# 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

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| Detail | Data |
| School name | Fulwell Juniors |
| Number of pupils in school | 354 |
| Proportion (%) of pupil premium eligible pupils | 12.4 % (44 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | Peter Speck |
| Pupil premium lead | Rachel Sainthouse |
| Governor / Trustee lead | Ben Young |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £55,935 |
| Recovery premium funding allocation this academic year | £28.400 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 84,335 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Fulwell Junior School our ultimate aim for all pupils is to ‘Be the best that you can be.’ Our intent is to ensure that there is a whole school effort and approach to accelerate the progress of our disadvantaged pupils, in order to best prepare them for the next steps on their education journey and ultimately for their future and the world of work. In line with our school vision and values, we want all pupils to aspire to achieve excellence and in a wider sense, have enriching experiences that will help them to develop the life skills needed for success.  Publicly-funded schools in England, such as Fulwell Junior School, get extra funding from the government to help us improve the attainment of our disadvantaged pupils.  The causes and consequences of disadvantage are varied; however, evidence shows that children from disadvantaged backgrounds:   * generally face extra challenges in reaching their potential at school * often do not perform as well as their peers   The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.  We acknowledge that not all pupils in receipt of this funding are socially disadvantaged. Funding is also available, to help with pastoral support, for every pupil with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence.  It is also important to note that Pupil Premium is not based on ability. Strategies used to accelerate the progress of children who are working towards the expected standard of their peers may not work effectively for those high attaining pupils. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. The DfE recommends that ‘schools should focus on these pupils just as much as pupils with low results.’ To ensure that all needs are met we strive to use our Pupil Premium funding effectively by adopting a tiered model, as recommended by the Education Endowment Foundation. This includes:   * high-quality teaching which sets high aspirations for all pupils (Quality first teaching) * targeted academic support which idenitifies underperforming pupils and their area of need and addresses this specifically, with impact being monitored regularly. * wider strategies specifically targeted at supporting pupils from socio-economically disadvantaged backgrounds and to enrich the educational experience for all.   Before allocating funding we defined our areas of challenge and explored how best to meet these. Our strategy accounts for education recovery following missed face to face teaching. We firmly believe in the value of high quality teaching first and so the majority of our funding is allocated to providing staff in order to have smaller group teaching and more specifically ‘catch up’ teaching.  We then considered the individual needs of our disadvantaged pupils and in some cases used diagnostic assessment to allocate targeted academic support through staff training for intervention, the purchase of intervention programmes and the use of tutoring to accelerate progress in specific areas of the curriculum.  We also allocate funding to enriching our curriculum, providing real life experiences both in school and out in the wider community. Our ‘After School Club’ programme is extensive and provides a wealth of experiences that some disadvantaged children may not otherwise have. It is also our aim to assist those families who may need help on a more ad hoc basis with the provision of resources as and when need becomes evident or support is requested.  Our school sees pupils as individuals with their own interests, talents, strengths and areas of need. We have a culture and ethos of all staff taking responsibility for the wellbeing of our pupils and the outstanding outcomes that we strive for. It is up to our staff to raise expectations for what our disadvantaged pupils can achieve. Working from recommendations made by the EEF for ‘Foundations for Good Implementation’, our team at Fulwell Junior School, from leadership to support staff will continuously identify challenges, explore practises to implement change and prepare the necessary measures to successfully deliver solutions and monitor progress, so that all of our pupils can be the best that they can be. |
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## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | To address the missed learning from Covid lockdown that has impacted on disadvantaged children’s progress. |
| 2 | To continue to source high quality maths and English interventions to support the mainstream catch up agenda in school |
| 3 | To address any lack of motivation for learning that may have set in as a result of extended disruption to school |
| 4 | To improve the reading age and fluency of children in lowest 20% of attainment to bring them at least in line with their chronological age. |

## 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.

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| Intended outcome | Success criteria |
| All Disadvantaged children to be Back on Track to meet their projected school target, to give a firm foundation to next year’s teacher to build on success. | Termly summative assessment information will show rising trends in standardised scores in the core areas.  Where diagnostic assessment has been used, strategies have been put in place to address identified areas of need. |
| The weekly timetable will deliver a balance of Catch Up, Intervention and high quality Foundation subject teaching in order to deliver the high quality education as described in our school vision. | High quality, successful maths support through the NTP will run alongside our mainstream curriculum.  Children in ‘Catch Up’ groups for Maths and English will re-integrate with their main class as their progress is accelerated.  Children will report high levels of engagement and demonstrate excellent ‘sticky knowledge’ throughout the progressive foundation curriculum. |
| Teachers will see a significant improvement in overall Attitudes towards Learning from Disadvantaged pupils, which in turn will lead to improved productivity and better outcomes. | Teachers will report a grade 1 for Attitudes to Learning on all Disadvantaged children’s reports.  Children will engage with extra curricular activities, seeing their value as an enriching experience.  Our ‘Faculty’ and ‘World of Work’ curriculum will enhance the real life skills element of learning in our school and children will apply this to all aspects of school and home life, regardless of academic ability. |
| Children who have a reading age lower than their chronological age will see a significant improvement in their fluency and comprehension levels and will leave our school as ‘readers’. | Children will discuss books and reading with enthusiasm and understanding.  The vast majority of hildren will read fluently, at an appropriate pace and with appropriate expression because of consistent, repeated reading aloud sessions with a variety of staff members and at home.  Children will engage in Home reading and share this via the Go Read app.  Children will be able to choose books that are well suited to their ability because their teachers have provided them with appropriate reading materials in school and for home. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: ‘Catch up Groups’ £48, 636 (part funded by Catch up Premium £28,400)

‘Reading Support NQT’ for two terms £21,422

‘Diagnostic Testing’ and teaching resources for home learning £5000

‘English and Maths CPD courses attended by staff’ £975

‘Access to SIP for three terms’ £1182

Total budgeted PP cost: £77,215

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Tier 2 Catch Up* | Our Tier 2 catch up groups consist of a small number of children who are planned for based on their needs in terms of plugging gaps in their learning. The main focus of this group is to allow teachers time with pupils to give them high quality feedback that will quickly move their learning forward. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning.  As the year progresses and assessments indicate accelerated progress, these children will be integrated back to whole class teaching so that they can be attaining in line with their peers and different children will be brought into the group. These groups are fluid and respond to each cohort year on year. It is projected that in the Spring term there will be a Tier 2 support group for the most able children in order to develop mastery learning in Maths.  *There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.* | 1 and 2 |
| *NQT hired for two terms with the remit of Reading Support.* | *Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1 and 4 |
| *Purchase of standardised diagnostic assessments and resources for home learning.* | *Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.*  We subscribe to Mymaths online learning, TT Rockstars and Fiction Express so that children can access maths lessons and practise tasks from home and to provide an online library of reading books to support parents with reading homework. Research shows that homework, especially that linked to class learning can have a significant impact on progress for a relatively low cost. | 1, 2, 4 |

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

Budgeted cost: £4966.16

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Third Space Learning-*  *Participtation in an online tutoring programme for maths.* | *Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.*  *Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.*  [*https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)  Effectiveness of this particular programme will be evaluated following Autumn assessments and an alternative resource will be sourced if it does not give the intended outcomes. | 2 |
| *RWI Phonics and Freshstart-*  *The RWI and Freshstart* | *Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.*  These groups are run in a small group of around 5 children. Small group tuition has an average impact of four months’ additional progress over the course of a year.  These programmes are delivered to those children who are not proficient at word level reading, which in a junior school is a small number of children. The programme is also available in a different format ‘Freshstart’ aimed at older children who are still not ‘readers’. | 1 and 3 |
| *Programme of after school tuition provided by teachers to give tailored intervention in core subjects prior to the KS2 assessments.* | Children are invited to attend a targeted booster session with teaching and learning tailored to their area of need in either English, Maths or both. Historically these sessions have a very high uptake and all PP children have the opportunity to attend a ‘Booster session’ in Year 6. This programme is to be rolled out to the rest of school post SATs. |  |

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

Budgeted cost: £5094

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Subsidised Residential for PP pupils (Derwent Hill) (£1053)* | Evidence indicates that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Children have the opportunity to apply metacognition techniques which are a huge part of our ‘Faculty’ curriculum, to real life situations, Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes, especially for those children whose socio-economic deprivation may mean that they would otherwise be unlikely to participate in such experiences. | 3 |
| *A comprehensive programme of extra curricular activities out of school hours to enrich curriculum and provide life experiences. (£1489)* | *Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision*. Our after school programme is mandatory for all teachers for 4 out of 6 half terms a year and takes advantage of staff’s wide range of subject specialisms. A wide range of our clubs are accessed by our PP cohort, with some children accessing up to three hours extra provision with a highly trained, qualified staff member per week. | 3, 4 |
| *Participation in RSC Theatre Festival (£1039)* | According to research evidenced by the EEF, Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. | 3, 4 |
| *Subscription to Marvellous Me, Go Read (£853)* | *Parental engagement has a positive impact on average of 4 months’ additional progress.* The subscription to Marvellous Me allows us to  encourage positive dialogue about learning between school and home and between parents and pupils. There is some evidence that personalised messages linked to learning can promote positive interactions. Go Read allows us to identify children who may not be receiving sufficient reading support at home and intervene where necessary. | 2, 3 and 4 |
| *Falconary Display (£340)* | This experience for all pupils is linked to our Aspirations / World of Work curriculum, which also feeds into our ‘Faculty Curriculum’ and is intended to showcase to children the vast variety of careers and opportunities that may lay ahead of them, despite any element of social deprivation. | 3, 4 |

**Total budgeted cost: £87, 275**

**Comprising- Teaching £77,215**

**Targeted Academic Support £4,966**

**Wider Strategies £5,094**

# 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.

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| Standardised optional testing was carried out in Summer 2021 for the first time since return to school post covid and these internal assessments suggested that there were some gaps, ranging from moderate to significant between PP and Non-PP pupils, with the most significant gap being evident in our current Year 4 cohort.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Recent data is already showing a narrowing of these gaps, with significant progress being made by our current Year 6 cohort.  Our assessments and observations indicated that pupil attitudes to learning (resilience and motivation), wellbeing and in some isolated cases, mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We targeted interventions and support where required. We are building on that approach with the activities detailed in this plan. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| RWI Phonics and Freshstart | Ruth Miskin |
| Third Space Tuition | Third Space Learning |
| Royal Shakespeare Company Theatres Festival | RSC |
| Fiction Express |  |
| Mymaths |  |