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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 **2023 to 2024** 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	409
Proportion (%) of pupil premium eligible pupils	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 revised	December 2023
Date this statement was published	December 2021
Date this statement was reviewed	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Jane Davies Headteacher
Pupil premium lead	Carly Tranter Deputy Headteacher
Governor / Trustee lead	Louise Poxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,180
Recovery premium funding allocation this academic year	£7,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,460

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	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.
3	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.



4	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.
5	Due to socio-economic inequalities, some pupils have limited life experiences beyond their home and immediate community. They also have limited access to technology.
6	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.

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>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</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>Ensure that staff have access to high quality CPD and moderation/assessment opportunities which enable them to ensure that high quality teaching of Maths, Reading, Writing and Science are embedded in their everyday practice.</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>To ensure that there is a sharp focus on scaffolding learning combined with ongoing feedback and challenge.</p>	<p>Pupils will be able to articulate learning clearly.</p> <p>Progress will be evident through formative and summative assessments.</p>



	Retrieval activities will demonstrate pupils remembering more over time.
Improve oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when cross referenced with other sources of evidence.</p> <p>Support staff deliver bespoke intervention to pupils that require language interventions. All early year's pupils are screened so that bespoke intervention can be put into place.</p>
<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> <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 Love of learning Encouraging Adaptable Determination</p> <p>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: £35,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff expertise to support pupils' learning in lessons and in the wider curriculum.</p> <p>Enhance the quality of T&L via a comprehensive CPD programme, with the "Walkthru" package and staff development via research literature.</p> <p>Embed Walkthru CPD from Tom Sherrington training</p> <p>Provide teaching staff with opportunities to enhance</p>	<p>Retrieval Practice: https://www.retrievalpractice.org/why-it-worksit-works</p> <p>Rosenshine: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p> <p>https://walkthrus.co.uk/</p>	1,3
<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>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for</p>	1



<p>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 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>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>	4,6



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

Budgeted cost: £27,280

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>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 Premium Pupils to read at home.</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 	<p>1,2,3,4,5</p>
<p>To deliver high quality structured interventions including:</p> <p>Pre teaching</p> <p>Rocket phonics</p> <p>Mastering number</p>	<p>Teaching Assistant Interventions (EEF)</p> <p>EEF: Targeted small group and one to one intervention have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>1,2,3,5,6</p>
<p>Additional speech and language support intervention.</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>3,4</p>



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

Budgeted cost: £16,000

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	4
To improve attendance by working with families and multi agencies. Daily attendance monitoring and weekly meetings. Referrals to EWO	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	1,4,5,6
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
Provide a range of rich experiences including trips, visitors and residential stays to broaden children’s cultural capital. Provide a range of clubs after school.	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 2022-23

Pupil premium strategy outcomes

2022-23	Pupils eligible for PP (pupils) (12)	Pupils non-PP Pupils (52)
% achieving expected standard in reading, writing and maths	33%	73%
% achieving expected standard in reading	55%	77%
% achieving expected standard in writing	64%	94%
% achieving expected standard in maths	73%	96%
<i>% achieving greater depth standard in reading, writing and maths</i>	0%	6%
<i>% achieving greater depth standard in reading</i>	36%	33%
<i>% achieving greater depth standard in writing</i>	9%	22%
<i>% achieving greater depth standard in maths</i>	9%	29%



Part B: Review of outcomes in 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

EYFS Outcomes

GLD (ALL)	GLD (Nat)	GLD (PP) 2 pupils	GLD (Non-PP)
77%	69%	0%	77%

Phonics Outcomes

Year 1 (ALL)	Year 1 (NAT)	Year 1 (PP) 6 Pupils	Year 1 (Non-PP)	Year 2 (ALL) pupils	Year 2 (NAT)	Year 2 (PP) pupils	Year 2 (Non-PP) Pupils
93%	79%	75%	92%	50%	89%	0%	50%

Key stage 1 Outcomes

2022-23	ALL	NAT	PP Pupils Pupils	Non PP pupils 41 pupils
EXP RWM	54%	%	50%	55%
EXP Reading	68%	68%	67%	69%
EXP Writing	58%	60%	50%	59%
EXP Maths	66%	71%	50%	67%
GD RWM	0%	0%	0%	4%
GD Reading	19%	19%	33%	16%
GD Writing	9%	8%	0%	8%
GD Maths	22%	19%	33%	10%



Pupils have had access to wider opportunities:

Date	Year group	Activity
08/02/23	4	Geography walk
02/03/23	Whole School	World book day
07/03/23	4	Art Exhibition
09/03/23	3	Lego STEAM trip
09/03/23	5	Football experience
13/03/23	Whole School	STEAM week
17/03/23	6	Science experience at CTA
20/03/23	Whole School	Poetry week
31/03/23	1	Visit to Black Country
25/04/23	3	Think tank
03/05/23	5	Laches Wood
05/05/23	Whole School	King Charles Coronation Celebration
15/05/23	Whole School	Sponsored Read
22/05/23	6	Paris trip
08/06/23	4	Year 4 Base Camp
19/06/23	5	Year 3 trip to The Monkey Forest
27/06/23	Whole School	Sports day
27/09/23	6	Packington Farm
18/10/23	4	Trip to Tamworth Castle
13/11/23	Early Years	A visit from Packington Farm
16/11/23	4	Singing at Lichfield Cathedral
17/11/23	Whole School	Children in Need
21/11/23	5	Trip to Wolsey Centre
01/12/23	Whole School	Rudolph run for St. Giles
07/12/23	Early years and KS1	Trip to theatre
08/12/23 and 13/12/23	Whole school	Santa experience
18/12/23	Whole school	Christmas Productions



Range of clubs that have been available 2022-2023

- Art
- Gardening
- Martial arts
- Archery
- Football
- Tag rugby
- Athletics
- Dance
- Young voices
- Choir
- Forest school
- Multi sports
- Music
- Computing
- Coding club
- Phonics
- Lego
- Craft club

