



## 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
School name	Fulwell Infant School Academy
Number of pupils in school	267 (school) 353 (total including Nursery)
Proportion (%) of pupil premium eligible pupils	20 pupils (7.5%) FSM, 7 pupils (1.9%) PLAC and 1 pupil Armed Forces (0.3%) (28 total-10.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
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	£45,881
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£45,881</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	<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.
2	<u>Narrowing the attainment gap in Reading:</u> 36% 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].
3	<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 uses a range of other books and book bands for reading at home and some guided reading. This meant there was the possibility of a miss match in reading book to phonic ability.
4	<u>Emotional Well-being and Engagement in learning:</u> Nearly 32% 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. These challenges have had a major effect upon disadvantaged pupils and in turn has affected their attainment.
5	<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. This is more prevalent amongst children from disadvantaged families. This hinders progress for disadvantaged pupils in reading, writing and across the curriculum.

### 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.</li> <li>• Assessments and observations indicate improved phonic awareness - as evidenced through RWInc Phonic Assessments.</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>• 50% of disadvantaged pupils who failed the Year 1 phonics check 2024 pass in Year 2 in 2025.</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> <li>• Use of Bedrock learning for Year 2 PP children who are higher attainers in reading.</li> </ul>

### ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### TEACHING

Salary cost of TA for 15 hours a week £11,002 targetted at PP children.  
 Teacher for term 1 in Year 1 2 days a week-accelerate PP progress. £8,842  
 Budgeted cost: £19,844

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>            To secure stronger</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>	<p>1, 2, 3</p>

phonics and early reading teaching for all pupils.		
Use phonics books that match each child's phonic stage within guided, individual and home reading in EYFS and Y1.	<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> 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.	3

**TARGETED ACADEMIC SUPPORT**

Bedrock learning for PP higher attainer in Year 2. £700

In class TA support (6 classes) for 30 minutes a day. £22,004

HLTA 1 day a week £4,500

Budgeted cost: £27,204

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

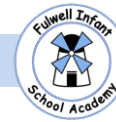
**WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)**

HLTA 1 day a week

Visits and clubs £4,520

Budgeted cost: £4,520

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. <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
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: £51,568**

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

**PUPIL PREMIUM STRATEGY OUTCOMES**

**SUMMARY OF IMPACT (ATTAINMENT)**

There were 25 children in main school accessing PP funding. 5 children in reception year, 10 children in year 1 and 10 children in year 2. Of the 25 children, only 20 are Free School Meals, with 7 children previously Looked After and 1 child with parents who serve in the Armed Forces.

**EYFSP (GLD) 2024 (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 5 PP children in 2023-2024, 20% of them were assessed as achieving a good level of development. 4 out of 5 children have additional needs. 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	Self-Regulation	Managing Self	Building Relationships	Gross Motor
PP % meeting expected standard	<b>40%</b>	<b>40%</b>	<b>100%</b>	<b>80%</b>	<b>100%</b>	<b>60%</b>

ELGs	ELG 7	ELG 8	ELG 9	ELG 10	ELG 11	ELG 12
	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns
PP % meeting expected standard	<b>60%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

**YEAR 1 PHONICS SCREEN 2024**

Of the 10 children accessing pupil premium funding in Year 1, 90% of them passed the phonic screen.

**KEY STAGE 1 OUTCOMES 2024**

10 children in Year 2 accessed PP funding. 1 of this group was on the code of practice for complex SEND. 9 out of the 10 children achieved expected standard in





reading and maths and 8 children in writing. 2 children achieved the higher standard in all 3 subjects and another achieved higher standard in reading and maths. A further child achieved higher standard in maths. Their results at the expected level were as follows, in response to interventions/provision:

Reading	Writing	Maths
90%	80%	90%

### EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
Lexia Core5	Lexia UK

Wendy Angus  
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