students ultimately attending poorly in the future.
Projected spending	£223, 524

Total budgeted cost:

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
Improve progress and attainment of disadvantaged students	Improve the curriculum for disadvantaged students P8: -0.6 Basics 4+ 32% Basics 5+ 19% English P8 -0.9 Maths P8 -0.9	P8: -1.4 Basics 4+ 29% Basics 5+ 10.1% English P8 -1.57 Maths P8 -1.23
Improve literacy skills of all students	Increased progress in the reading ages of 70% of students engaging with intervention	85% of intervention group did improved Issue: More intervention groups needed
Reduce the gap in learning widened, by the impact of the pandemic, in English, maths for all students	Improvement in progress by minimum 70% of the student cohort engaged in tutoring programme against GL baseline	July 2022
Improve attendance of disadvantaged students	Improvement to pre covid national average of 94.5% Improvement in attendance against PP national Improvement in attendance previous academy PP data. Term 1 2020 83.3%	
Improve behaviour of disadvantaged students and reduce number on alternative provision	Reduce FTE and P Ex Increase number of students engaging with the mainstream curriculum, full time or part time	

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
N/A	N/A
N/A	N/A
N/A	N/A