# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023-2026 academic years) 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 | 349 |
| Proportion (%) of pupil premium eligible pupils | 10.6 % (37 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | April 2025 |
| Statement authorised by | Peter Speck |
| Pupil premium lead | Craig Remmer |
| Governor / Trustee lead | Ben Young |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56,940 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £56,940 |

# 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 identifies 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 school’s ethos of personalised education for all pupils drives regular discussions amongst staff, who complete provision maps for all Pupil Premium eligible pupils so that any gaps in their learning or barriers to progress can be catered for. 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 one to one, small group and additional staff support, with a special focus on these children being supported in having secure ‘basic skills’.  In order to identify the individual needs of our disadvantaged pupils, in some cases we 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. The provision maps occasionally highlight an area of need such as emotional resilience or highlights that a child may be waiting for external agency referrals such as counselling services, and so we try to plug that gap with in-house provision.  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 continue to source high quality maths and English interventions to support the mainstream catch up agenda in school |
| 2 | 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. |
| 3 | To improve the attainment of the Year 6 Pupil Premium children who have fallen behind their peers or who are not making sufficient progress from starting points with a focus on pushing children to reach their GDS potential. |
| 4 | To support children who are experiencing difficulties with their mental health or personal well being which is impacting their ability to reach their potential. |

## 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 core subject, whole class teaching, targeted group teaching, personalised ‘Basic Skills’ sessions, 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 and English support through our own tutoring/booster programme will run alongside our mainstream curriculum, especially in Year 6, but also trickling down into Year 5. 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 excellent attitudes to learning from these pupils on their provision maps, with parental intervention sought early if necessary.  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’.  Pupil premium recipients who are also classed as ‘priority readers’ will benefit from a storytime magazine subscription monthly, which they will engage with at home and in a weekly club run by the reading lead in school. | Children will discuss books and reading with enthusiasm and understanding.  The vast majority of children 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.  There will be plentiful choice of reading age/ability suited books for all readers, especially the lowest 20% PP cohort. This choice will extend to magazine subscriptions and extra reading materials offered to home. |
| Children who are struggling with their mental health and wellbeing will receive support in school and be aware of who they can talk to and that support is available. | Children who are either waiting for CAMHS referral appointments or whose class teachers indicate that they suffer from low self-esteem or low emotional resilience to a point where it impacts on their learning and wellbeing will be invited to a nurture group or to have 1:1 sessions with one of our two TAs trained in counselling. Impact will be reflected in the provision maps written by the class teacher. |

## 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:

‘SLT and HLTA support in Year 6 lessons throughout the academic year’ £36,009

‘Diagnostic Testing’ and teaching resources for home learning £6,788

‘Access to SIP for three terms’ £1,400

Total budgeted PP cost: **£44,197**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Tier 2 Catch Up/Additional class support* | *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 additional suppport 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 strategy 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.*  *Members of SLT provide this additional support in some year groups and a main scale teacher/ HLTAs in other year groups. Teachers plan for these children to have this additional support in class and, where logistically feasible, withdrawn if required.*  *As the year progresses and assessments indicate accelerated progress, the children receiving this support will change. 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 |
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| *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, 3 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: ‘Tutoring/Booster sessions £3,976’

Storytime Subscription and cover for English Lead £976

IT Maintenance £740

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Storytime Subscription and Storytime club run by English lead | *StoryTime Subscription will be for use at home and in school, parents will be contacted and asked to be directly involved in this initiative.*  “Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.”  [*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 Spring assessments and an alternative resource will be sourced if it does not give the intended outcomes. | 2 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 Year 5 post SATs.*  *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.* | 1,2 and 3 |
| *Mark Lloyd Computing Services*  *(£740)* | Staff carefully plan Basic skills sessions which include the use of our online subscriptions to support children with gaps in their maths and English knowledge. A barrier to these sessions being carried out effectively in the past has been IT technical problems. In order to maintain our devices, we have ensured that they are running at full capability. |  |

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

Budgeted cost: **£7,051**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Subsidised Residential for PP pupils (Derwent Hill and Wales) £1,403* | *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 |
| *Participation in a nurture group or invitation to receive counselling including play therapy in school.*  *(Winstons Wish £150)* | *Our provision maps indicate that some pupils are in need of support with Social and emotional learning (SEL). Through nurture group provision and coverage of communication in our Faculty Curriculum we seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions. This in turn should impact pupil’s academic attainment. According to the EEF’s research, the average impact of successful SEL interventions is an additional four months’ progress over the course of a year.* | 4 |
| *A comprehensive programme of extra-curricular activities out of school hours to enrich curriculum and provide life experiences. (£4,722)* | *Before (breakfast clubs) 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. We also enter Dance workshops and computer focus days. 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.* | 4 |
| *Annual Metro Pass*  *(£776)* | *Out of school visits are encouraged whenever it would enhance the curriculum in a purposeful way. To facilitate this, we have an annual metro pass so that we can maximise the use of our local area for this.* |  |

**Total budgeted cost: £56,940**

**Comprising- Teaching £44,197**

**Targeted Academic Support £5,692**

**Wider Strategies £7,051**

# 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 2023 to 2024 academic year.

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| End of KS2 data shows that the gap between PP and non-PP in reading has significantly narrowed. There were significant gains for some of the PP cohort who accessed the new provision funded by last year’s PP strategy story time club and booster sessions.  This cohort of PP children were historically a concern, so it is pleasing to see gaps narrowing for the EXS standard and higher-level reading. However, the gap between GDS PP and Non-PP children was still evident. This continues to highlight a need for a focus of the new PP strategy to be achievement for PP children at the GDS level.  There is consistent narrowing of gaps in reading, writing and maths across all year groups at the EXS standard, demonstrating the success of the previous strategy. However, more needs to be done at the GDS level.  This year’s funding is to be utilised to narrow these gaps. |

## 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 |
| Fledge Tuition | Fledge Tuition |
| TT Rockstars |  |
| Fiction Express |  |
| Mymaths |  |
| Numbots |  |
| Nessy |  |
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