



The Fulham Boys School Pupil Premium Impact Report 2019-20

Section 1: School Summary Information

Information below provides the reader with a summary of key information for The Fulham Boys School.

Academic Year: 2019-20	2019/20 Pupil Premium Budget: £155,000 2019/20 Pupil Premium Budget Spent:£155,000	Date of strategy being published: October 2019
Pupil Numbers: 546	Number of PP Eligible Students: 159	Date of review of strategy: September 2020

- The government allocates a specific pupil premium grant to every school – the Pupil Premium (PP) budget for The Fulham Boys School for the 2019-20 academic year is outlined above. The Fulham Boys School is firmly committed to preventing any achievement gap developing/growing as well as closing any gaps that might exist between Pupil Premium students and those that are not in this category.
- This strategy document aims to provide an overview of the aims and objective of The Fulham Boys School with regards to PP funding spending. The strategy also aims to give a summary of the way that funding will be allocated across the school.

Objectives for Pupil Premium funding:

- To ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- To ensure that Pupil Premium funding will be used to provide additional educational support to improve the progress and achievement for these pupils.
- The Fulham Boys School aims to use the funding to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use this directed funding to address any underlying inequalities between children eligible for Pupils Premium and others.



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Section 2: Current Attainment and Baseline Data

The table below provides the reader with a summary of current levels of attainment and baseline data for Pupil Premium students compared to their peers. The Fulham Boys School aims to close any gaps in baseline data evident between PP and non-PP students through well considered and targeted use of PP funding available to the school.

	Sept. 2019 non-PP FBS students	Sept. 2019 PP FBS students	National Averages <i>(* indicates data not available)</i>
Yr10* Progress 8	-1.19	-1.35	Gap seen of 0.5 between PP and non-PP
Yr10* Attainment 8	4.2	3.72	Gap seen of 1.3 between PP and non-PP
Yr7 Reading age data	10.9	10.24	
Yr8 Reading age data	11.91	11.41	
Yr9 Reading age data	9.23	9.26	
Attendance	94.7%	92.9%	FSM - 92.7%, non-FSM -95.8%

**Year 10 students during 2018-19 academic year.*



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Section 3: Barriers to future attainment for PP students at FBS.

This section aims to outline what The Fulham Boys School believes are the biggest barriers to Pupil Premium students achieving in line with their peers.

A:	Poor academic progress compared to peers from KS2 - KS4.
B:	Lower levels of involvement in extra-curricular activities compared to peers.
C:	Attendance and punctuality rates are lower for PP students compared to their peers.

Section 4: Desired outcomes and success criteria

This section outlines what The Fulham Boys School aims to achieve through its use of Pupil Premium funding over the course of the 2018-19 academic year. These desired outcomes derive from the barriers outlined in Section 3 above.

A:	<ul style="list-style-type: none"> ● FBS progress data to show that PP students in Year 7-10 are making rates of progress that exceed their peers. ● FBS progress and attainment data to show that the attainment gap between PP students and non-PP students is closing. ● Gaps in reading ages between PP and non-PP students will reduce over the course of the 2019-20 academic year.
B:	<ul style="list-style-type: none"> ● PP students to all be provided with a wide range of co-curricular activities as part of The Fulham Boys School's extended day that enrich them as well as supporting their academic progress. ● FBS to be able to evidence (that where requested, possible and deemed appropriate) that PP funding is used to support students being able to take part in school trips that they may otherwise have not been able to afford/access. FBS will also be able to evidence the benefits of the students being able to take part in such opportunities.
C:	<ul style="list-style-type: none"> ● PP students attendance will improve compared to 2018-19 academic year. The gap in attendance and punctuality rates between PP and non-PP students will close compared to 2018-19 figures.

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Section 5 Review of 2019-20 Expenditure

The sections below will provide a detailed review of the Pupil Premium funding expenditure for the previous academic year. Wherever possible, for all allocations of funding The Fulham Boys School will ensure that impact is considered and evaluated. The section below will be completed and published in September 2020.

**Section 5 (a) Review of 2019-20 Expenditure - Whole School
Total cost of approaches in Section 5 (a)**

Chosen Approach	What was the impact?	Staff Lead	Lessons learnt for future?	Cost
<p>All boys experience the full range of co-curricular provision. This academic year we have started our KS3 bucket list to ensure that everyone over the course of the three years experiences the fullest range of what is on offer. This includes all PP students.</p> <p>Bucket List</p>	<ul style="list-style-type: none"> • In Year 7 students completed an average of 64% of their buckets. (First 2 terms) • In Year 8 students completed an average of 60% of their buckets. (First 2 terms) • In Year 9 students completed an average of 68% of their buckets. (First 2 terms) 	DS	<p>This is the first year of a three year journey of the KS3 bucket list. All signs seem to show that all students will be able to experience and enjoy the full co-curricular provision.</p>	£6,005.00
<p>The Year 8 Chelsea Enterprise co-curricular is specifically targeted for certain students. This allows PP boys to have an</p>	<p>45% of students who attended this club were PP students. The feedback from the club and the students has been excellent. One of our groups won an award and was put</p>	DS	<p>No change going forward. The ideal however would be to see if a club like this could be rolled out for other year groups as well.</p>	£1,000.00



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opportunity that they may have not had before.	through to the national final. This group included PP students.			
Daily Breakfast Club from 0745-0830 available for all students.	Average of 20 boys attending each day (30 a day at its busiest). Improved punctuality for some. Improved attendance for some. Pupils attending are settled for the school day. Increasingly, students began to use this as a space to catch up with work or revise before the school day.	AJL	Reliable system for tracking attendance needs to be developed. This is difficult to achieve on the temporary site but will be achievable easily on the permanent site.	£3,500.00
Cooked breakfast rolls for the school house with the highest attendance every half term.	We continued to reward the house with the best attendance with bacon rolls, celebrate improved attendance and run attendance interventions through the pastoral system. This system was less effective this year with with whole school attendance falling below 91%	MB	Systems that were effective in previous years need to be regularly followed. A more targeted approach to interventions needs to occur especially targeting last year's Y10s. Attendance Officer (and SLT member with oversight for Attendance across the school) will need to ensure that attendance systems are followed more closely over the course of the 20-21 academic year.	£174.00
Accelerated Reader: All students in Key Stage 3 are given support to help develop their reading ages through a wholesale use of the Accelerated Reader program. The Fulham Boys School has seen strong	Students in Years 7&8 are tested in class for their reading ages in September, December, March and July. However, in 2019-2020 all students were only tested in September, December and March (though a proportion of students were already absent from school in March	MM	AR Intervention Running the AR intervention from 4-5pm once a week for 45 minutes fails to address the daily 20-minute reading that in fact is most beneficial to students who struggle with reading. Therefore, it would be best for the intervention to run as a daily 20-minute activity - in the morning for example as an	£1,950.00



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<p>evidence from previous years that this program helps support accelerated improvements to reading ages and therefore allows all students involved to access the school curriculum more effectively.</p>	<p>due to Covid). The data below does not reflect the July tests that were set on the Google Classroom platform as this data cannot be held reliable given the differences in household circumstances and potential parental involvement.</p> <p>Year 7: the average reading age progress from September - March was 8 months (this is 1 month greater than their chronological reading age)</p> <p>Year 8: the average reading age progress from September - March was 9.5 months (this is 1.5 months greater than their chronological reading age)</p> <p>In Year 9 only students who finished Year 8 with a reading age below 11 years continued to take part in the AR program through co-curricular. They were tested in September and December (but not in March). Of these students, the average reading age progress from September-December was 4 months.</p>		<p>alternative to breakfast club - rather than a co-curricular, as by this time in the day students who struggle with reading are likely to be less receptive. The morning slots could be run by Sixth Form Students, LSAs or the school librarian.</p> <p>Alternatively, if it continues to be run as a co-curricular, it would be best if run by subject specialists (English teachers ideally).</p>	
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Section 5 (b) Review of 2019-20 Expenditure - Targeted Support				
Total cost of approaches in Section 5 (b)				
Chosen Approach	What was the impact?	Staff Lead	Lessons learnt for future?	Cost
<p>During the 2019/20 academic year, twelve Year 8 and 9 pupils of which 7/12 were either PP, FSM, both or had an IDACI (Income deprivation affecting children index) of 1-4 completed the autumn course of the Brilliant Club. They attended a launch trip to the University of Reading, five in school hour long tutorials exploring the current South Sudanese refugee crisis, becoming conversant with the language surrounding socio-economic factors that result from humanitarian crises in conflict zones and using the UNHCR protocols to aid those in need. The graduation trip to St Catherine's College, Oxford gave the pupils an opportunity to experience and learn about further education in a collegiate university as opposed to</p>	<p>The course culminated in a 2000 word university style written assignment of which 58% achieved a 1st/2:1, 33% achieved a 2:2 and 9% achieved a 3rd. Of the PP, FSM or pupils who have an IDACI index of 1-4, 42% achieved a 1st/2:1, 42% achieved a 2:2 and 14% achieved a 3rd.</p> <p>Of the three of the four pupils in Year 9 (all three are either PP, FSM or have an IDACI of 1-4) P8 data was available that shows a positive P8 score for two of the three during the 2019/20 academic year.</p> <p>Using Figure.4, comparing Brilliant Club (BC) pupils to whole year (WY) data and between PP/FMS/IDACI pupils in the Brilliant Club to the whole year group:</p> <p>English: Summer 20 - FBS EOYT WY (8) -0.55 WY (9) - 0.68 BC (all) -0.20 BC (PP/FSM) - 0.05 BC (PP/FSM 8) -0.23 BC (PP/FSM 9) +0.08</p>	JCG	<ul style="list-style-type: none"> - Create in school contact time with Brilliant Club pupils and JCG to ensure they are supported during the process, specifically supporting research and evidence gathering as this was the weakest of the cohorts competency assessments. - Inform all staff who the Brilliant Club pupils are, in line with the HAP register and pupil identification checklists so they are aware they can and should be challenged in class to support their skill development within the process. - Perhaps parents of Brilliant Club pupils could arrange a meeting with JCG on parent consultations inline with the new HAP Monitoring Policy to further support in school and at home. 	£5,048.00



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<p>the campus university experience at Reading. Each trip consisted of study skills workshops of which the pupils have commented on the usefulness of this when considering their approach to learning at FBS.</p>	<p>The BC PP/FSM/IDACI pupils outperformed pupils in Years 8 and 9 (mean of -0.55 and -0.63) by +0.615 when comparing Summer 2020 grades to FBS EOYT grades. In particular, Year 9 PP/FSM/IDACI pupils in the BC outperformed their year group by +0.76.</p> <p>Summer 20 - Summer 19 WY (8) +0.46 WY (9) +0.39 BC (all) -0.03 BC (PP/FSM) +0.19 BC (PP/FSM 8) -0.20 BC (PP/FSM 9) +0.48</p> <p>The BC PP/FSM/IDACI pupils in Year 9 made +0.09 more progress than their year group from Summer 19 to Summer 20.</p> <p>Maths: Summer 20 - FBS EOYT WY (8) -1.35 WY (9) - 1.44 BC (all) -1.16 BC (PP/FSM) - 1.00 BC (PP/FSM 8) -1.45 BC (PP/FSM 9) -0.67</p> <p>The BC PP/FSM/IDACI pupils outperformed pupils across Years 8 and 9 by +0.235 when comparing Summer 20 to FBS EOYT. The Year 9</p>			
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	<p>BC PP/FSM/IDACI pupils were better off by +0.77 compare to the rest of their year group.</p> <p>Summer 20 - Summer 19 WY (8) -1.05 WY (9) - 0.30 BC (all) -0.97 BC (PP/FSM) -0.70 BC (PP/FSM 8) -1.40 BC (PP/FSM 9) -0.18</p> <p>Science: Summer 20 - FBS EOYT WY (8) -1.82 WY (9) - 2.02 BC (all) -0.95 BC (PP/FSM) - 0.95 BC (PP/FSM 8) = BC (PP/FSM 9) -1.67</p> <p>Summer 20 - Summer 19 WY (8) -1.66 WY (9) - 0.92 BC (all) -0.74 BC (PP/FSM) -0.36 BC (PP/FSM 8) -0.63 BC (PP/FSM 9) -0.15</p>			
<p>Revision guides were purchased for KS4 exam classes.</p>	<p>The boys were all able to access revision material without needing a computer or internet. The were also able to easily continue with their</p>	<p>CM</p>	<p>Issue revision guides earlier. The boys really enjoyed the books and weren't able to finish them.</p>	<p>£243.00</p>



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	revision as they moved between breakfast sessions, lunchtime sessions, tutoring etc. They were very well received.			
Pupils have been part of a mentoring programme which has seen them receive 1:1 support from either myself or an allocated member of staff. Part of those meetings involves going through academic books and setting academic targets that will be reviewed in the next mentoring meeting.	Heads of department have emailed and commented on how the attitude and attainment of boys in their subjects have been improved. This is particularly true of English. General attitude of the boys towards the school, its ethos and their studies has improved and SLT have recognised this.	DOD		£18,435.00
Increased contact with parents through having a school mobile. This has meant relationships with parents have been improved and we are able to ensure a joint approach from parents and the school towards things such as revision timetables and ownwork completion as well as in school issues.	The improvement of parent relationships has allowed us to have a more cohesive approach to the boys academic studies and parents are more supportive of the schools strategies and interventions.	DOD	Review ways that we can continue to engage parents from across our school community particularly those from afro-caribbean and Muslim backgrounds where cultural and language barriers can impact the quality and quantity of our parent interaction.	£360.00



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FA referees course has enabled a small group of pupils to now officiate Under 14 football fixtures outside of school and also be paid for doing so.	Improved self confidence and self belief. Enabled the pupils to see they can earn money in an industry that they enjoy.	DOD	Liaise more with external agencies to see what is on offer in the local community and look to build working relationships with them that will be of benefit to the pupils	£1,800.00
Inviting students who show particular musical potential or aptitude to have private music lessons either fully, or part funded by the school's PP funding allocation.	Uptake to our offers was disappointing and the number of students taking lessons through this offer was only three. For those students - one achieved high marks in a GCSE performance exam (level 8), one achieved high marks in an A level standard performance exam (A), and another who was starting to make good progress but stopped lessons before this grew further due to Covid lockdown. So there was a good impact for the students who accessed this support.	SGB	Largest obstacles were around securing parental engagement and support. Needs a greater level of "push" from the staff lead coordinating with HoH etc to try and secure the support of the parents.	£1,874.50

Section 5 (c) Review of 2019-20 Expenditure - High Quality Teaching and Learning **Total cost of approaches in Section 5 (c)**

Chosen Approach	What was the impact?	Staff Lead	Lessons learnt for future?	Cost
FBS has average teaching class sizes of 24 in the	Year 11 GCSE results and analysis can be found here .	DS & SJ	Pupil Premium Audit undertaken by West London Teaching School Alliance	£296,226.00

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<p>majority of year groups. This results in a number of additional teaching staff being employed by the school. This approach is based on evidence from a range of sources that smaller teaching groups result in greater progress by PP students.</p>			<p>(commissioned by FBS) provided FBS with a range of approaches and areas for consideration linked to T&L that will be considered for the 2020-21 academic year.</p>	
<p>The approach to the Lad's and Dad's this year was centred around Maths and to involve targeted underperforming/ disengaged boys. The hope was to enjoy a more problem solving night to achieve less Math's anxiety and to achieve better Mathematical engagement from the boys in future. The night incorporated an "escape room" type activity and was called Pi night.</p>	<p>Survey of parents that attended was collected after the end with 100% of respondents saying that they enjoyed the evening 'very much.' HoH and DOD targeted a specific group of students to attend based on specific criteria.</p>	<p>JB</p>	<p>A more considered approach to measuring impact taken when organising the event to ensure that this can be considered for the future.</p>	<p>£500.00</p>

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Section 5 (d) Review of 2019-20 Expenditure - Other Approaches				
Total cost of approaches in Section 5 (d)				
Chosen Approach	What was the impact?	Staff Lead	Lessons learnt for future?	Cost
All trips are logged where the aim is that there is a distribution of students who are able to go on trips throughout the year.	<p>Trips breakdown:</p> <p>One trip:</p> <p>PP - 54% / Non PP - 31%</p> <p>Two trips:</p> <p>PP - 29% / Non PP - 30%</p> <p>Three trips:</p> <p>PP - 6% / Non PP - 15%</p>	DS	<p>Where students have been on one trip there is a good proportion of PP students. However this trend does not continue when students have been on multiple trips.</p> <p>More work needs to go on to make sure that PP students also have the opportunity to go on more than one trip.</p> <p>Also more work needs to take place to make sure that all students get to experience a trip each year.</p>	£1,690.00