



Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** academic year) 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 |
|---|--|
| Fulfen Primary School | |
| Number of pupils in school | 417 410 |
| Proportion (%) of pupil premium eligible pupils | 10 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2021 |
| Date this statement was reviewed | December 2022 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jane Davies Headteacher |
| Pupil premium lead | Carly Tranter Deputy Headteacher |
| Governor / Trustee lead | To be appointed |

Funding overview

| Detail | Amount |
|--|------------------------|
| Pupil premium funding allocation this academic year | £59,180 £66,810 |
| Recovery premium funding allocation this academic year | £6380 £7250 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 £0 |
| Total budget for this academic year | £65,560 £74,060 |

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Part A: Pupil Premium Strategy Plan

Statement of intent

At Fulfen Primary our aim is to ensure that our children, irrespective of their background, life experiences or challenges they face, thrive in our setting as a result of the high-quality education and the exciting engaging curriculum that we provide. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential and overcome any barriers to learning through our tailored approaches.

We prioritise high quality teaching through our rich and varied curriculum, ensuring that every child can thrive both academically and socially. This strategy is proven to have the greatest impact on closing the attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

We are committed to ensuring that disadvantaged pupils and any pupil who has 'fallen behind' their peers receive regular personalised interventions. The personalised offer is reviewed every six weeks through our comprehensive monitoring programme and we are responsive to any common challenges or individual needs. Fulfen will always act early and intervene at the point in which need is identified.

We ensure that we take a whole school staff approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | On average, there are lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, Pupil Premium children have knowledge gaps and find it difficult to retain and recall prior knowledge. |
| 2 | The progress and attainment in writing has been impacted due to the disruption of the pandemic. |
| 3 | Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. |
| 4 | A high proportion of children in receipt of Pupil Premium funding have gaps in their reading knowledge and reading fluency. In addition, they have limited access to high quality books. |



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| 5 | A high proportion of pupils in receipt of Pupil Premium funding require additional emotional support. They demonstrate weaknesses in their learning behaviours and show low levels of mental strength. |
| 6 | Due to socio-economic inequalities, some pupils have limited life experiences beyond their home and immediate community. They also have limited access to technology. |
| 7 | Emotional well-being is an issue throughout school, which has become more prevalent due to the pandemic and the cost of living crisis. |

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>Disadvantaged make at least expected progress from their start points in all areas of the curriculum.</p> <p>Attainment for Pupil Premium children to be in line with non-Pupil Premium unless there are additional needs</p> <p>The gap is narrowed in the progress and attainment of Pupil Premium and non-Pupil Premium children.</p> | <p>Those pupils who are identified as not making expected progress are placed onto a provision map and given personalised intervention and targets for a set amount of time until they 'catch up' or exceed prior attainment standards.</p> <p>Children make accelerated progress and receive targeted high-quality intervention that is monitored by senior leaders.</p> <p>Children have opportunities at least three times per week to rehearse and practise key skills in reading, phonics, spelling, mathematics and handwriting.</p> <p>Support staff and teaching staff work collaboratively to address learning effectively using AFL strategies to identify and address any learning gaps on a daily basis.</p> |
| <p>Improve oral and language skills and vocabulary among disadvantaged pupils</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when cross referenced with other sources of evidence.</p> |



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| | Support staff deliver bespoke intervention to pupils that require language interventions. |
| <p>The reading deficit for children in receipt of pupil premium funding is diminished</p> <p>A reading culture that ensures that all pupils read regularly and develop a love of books is embedded throughout the school community.</p> <p>Improved reading attainment among disadvantaged pupils.</p> | <p>Those pupils identified as not making the expected progress are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards.</p> <p>Targeted pupils received additional phonics teaching to ensure that they meet expected standard in year 1.</p> <p>Targeted pupils receive additional phonics and reading interventions.</p> <p>Targeted pupils receive precision teaching on a daily basis.</p> <p>Parents are engaged in the development of their child's reading.</p> <p>Teachers work closely with parents to develop their knowledge on phonics and reading.</p> <p>Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading in addition to high quality books at home.</p> <p>KS2 outcomes for 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.</p> |
| <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupil's love learning and have access to an engaging, broad and varied curriculum.</p> | <p>Fulfen's curriculum will provide pupils with a range of varied and exciting experiences.</p> <p>Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable.</p> |



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| | <p>Pupil's will access the extra-curricular activities available after school.</p> <p>Pupil's will access the variety of planned sports activities available during lunchtime provided by the sports coach.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.</p> <p>All Pupil Premium Pupils receive a significant discount so they can purchase an iPad through our scheme at Fulfen to enhance their learning experiences and, should they choose to not take up the offer, will be provided with an iPad for use in school.</p> |
| <p>All pupils will display the school values of Empathy and Determination; they will be able to understand each other, being aware of others and sensitive to others. Pupils will also display determination and resilience in a number of different situations when faced with challenges.</p> | <p>Boxall Profile will demonstrate progress in all areas</p> <p>Learning walks will demonstrate that pupils are independent in accessing learning and collaborating with pupils appropriately.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Forest school sessions are used effectively to develop a variety of independent skills in pupils.</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

Budgeted cost: **£39,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve standards in writing.</p> <p>English consultant to work with the English leaders to ensure that the planning journey is consistent and challenging.</p> <p>English Consultant to deliver INSET and staff training across the academic year to ensure that subject knowledge is developed and all staff develop a consistent understanding.</p> <p>Rigorous monitoring is carried out to ensure that teaching and learning is high quality and CPD is having impact.</p> | <p>EEF IMPROVING LITERACY IN KS1&2</p> <p><i>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</i></p> <p><i>Yet despite our best efforts, a child from a disadvantaged background in England is still significantly more likely than their classmates from better-off homes to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten</i></p> <p><i>disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2.¹ All too often, they will go on to experience difficulties in secondary school as well, leaving formal education without the qualifications they will need for further study or a secure decent job.</i></p> <p><i>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course— and it significantly influences the opportunities that children and adults have available to them.</i></p> <p><i>Yet despite our best efforts, too many children, particularly those from disadvantaged homes, fall behind in literacy. Disadvantaged pupils are</i></p> <p><i>20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment</i></p> | <p>1,2,3,4</p> |



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| <p>Embed Rosenshine’s Principles into the teaching and learning practice across the school.</p> | <p>Early-career- framework.education.gov.uk (What makes classroom practice effective?):</p> <p><i>Barak Rosenshine’s Principles of instruction...underpins good teaching practice... it will support you to structure your teaching in a way that will enhance learning.</i></p> <p>The Sutton Trust – What makes great teaching? (2014)</p> <p><i>Rosenshine has summarised at least 40 years of research on effective instruction with a key set of principles that maximise its impact... adopting these behaviours can result in changes in teacher behaviours and improvements in student outcomes.</i></p> | <p>1,3</p> |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>2,3,4</p> |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Weekly meetings and observations with the English Leaders to ensure consistency across early years and key stage one.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>3,4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> | <p>1,5</p> |



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| <p>resources and CPD (including Teaching for Mastery training and embedding Power Maths consistently).</p> <p>Maths Leaders deliver training to the whole school</p> <p>Maths Leader provide support</p> | <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Mastery Teaching</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for all staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 5,6,7 |

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

Budgeted cost: **£20,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional support for children requiring intervention (1:1 and small group) all is measured and tracked on each year group's provision map.</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkits.</p> <ul style="list-style-type: none"> • Individualised instruction + 4 months • One to one tuition – 5 months • Small group tuition – 4 months | 1,2,3,4,5 |
| <p>School led tutoring programme – all Pupil Premium pupils will access the intervention to accelerate their progress.</p> | | |
| <p>Purchase of high-quality reading texts for Pupil</p> | | |



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| Premium Pupils to read at home. | | |
| Additional speech and language support intervention. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 3,4 |

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

Budgeted cost: **£14,560**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Positive Play Pupils are identified through a Boxall profile to receive positive play for SEMH. | Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 5,7 |
| School uniform and equipment | Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending. | 5,7 |
| Trips/Visits and residentials | Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending. | 5,7 |

Total budgeted cost: £ 74,060



Part B: Review of outcomes in 2020-21

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

| 2020-21 | Pupils eligible for PP (7 pupils) | Pupils non PP 51 pupils |
|---|-----------------------------------|-------------------------|
| % achieving expected standard in reading, writing and maths | 86% | 84% |
| % achieving expected standard in reading | 86% | 90% |
| % achieving expected standard in writing | 86% | 88% |
| % achieving expected standard in maths | 100% | 78% |
| <i>% achieving greater depth standard in reading, writing and maths</i> | 14% | 5% |
| <i>% achieving greater depth standard in reading</i> | 3% | 3% |
| <i>% achieving greater depth standard in writing</i> | 1% | 1% |
| <i>% achieving greater depth standard in maths</i> | 28% | 22% |



Part B: Review of outcomes in 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

EYFS Outcomes

| GLD (ALL) | GLD (Nat) | GLD (PP) 3 pupil | GLD (Non-PP) |
|-----------|-----------|---------------------|--------------|
| 77% | 72% | 67% | 81% |

Phonics Outcomes

| Year 1 (ALL) | Year 1 (NAT) | Year 1 (PP) 8 Pupils | Year 1 (Non-PP) | Year 2 (ALL) 7 pupils | Year 2 (NAT) | Year 2 (PP) pupils | Year 2 (Non-PP) Pupils |
|-----------------|-----------------|----------------------------|--------------------|-----------------------------|-----------------|--------------------------|------------------------------|
| 88% | 75% | 100% | 87% | 14% | 87% | 0% | 14% |

Fulfen were in the top 20% of high performing schools

Key stage 1 Outcomes

| 2021-22 | ALL | NAT | PP Pupils 10 Pupils | Non PP pupils 41 pupils |
|-------------|-----|-----|------------------------|----------------------------|
| EXP RWM | 59% | 59% | 20% | 68% |
| EXP Reading | 64% | 67% | 50% | 63% |
| EXP Writing | 58% | 58% | 40% | 61% |
| EXP Maths | 66% | 66% | 50% | 68% |
| GD RWM | 0% | 7% | 0% | 0% |
| GD Reading | 14% | 18% | 10% | 12% |
| GD Writing | 2% | 8% | 0% | 2% |
| GD Maths | 8% | 15% | 20% | 5% |



Key stage 2 Outcomes

| 2021-22 | ALL | NAT | PP Pupils (8 pupils) | National PP | Non PP pupils |
|-------------|-----|-----|-------------------------|----------------|------------------|
| EXP RWM | 68% | 59% | 50% | 43% | 77% |
| EXP Reading | 84% | 74% | 88% | 62% | 91% |
| EXP Writing | 79% | 69% | 75% | 55% | 89% |
| EXP Maths | 79% | 71% | 63% | 56% | 91% |
| EXP GPS | 77% | 72% | 88% | - | 85% |
| GD RWM | 3% | 7% | 0% | - | 3% |
| GD Reading | 27% | 18% | 25% | - | 30% |
| GD Writing | 3% | 13% | 0% | - | 3% |
| GD Maths | 23% | 22% | 25% | - | 26% |
| GD GPS | 24% | | 13% | | 30% |

Pupils have had access to wider opportunities:

| Date | Year group | Activity |
|----------|--------------|--|
| 20/10/21 | 6 | Trip to Cadbury World |
| 22/10/21 | 4 | Trip to Tamworth Castle |
| 15/11/21 | Early Years | Visit from Packington Farm |
| 15/11/21 | 1,2 and 3 | Visit to the Red Rose Theatre |
| 11/1/21 | Year 3-6 | Pupils to 'Young Voices' |
| 31/1/22 | 3/4 | Athletics Competition |
| 1/2/22 | 5/6 | Cross Country Competition |
| 10/2/22 | 4 | Visit to Cannock Chase Museum |
| 11/2/22 | KS2 | Netball Festival |
| 14/2/22 | KS2 | Boccia County Finals |
| 28/2/22 | Whole School | Visit from Author Natalie Pritchard |
| 2/3/22 | Pre- school | Visit from Packington Farm |
| 3/3/22 | Whole School | World Book Day |
| 4/3/22 | 6 | Healthy eating talk from Packington Farm |



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|----------|-------------------------|---|
| 11/3/22 | 5/6 | Netball match |
| 23/3/22 | 2 | Visit to 'The Sea Life Centre' |
| 25/3/22 | 3/4 | Tag rugby competition |
| 29/3/22 | 5/6 | Tag rugby competition |
| 25/5/22 | Whole School | Jubilee celebration with parents and year group performances |
| 13/6/22 | Year 5 | Residential trip to Laches Wood |
| 20/6/22 | Year 6 | Residential Trip to Wilderness Academy |
| 24/6/22 | Year 3-6 | Pupils to County Finals at Keele |
| 20/6/22 | Early Years | Bike ability |
| 22/6/22 | Year 5 | Trip to the local high school to see Matlida production |
| 27/6/22 | Year 5 | Bike ability |
| 4/7/22 | Year 3 | Trip to 'Go Ape' |
| 6/7/22 | Year 1 | Visit from PSCO and learning about the police |
| 6/7/22 | Year 6 | Visit from PCSO and learning about behaviour in the community/contextualised safeguarding |
| 6/7/22 | Whole School | Air Ambulance to visit all pupils |
| 8/7/22 | Year 4 | Trip to the local high school to see Matlida production |
| 12/7/22 | Year 6 | Trip to Drayton Manor |
| 20/9/22 | Whole School | Visit from 'Pep the Poet' |
| 14/10/22 | Year 4 | Trip to Tamworth Castle |
| 18/10/22 | Year 6 | Team building activities at Packington Farm |
| 3/11/22 | Year 5 | Trip to Wolseley Garden Centre |
| 9/11/22 | Year 1 | Animal Man visited year 1 |
| 16/11/22 | Year 5 | Pupils took part in a singing festival at Lichfield Cathedral |
| 30/11/22 | Year 3 | Volcano workshop at school |
| 7/12/22 | Pre-school Reception | Christmas Experience – Animals visit the school |
| 8/12/22 | Reception KS1 | Pupils to the Red Rose Theatre |



