

Fulwell Junior School Pupil Premium Strategy Statement



Respect, Aspire, Achieve – Be the best you can be

School overview

School name	Fulwell Junior School
Pupils in school	355
Proportion of disadvantaged pupils	9% (33 Children)
Pupil premium allocation this academic year	£55,935
Academic year or years covered by statement	2021-2023
Publish date	October 2020
Review date	October 2021
Statement authorised by	Peter Speck
Pupil premium lead	Peter Speck
Governor lead	Ben Young

Disadvantaged pupil progress scores for Y6- 2018/9 (Pre-Covid last published data)

Measure	Score
Reading	3.16
Writing	2.66
Maths	-0.76

Disadvantaged pupil performance overview for last academic year Y6- 2018/19 (Pre-covid published data)

Measure	Score
Meeting expected standard at KS2	71%
Achieving high standard at KS2	29%

Strategy aims for disadvantaged pupils

Measure	Activity
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Priority 1	To target PP children who required Catch-up due to the negative impact of Covid. (PP data in September indicates that 0% of PP children in year 6 were on track in maths and only 6% of children in year 6 on track in reading). Increase our teaching capacity by employing additional members of staff to support across school allowing us to deploy experienced members of staff to support a comprehensive three tier catch up program.
Priority 2	To increase school capacity to support home learning through purchase of additional materials to be accessed at home in case of bubble closures. Add to our online platform subscription and use to ensure children have access to quality texts/activities with instant feedback. Deploy hardware distributed by the DfE to support those most in need. Set up learning platforms such as Microsoft Teams for all children.
Barriers to learning these priorities address	Gaps in learning created due to Covid-19 are closed. Children Catch-Up to previous attainment levels. Further closures caused by Covid-19 will have less of an impact on children as remote learning will run parallel to learning being delivered in school.
Projected spending	£36,313.96 on teaching staff (toping up the Catch-Up funding allocation to staff). £15,000 on employing an addition TA.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths (0)	Sept 21
Other	Improve attendance of disadvantaged pupils to school targets of at least 97%	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Fiction Express across all year groups to increase reading for pleasure. Buy and embed use of online learning (MyMaths, ThirdSpace learning(Year 6)) across all year groups to increase confidence in mathematics.
Priority 2	Establish small group Catch-Up interventions for disadvantaged pupils falling behind age-related expectations. Utilise staff expertise (TA's) to deliver RWI, 1 st Class@writing, 1 st Class@Maths intervention as appropriate.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected Spending	MyMaths £339 RWI £122.50 + £220 Nelson Handwriting £225 Fiction Express £449 ThirdSpace learning £1031 + deployment of catch up staff (see above)

Wider strategies for current academic year

Measure	Activity
Priority 1	Implement a whole school catch-up program to address impact of Covid-19.
Priority 2	Address issues around children's mental health by establishing a comprehensive PSHE curriculum. Provide staff with appropriate training including sending PSHE lead on bespoke training (including travel costs). Update resources and add allow lead teacher time to work with LA to ensure planning and delivery of curriculum is high quality.
Priority 3	Build time into the curriculum through 'Faculty Friday' sessions building children's confidence and communication skills through bespoke enrichment experiences. Work with the RSC to further support our creative curriculum including staff development with reading strategies. PP children are priorities for

	participation in drama workshops leading to a final performance promoting cultural capital.
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils
Projected spending	Planning Faculty Friday sessions £500 PSHE curriculum development including staff training £1000 RSC £900

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To increase learning opportunities for catch-up in the school's day so as not to impact on the current curriculum (additional time planned 2.5 hours a week).</p> <p>To assess and identify targeted groups of children to provide bespoke intervention to accelerate learning.</p>	<p>Implement a comprehensive catch-up programme utilising teachers and support staff. Deploy senior leaders to support year group teams targeting children who are off track.</p> <p>Timetable regular staff training through staff meeting and INSET session.</p>
Targeted support	<p>Engaging the families facing most challenges.</p> <p>To train both staff and children in the use of online platforms to support learning.</p> <p>Manage staff who need to isolate and deliver learning off premise.</p> <p>Ensuring consistency when usual methods of accountability where no longer viable.</p>	<p>Weekly welfare calls during periods of lockdown to vulnerable children.</p> <p>To identify and resource suitable software to support remote learning and ensure all children had access to high quality resources.</p> <p>Invest in an online learning platform to facilitate online learning.</p>
Wider strategies	<p>Engage parents with new PSHE policy.</p> <p>Creating learning time within the school day to address PSHE in class.</p> <p>Ensuring regular quality time is available for SLT to fulfil Catch-Up support obligation.</p>	<p>Release senior leaders on a weekly basis to plan activities and work alongside staff.</p> <p>Release PSHE lead to develop a suitable curriculum.</p> <p>Book suitable staff training for PSHE lead.</p> <p>Utilise catch-up funding and develop a staffing structure to develop intervention and a clear three tiered catch-up program.</p>

		Engage in RSC project and develop bespoke reading training for all staff.
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Review: last year's aims and outcomes

Aim	Outcome
<p>To increase the proportion of pupils making expected progress in Reading. Raise the percentage of pupil premium children working at EXP or above across the school from 64% at the end of last academic year to 75% this year.</p>	<p>Several actions were undertaken during the academic year to ensure pupil premium children continued to make excellent progress in reading, increasing the % of children reaching EXP standard. These actions included, but were not limited to, using all adults in schools as positive role models for reading, using reading schemes such as ORT to support parents at home providing suitable texts and subscribe to intervention programs (Lexia) to accelerate progress. As a result of these actions 88% of the year 6 cohort were TA as EXP standard or above.</p> <p>During the academic year both the reading lead and year 3 lead to attended RWI training. The impact of this action was that they were then able to work together to identify and assess PP children who would benefit from the RWI program. Children from years 3 and 4 accessed the program which resulted in an increase in fluency.</p> <p>Across both phases of the school small group reading intervention was provided so that pupils were taught and applied reciprocal strategies to support understanding of reading. During lockdown online subscription to Fiction Express were used to engaged children through quizzes and online author discussions. Children were able to engage in additional reading activities both in schools and during home learning. In March 2019 additional reading book packs were organised for all FSM child.</p>
<p>To increase the proportion of disadvantaged pupils exceeding expected progress in mathematics. Raise the percentage of pupil premium children working at EXP or above across the school from 76 % at the end of last academic year to 80% this year.</p>	<p>During the academic year 2019-20 a mathematics booster lead was allocated to run 'catch-up' sessions to ensure that children who still had misconceptions after the morning mathematics session were supported with immediate intervention. Staff checked PP children's books first as a priority for this intervention. The sessions targeted underachievement both in small groups and through 1:1 tuition in the afternoon session ensuring children were ready to access the next step of learning the following day in class. The session began to be termed 'keep up' sessions and were engaged in positively by pupils.</p> <p>Where a 'keep up session' was not needed the TA was directed to use pre-teach strategies to ensure children were fully prepared for the new content during the following lesson. This strategies ensured that children continues to move through the age related curriculum at the same pace as their peers. These sessions ran up until lockdown due to Covid-19.</p> <p>Children in both phases of the school were provided with weekly practical problem-solving opportunities. Staff utilised school subscriptions to websites such as classroom secrets to support this. During lockdown children who were accessing home learning were still provided with a diet of problem solving task set through MyMaths and by being directed to 'Nrich' interactive materials.</p> <p>The Deputy Headteacher was deployed in the upper phase to target specific pupils on a weekly basis in order accelerate progress. Class sizes were reduced for all pupils through this provision. This provision continued up to lockdown due to Covid-19.</p>
<p>To increase the proportion of disadvantaged pupils exceeding expected progress in writing.</p>	<p>Investments were made in both resources and staff training to increase our capability to delivery RWI phonics support to the lower phase. The impact of this was both small groups and 1:1 tuition was delivered daily, to children identified by the reading lead, using RWI/Fresh start approaches improving fluency and</p>

<p>Raise the percentage of pupil premium children working at EXP or above across the school from 58% at the end of last academic year to 70% this year.</p>	<p>phonological understanding.</p> <p>The AHT was deployed to teach small groups of pupils for daily writing sessions to accelerated progress in the upper phase. This allowed class sizes to be reduced across the upper phase. This provision continued up to lockdown due to Covid-19.</p> <p>Writing lead to monitor closely the progress of any cohort with pupils off track and support intervention planning where necessary.</p>
<p>To further develop the self-confidence and resilience of learners.</p>	<p>Lesson observations prior to lock-down demonstrated excellent pupils learning behaviors. Children showed perseverance when problem solving.</p> <p>Provision was planned for the summer term 2020 to allow children to access to 1:1 mentoring to accelerate progress and raise attainment. Unfortunately, due to Covid-19 this provision was not implemented.</p> <p>Booster classes were planned for the summer term to support smaller groups of children in addition to daily timetable. Due to Covid-19 this provision was not implemented.</p>
<p>To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.</p>	<p>All children entitled to pupil premium were provided opportunities to take part in educational visits. These included, but were not limited to, access to sporting teams trials including representing the school at events, aspirational ventures such as a careers event held at the foundation of light, wellbeing events linked to healthy lifestyles.</p> <p>Children were offered arts and cultural opportunities through the Royal Shakespeare schools festival. This provision had wider life enhancing benefits such as developing confidence.</p>
<p>To further develop the emotional resilience and confidence in pupil premium children.</p>	<p>Children were provided with small group intervention to support the development of emotional skills to ensure anxiety does not have a detrimental effect on academic progress.</p> <p>Children were offered support through external providers such as Relax Kids' to learn coping and resilience strategies. This support was paused due to lockdown.</p>