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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 2021 to 2022 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
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2021/2023 2023/2024
Date this statement was published	December 2021
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
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£65,560</b>

# 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.
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## 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 triangulated with other sources of evidence.</p> <p>Support staff deliver bespoke intervention to pupils that require language interventions.</p>
<p>The reading deficit for children in receipt of pupil premium funding is diminished</p>	<p>Those pupils identified as not making the expected progress are supported and tracked closely to ensure they make</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>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>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 will receive a significant discount so they can</p>



	<p>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>Through an assessment of a Boxall profile pupils will be placed on the positive play programme with a one to one support worker.</p> <p>Pupils may access a small group PE intervention in order to work on socialising or skills to build on resilience. 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Weekly meetings and observations with the Early years leader to ensure consistency</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3



<p>across early years and key stage one.</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 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 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:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><b>Mastery Teaching</b></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1</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</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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>



training for all staff.		
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## 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
Additional support for children requiring intervention (1:1 and small group) all is measured and tracked on each year group's provision map.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkits. <ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> <li>• One to one tuition – 5 months</li> <li>• Small group tuition – 4 months</li> </ul>	1,2,3
School led tutoring programme – all Pupil Premium pupils will access the intervention to accelerate their progress.		
Purchase of high-quality reading texts for Pupil 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3

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

Budgeted cost: £ 10,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Play Pupils are identified through a Boxall profile	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.	4





to receive positive play for SEMH.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
School uniform and equipment	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.	4,5
Trips/Visits and residentials	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.	4

**Total budgeted cost: £ 35,000**  
**20,000**  
**10,560**



## 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 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.*

	<b>Pupils eligible for PP (7 pupils)</b>	<b>Pupils non PP 51 pupils</b>
% 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%

