



## 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
School name	Fulwell Infant School Academy
Number of pupils in school	277 (school) 368 (total including Nursery)
Proportion (%) of pupil premium eligible pupils	21 pupils (7.6%) FSM, 5 pupils (1.8%) PLAC and 1 pupil Armed Forces (0.4%) (27 total-10%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Wendy Angus
Pupil premium lead	Wendy Angus
Governor / Trustee lead	Doug Green

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,105
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£27,280</b>



## Part A: Pupil premium strategy plan

### STATEMENT OF INTENT

Fulwell Infant School believes in providing the best possible education for every child, supporting them to make good progress and achieve high attainment irrespective of background. We are proud of our fully inclusive approach, offering a wide range of activities, opportunities and resources for all of our pupils. We believe that it is our role as a school, to enable each child to flourish in their potential within a stimulating, purposeful learning environment that enables them to aspire to anything they wish to achieve, no matter what obstacles or barriers may seem to be in the way.

The key priority of our pupil premium strategy is ensuring our disadvantaged children achieve highly and progress consistently well in all areas of the curriculum, including progress for those who are already high attainers.

All of our disadvantaged children are able to access a wide selection of activities and resources including learning outside the classroom, educational visits, within class support, one to one support, and a range of clubs.

We will investigate challenges faced by all of our children, regardless of if they are disadvantaged or not. We consider the challenges faced by vulnerable pupils [Free School Meals, Ever 6, Looked after, Post looked after, Service children and young carers] and the key priorities for improvement, as identified through robust diagnostic assessment.

High quality teaching is at the centre of our approach, within a rich, stimulating broad and balanced curriculum. Teachers and teaching assistants are continually supported to develop further professionally. Our commitment is to ensure that every child (both those who are disadvantaged and those who are not) benefit fully from this and any gaps in learning are addressed and eradicated.

We intend to provide targeted academic support through specific interventions and also wider intervention strategies relating to non-academic barriers to success in school, including behaviour, attendance and social and emotional support.

Our allocation of pupil premium is very small indeed. However, it has allowed us to subsidise particular areas in and out of school allowing our more disadvantaged children to extend their learning, and letting us reach children who would otherwise struggle with their learning, in new and innovative ways. It enables us to support the children within curriculum time if there is a specific learning difficulty or an emerging barrier to learning.

This approach is integral to our approach to recovery plans after two years of disrupted learning for many pupils. Targeted support will be used to catch up all pupils who have suffered from loss in their learning including those children who are disadvantaged.

No assumptions will be made about the impact of disadvantage but we will plan a robust programme through assessments, individual needs, and responding to the challenges that are faced in our school and setting.

To ensure that we carry this out effectively we will:

- Ensure that there is a whole school approach for staff taking responsibility for their disadvantaged learners ensuring best outcomes and that pupils have high aspirations.
- Ensure that all disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point need is identified.

**CHALLENGES**

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

Challenge number	Detail of challenge
1	<p><u>Staff expertise and consistency in the delivery of Early Reading:</u> Despite high standards in teaching and learning, observations of teaching practice and staff audits have identified a range of subject knowledge and expertise across current staffing. This is the result of changes to staffing due to maternity leaves.</p>
2	<p><u>Narrowing the attainment gap in Reading:</u> 2021 termly data indicates the impact of Covid-19 absences from school on the phonetical development of the disadvantaged children is a concern. 30% of the disadvantaged group are performing within the lowest 20% in each year group for reading. Research indicates that Reading ability is a barrier to accessing the wider curriculum [including Mathematics].</p>
3	<p><u>Ensuring appropriately matched reading books to phonic ability:</u> School historically followed the Read, Write Inc programme for Phonics sequence of learning. The school also used Oxford Reading Tree and book bands for individual and some guided reading. This meant there was the possibility of a miss match in reading book to phonic ability.</p>
4	<p><u>Emotional Well-being and Engagement in learning:</u> Nearly 26% of the pupil premium group have significant SEND needs. Nearly 40% pupils have experienced adverse childhood experiences. Observations of learning behaviours and discussions with pupils have identified specific social and emotional needs, impacting upon behaviours for learning within sessions. It has been observed that these needs can manifest in learning behaviours e.g. attention seeking, lack of concentration, difficulty to motivate and engage purposefully within lessons. This has been significantly made worse through school closures and lack of enrichment activities. These challenges have had a major effect upon disadvantaged pupils and in turn has affected their attainment.</p>
5	<p><u>Language skills and vocabulary:</u> Nursery assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. More children are entering Nursery with poor communication, language and speech difficulties (Due to preschool activities being closed from National Lockdowns and Closures) and this is more prevalent amongst children from disadvantaged families. This hinders progress for disadvantaged pupils in reading, writing and across the curriculum.</p>

**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
<ul style="list-style-type: none"> <li>• Improved Phonic knowledge and application among disadvantaged pupils</li> <li>• Attainment gap narrowed between disadvantaged pupils and age- related expectations in both Phonics and Reading.</li> <li>• Improved delivery of Phonic teaching and interventions</li> <li>• Improved delivery of Reading teaching and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Improved staff subject knowledge following successful completion of training and follow-up personalised professional development in Read Write Inc.</li> <li>• Targeted coaching and mentoring from English and Reading lead resulting in consistency and fidelity in delivery of early reading teaching [evident through school monitoring procedures i.e. observations, learning walks].</li> <li>• Read, Write Inc books used within individual and guided reading in EYFS and Y1, ensuring a match between phonic stage and reading book. Electronic system supports phonic development and results in higher levels of home reading.</li> <li>• Positive feedback from parents regarding electronic system and support for home reading. (questionnaire)</li> <li>• Early identification of intervention needs, resulting in immediate keep-up and catch-up interventions. Lexia Core5 groups.</li> <li>• Assessments and observations indicate improved phonic awareness -as evidenced through RWInc Phonic Assessments and Lexia Core5 tracking.</li> <li>• Termly formative assessments show at least expected progress.</li> <li>• End of year reading assessments identify a narrowing of the gap between non- disadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations.</li> <li>• 78% of disadvantaged pupils pass Year 1 phonics check 2022.</li> </ul>
<p>Improved wellbeing and engagement in learning for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated through:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice e.g. surveys and discussions with children.</li> <li>• Positive observations of pupil behaviour</li> <li>• Specific case studies linked to pupil and parental feedback from pastoral support e.g. linked to ELSA access.</li> <li>• Increased engagement in extra-curricular activities for disadvantaged pupils</li> </ul>

<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Early identification of issues with language skills.</li> <li>• Referrals to external professionals made at earliest point.</li> <li>• Regular application of specific language programmes from SALT professionals.</li> <li>• Improved oral language skills evident through observations.</li> </ul>
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**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: £11,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent implementation (through training) of a <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a></p> <p>To secure stronger phonics and early reading teaching for all pupils.</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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
<p>Use phonics books that match each child's phonic stage within guided, individual and home reading in EYFS and Y1.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p> <p>Phonics is a strong approach to teaching children to read. The accurate match between phonic stage and books used in guided and individual reading in school and at home facilitate progress in reading.</p>	3

**TARGETED ACADEMIC SUPPORT**

**Budgeted cost: £8,999**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	1

pupils who require further phonics support	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils [through Lexia Core 5]	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Lexia Core 5 has been shown to increase rates of progress within reading as supported by <a href="https://www.lexiauk.co.uk/proven-results/research/">https://www.lexiauk.co.uk/proven-results/research/</a>	1
To use known SALT interventions in Nursery.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	5

**WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)**

**Budgeted cost: £8,136**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning. These approaches will be part of everyday practice and children will have access to the wide curriculum offer.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Dedicated pastoral support time with trained worker through access to ELSA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	4



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**TOTAL BUDGETED COST: £28,685**

**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

**PUPIL PREMIUM STRATEGY OUTCOMES**

**SUMMARY OF IMPACT (ATTAINMENT)**

As a result of COVID-19, all children have lost significant amounts of time in school, and learning, across two consecutive academic years. It is not a requirement for primary children to be tested and therefore, the results included in this report are based on teacher assessment.

There were 23 children in main school accessing PP funding. 10 children in reception year, 6 children in year 1 and 7 children in year 2. Of the 23 children, only 16 are Free School Meals, with 5 children previously Looked After and 2 children with parents who serve in the Armed Forces.

**EYFSP PREDICTIONS (TEACHER ASSESSMENT) 2021 (PP element)**

A good level of development is determined when a child achieves the expected level in each of the first 12 Early Learning Goals (ELGs). That is, in the prime areas of learning and in reading, writing, and maths.

Of our 10 PP children in 2020-2021, 70% of them were assessed as achieving a good level of development. The % meeting the expected standard is shown below:

ELGs	ELG 1	ELG 2	ELG 3	ELG 4	ELG 5	ELG 6
	Listening & attention	Understanding	Speaking	Moving & Handling	Health & Self-Care	Self Confidence
PP % meeting expected standard	90%	90%	90%	100%	100%	90%

ELGs	ELG 7	ELG 8	ELG 9	ELG 10	ELG 11	ELG 12
	Managing Feelings	Relationships	Reading	Writing	Number	Shape
PP % meeting expected standard	90%	90%	70%	70%	70%	70%



**YEAR 1 PHONICS PREDICTIONS (TEACHER ASSESSMENT) 2021**

Of the 6 children accessing pupil premium funding in Year 1, 100% of them were assessed as passing the phonic screen.

**KEY STAGE 1 PREDICTIONS (TEACHER ASSESSMENT) 2021**

7 children in Year 2 accessed PP funding. 1 of this group was on the code of practice for SEN. 6 out of the 7 children achieved expected standard. Their results at the expected level were as follows, in response to interventions/provision:

Reading	Writing	Maths
86%	86%	86%

**EXTERNALLY PROVIDED PROGRAMMES**

Programme	Provider
Lexia Core5	Lexia UK

Wendy Angus  
December 2021