

# Pupil premium strategy statement – Fulbrook School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	550
Proportion (%) of pupil premium eligible pupils	17.9% (National 25.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 to 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	S Clancy, Head Teacher
Pupil premium lead	S Trotter
Governor / Trustee lead	C Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 98,610

# Part A: Pupil premium strategy plan

## Statement of intent

At Fulbrook School, we are ambitious for all our students, irrespective of background or previous learning experiences. At the core of this is our focus on high quality teaching, to ensure that students are making expected progress. The main principle of the Pupil Premium Strategy is to close the attainment gap between our pupil premium and non-pupil premium students. High-quality teaching is an expectation for all students and is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time, this approach will benefit the non-disadvantaged pupils in our school; it is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers. If we get right for our most vulnerable students, we get it right for all.

'Every student a confident reader' is a key principle. With increasing numbers of students entering at both our points of entry (Year 5 and Year 7), as well as those students who join us in-year, with reading ages below their chronological age, this objective works alongside our reading strategy.

Students need to be in the right mindset to learn; our strategy focuses on building resilience and supporting students' mental health and wellbeing, which has had a notable impact Post Covid, still five years on.

Improving the quality and number of IT resources and software, to allow all students to access work and develop skills in this area, is an aim.

Building Cultural Capital and expanding the life experiences are other objectives. Preparing our students to be ready for their adult life means ensuring they have access to wider opportunities, both linked to the curriculum and those which are extra-curricular, for a well-rounded education. 'It is the school's vision that every young person who joins our school is given all the opportunities to *learn, experience and achieve* everything they want and need to build a fulfilled life.'

Our strategy will also focus on measures we can take to improve the attendance of those students who are eligible for pupil premium. Improved attendance leads to improved outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Narrow the gap of reading age between PP and non-PP students
2	Build the resilience of students and implement interventions for the emerging and rising numbers of students with SEMH needs
3	Ensure all students have access to appropriate technology, identifying those PP students who may need interventions to use these more confidently
4	Ensure PP students do not have any barriers to accessing wider curriculum trips, visits, music education which will build cultural capital
5	Narrow the attainment gap between PP and non-PP students, so that increasing numbers achieve ARE in maths and English combined at KS2 and KS4
6	Improve the attendance rates of PP students to bring more in line with non-PP peers.

## 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
Improve reading ability of students using small group reading interventions and 1:1 where necessary, continuing to provide dyslexia screening and activities	Reading assessments will show narrowing of gap between standardised reading score and chronological age
Students with SEMH needs feel more supported in school, able to deal with the ongoing changing environment, as well as showing more resilience in the classroom	Fewer exits from classrooms; behaviour data shows improvement for those with SEMH needs Improved attendance for those with SEMH needs Improved attainment for those with SEMH needs
All students can access technology to assist their learning in school, or at home	Follow up audit of IT provision, and evaluation of use of IT in school and for extended learning; access to chrome books and laptops
All students have access to extra-curricular activities which will enhance their education; proportional representation in student leadership roles, e.g. school council	Evaluation of numbers of PP students accessing clubs, trips and activities, e.g. peri music lessons
Increasing numbers of students to achieve age related expectations in maths and English combined	Assessment data and end of Key Stage outcomes show more PP students achieve ARE in maths AND English; the attainment gap is narrowed between PP and non-PP students
Students are attending school and lessons more regularly	Data shows improved attendance of all students and a narrowing of the attendance data gap between PP and non-PP students

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for learning support staff	'...pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading' <a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a>	1
Lexia training	Proven programme that accelerates literacy gains and offers targeted support for identified gaps in reading skills for lowest attaining readers.	1
ASDAN training for HLTA	Access to the most appropriate offer at KS4 for students for whom the full set of GCSEs is not appropriate – proven success in other Trust schools	2 and 5
THRIVE	Support for mental health and wellbeing; promotion of social and emotional development for most vulnerable students.	2

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

Budgeted cost: £ 45,500

Activity	Evidence that supports this approach	Challenge number addressed
Reading group intervention - Lexia	'...pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading' <a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a>	1
1:1 and small group literacy and numeracy sessions for those below age related expectation	'Use high quality structured interventions to help pupils who are struggling with their literacy and/or numeracy.' <a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> <a href="#">EEF KS3 KS4 LITERACY POSTER.pdf</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	1 and 5

Activity	Evidence that supports this approach	Challenge number addressed
s and at risk in either maths, or English (or both)		
Providing IT resources and support to use them  Additional laptops and chrome books  AIM13 Learning Platform	If carefully considered prior to use, technology can improve attainment of students. <a href="#">EEF Digital Technology Summary of Recommendations .pdf</a>	3 and 4

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

Budgeted cost: £ 43,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity of pastoral team and support Offer group, 1:1 and family therapeutic support.  Thrive programme of support – led by Pastoral manager	‘2.10 It is important that where vulnerable pupils or groups are identified within the school, provision should be made to support and promote their positive mental health.’ ‘7.12 The evidence shows that there is a much higher prevalence of mental health issues for vulnerable children and young people and they often have multiple issues. Where a child or young person has a mental health problem, mental health support should be part of an overall package of interventions that together provide a sustained impact.’	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">Mental health and behaviour in schools</a>	
Equal access to all students for trips, enhanced curriculum opportunities etc. to build Cultural Capital	'The results provide compelling evidence that dynamic cultural capital has strong effects on students' schooling outcomes, while static cultural capital has more modest effects....analysis examines the effect of these two forms of cultural capital on three social outcomes: reading literacy, sense of belonging at school, and occupational aspirations.'	4
Studybugs  AP – to improve attendance and access to regular school timetable	Improving attendance of all students increases life chances. Closing the gap in attendance between the most disadvantaged and that of their non-disadvantaged peers leads to improved outcomes and the narrowing of the attainment gap.	6
Resources to enhance and improve the Careers curriculum and offer, to include 4YP Careers advisor, Unifrog platform and Life Skills programme	Improved access to high quality careers advice and opportunities for all.	4

**Total budgeted cost: £ 96,700**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils; review of support and strategies**

Our first-ever set of GCSE results were broadly in line with national attainment. There was evidence of good progress made by the most disadvantaged students in the cohort, although they underachieved compared to their non-disadvantaged peers. All students accessed an appropriate Post-16 placement. There were no NEETS in the cohort.

Nessie complemented the reading interventions already in place, although alternatives for the full age range of lowest attaining readers is a focus for the coming year, e.g. introduction of LEXIA. CATS/NGRT testing is helpful for identifying students who may require interventions; these assessments are now embedded. WRAT 5 tests were introduced.

The impact of the appointment of a full-time HLTA was an example of good value, as her work has led to our most disadvantaged students having appropriate and supported access to the curriculum. Students are experiencing success and thriving. There has been a significant reduction in the number of incidents of internal truancy.

Supporting this and showing the most success in building resilience in our young people – especially amongst the increasing number of those with SEMH needs – has been the targeted support offered by the creative therapist and school counsellor. The impact of this support has been improved attendance to school and lessons, as well as improved engagement with harder to reach families.

In this coming year, similar support will be available through increased capacity on the pastoral team and the development of the THRIVE programme of targeted support.