



The Fulbridge Academy Pupil Premium funding

The Pupil Premium is funding paid to the school by means of a specific grant based on the following:

- School census figures for pupils registered as eligible for free school meals (FSM) in the last six years.
- The number of children who have been or are still in local authority care.

The Pupil Premium is additional to main school funding and will be used by The Fulbridge Academy to address any underlying inequalities and 'narrow the gap' in academic attainment for eligible pupils. Pupil Premium is also separate to the Sports Premium which is money spent to develop the health and well being of all children.

Pupil Premium money is not to be used to support individual children but to benefit the learning of all children who attend the Fulbridge Academy. However, the Academy is accountable for the attainment and progress of Pupil Premium identified children in respect to the Pupil Premium Funding received and must therefore be able to justify the spending of PP funds.

Pupil Premium Payments Calendar

Pupil Premium funding to the academy will be paid in quarterly instalments.

In the 2019 to 2020 financial year, the funding will be paid on:

- 9 July 2019
- 8 October 2019
- 9 January 2020
- 8 April 2020

Pupil Premium breakdown is based on the designated use of these funds but can be subject to change throughout the academic year dependent on the needs of the school.

Objectives for Pupil Premium at The Fulbridge Academy

Research undertaken by the Education Endowment Foundation (EEF) has identified five key principles that the money is most effectively used for:

1. Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

2. Evidence can help

Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.

3. Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

4. Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

5. Support middle and high attainers too.

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

In response to the above statements, the Pupil Premium allowance for the Fulbridge Academy will be used to provide additional educational support to improve the progress and raise the standard of achievement for identified pupils as well as all children within the school. This support will be available via:

- CPD for teachers and support staff
- Use of specialist teaching
- Research into best practices
- Visiting schools to see best teaching practice
- Induction and training of new staff
- Support and challenge for middle and higher attainers
- SEN support
- Experiences and visitors

The Fulbridge Academy Policy for Pupil Premium

The funding will be used to narrow and close the gap between the achievement of those pupils identified as Pupil Premium and their peers. The school will ensure the funding reaches is used to improve the quality of teaching and therefore Pupil Premium children will receive a better education.

The learning and experiences funded by pupil premium will be allocated based on evidence-based research as to the most effective practices. The impact of the use of the funding will be audited regularly in order to ensure it is being used effectively to close the gap for the eligible pupils.

Main Barriers to Learning

Pupil premium is utilised by the Fulbridge Academy to “narrow the gap” between those children classed as being disadvantaged and those who are not. The funding is utilised to to support against the main barriers to learning within the academy cohort which includes:

- Socio-economic gaps between PP children and non PP Children - the current school cohort currently sits at an average 17% disadvantaged.
- Language barriers and EAL needs - the current school cohort currently sits at an average 64% EAL.
- Lack of intrinsic motivation towards school
- Lack of external role modeling
- Lack of first hand experiences that support child development
- Low vocabulary base

Pupil Premium Accountability Statement

The Principal, Vice Principal and Senior Leadership Team will regularly monitor, evaluate and review the strategies put in place for pupil premium children.

A pupil premium champion is identified within the school to monitor the impact of pupil premium expenditure. They monitor the progress of children identified as PP in respect to their peers, give guidance and support to staff in respect of PP and report to the

Governing Body on its progress and impact.

Class teachers also have a responsibility to know who their Pupil Premium children are and are accountable for the progress of these children through appropriate planning, teaching, assessment and classroom management.

Attainment data will be available for analysis at the end of each term.

The Fulbridge Academy Pupil Premium Grant based on latest census data

Total number of pupils on roll	889
Total number of pupils eligible for Pupil Premium	155
Total Number of looked after children	0
Amount of Pupil premium received per pupil	£1320
Total amount of pupil premium	£264000

The performance of the Pupil Premium cohort will be improved by ensuring that classroom teachers are analysing data to identify issues, have rigorous plans in place to address under-achievement and by targeting those pupils most in need. Fulbridge Academy Pupil Premium numbers per year group.

Data accurate to show Pupil Premium children as of September 2018

Year	PP	PP and SEND	Not PP and SEND	Not PP
N2	-	-	-	-
Reception	13	0	4	108
1	16	3	9	103
2	23	7	5	96
3	20	6	9	100
4	31	8	7	88
5	20	3	9	101
6	45	3	4	74
Total	155	30	48	734

Curriculum Focus for Pupil Premium spending

Intent (with costing)	Implementation	Impact
<p>Classroom support based on 17% of school population being identified pupil premium</p> <p style="text-align: center;">£85,350</p> <p>17% of TA salary - £16,740 £2845 per classroom base - 30 class bases</p>	<p>Funding has helped us to ensure each classroom is supported by a minimum of one additional adult with a strong focus on supporting groups of vulnerable children in all aspects of the curriculum helping to close attainment gaps.</p> <p>Staff are often used to implement pre teach sessions as a type of intervention, often including pupils identified as PP.</p>	<p>Pre teach sessions provided pupils with a head start on the learning. Confidence in all pupils' ability to take part in the lesson pitched at ARE was noted by Mary Myatt " The school's approach is truly inclusive regardless of prior attainment."</p>
<p>Specialist classroom support for non core subjects including Dance, Drama, Music, Art, PE (x2), Forest School £3910 per staff member 7 members of staff in total</p> <p style="text-align: center;">£27,370</p>	<p>Funding has been used to support the deployment of specialist staff to support the main teaching staff in non core subjects. These specialist staff support children to access the curriculum and teach smaller groups in closing the gap that exists.</p> <p>Staff members support in all year groups and are aware of PP identified children.</p>	<p>Allowed for a better adult to child ratio within lessons. In most lessons we now have a ratio of 1:15 children. This allows staff to split classes in half and work with smaller groups that gives for better contact time with children. As part of children's school timetable they are delivered specialist teaching across all subjects which improves overall outcomes and provides smooth secondary transition.</p>
<p>EAL and SEND CPD</p> <p style="text-align: center;">£7,000</p>	<p>Funding used to allow staff to attend appropriate CPD in order to support those children who are eligible for pupil premium.</p> <p>Sessions are found through use of Whole Education, Learning Partnership and Ambition School Leadership.</p>	<p>We have paid an annual fee into Whole Educan this year to support curriculum development which will support EAL and SEND children. Our SENCo has been on the SENCo course to train and gain CPD in this area.</p>
<p>Inclusion Team Support</p> <p>Inclusion Lead salary - £16,000 Family Support member of staff £14,000</p>	<p>We employ an inclusion team to support vulnerable children during the day through time spent within lessons and group work outside of the classroom. The team support pupil premium families as well as children within the school through parental groups and individual sessions.</p>	<p>11 at the beginning 13 now 5 children moved to other provision EHCP's new and in process CP successes Fare Share has been set up and has supported families during Special School process</p>
<p>Trips, experiences and extra curricular activities</p> <p>Breakfast Club salaries £5000 per staff member 5 staff members £25,000</p> <p>Trips, experiences and Visitors £20,000</p>	<p>The Fulbridge Academy provides specific, additional financial support to allow pupil premium children to access a range of activities including after school clubs, school trips and residential visits. Trips are often subsidised by the PP funding to ensure first hand experiences are available to all children.</p> <p>Pupil premium is not used to provide free trips, experiences or extra-curricular</p>	<p>Not all trips went ahead - this will be used to support catch up</p> <p>Trips that did go ahead were all curriculum related and supported the learning back in the classroom.</p>

	<p>activities. The funding is used to decrease the overall cost in order to make the opportunities more accessible. The school itself works hard to reduce the cost of all trips, experiences and extra curricular provision.</p>	
<p>Office Support</p> <p>25% of salary for 2 office staff</p> <p>£8370</p>	<p>Two of our office staff support with regard to child protection issues and attendance issues with most of the families involved being eligible for pupil premium.</p>	<p>Daily and weekly contacts with parents and children allow for all attendance issues to be picked up straight away and any inclusion support to be provided in the first instance. Further admin support is provided to the inclusion team in order to improve overall efficiencies.</p>
<p>Corridors and environment</p> <p>£3000</p>	<p>The Academy ensures that the learning environments around the school are engaging, providing "A place that makes you long for childhood. This supports pupil premium children emotionally and physically to engage with their education and help "close the gap".</p> <p>The environment is updated regularly to engage children and ensure a love of school is instilled in the child.</p>	<p>The corridors have started to reflect the books that the children are studying. The environment in the corridor reflects that of the one in the book. This supports the children's understanding of where the characters are and how it must feel.</p>
<p>Outdoor environment including Forest School</p> <p>£10,000</p>	<p>The outdoor environment at the school is designed to challenge and enhance children's physical and mental development. Funding is used to provide outstanding equipment and learning environments that encourage play, exploration and risk taking</p>	<p>Works to improve the outdoor learning environment for the children has been ongoing over the last 2 years. The Forest area now includes; a mud kitchen, growing area, decked pond, outdoor classroom, fire pit and wild meadow. All children have access to this area as part of their school timetable with the Forest school curriculum created to enhance and deepen children's learning.</p>
<p>EAL and SEND resources</p> <p>£5000</p>	<p>Funding has been used to purchase effective resources to support identified children who are pupil premium eligible. These resources are utilised within the classroom environment to support specific needs and may also benefit the needs of others in the class</p>	<p>Resources purchased</p> <p>Headphone attachment</p> <p>Library concret resources</p>
<p>Reading books</p> <p>£8000</p>	<p>A small percentage of pupil premium funding is used to buy and replace reading books of appropriate levels to support pupil premium reading progress. This includes books of appropriate reading ages to challenge children of all abilities no matter their current academic standing</p>	<p>An audit of reading books across school and a rebanding process took place to ensure that texts in classrooms were matched to pupils' reading ability.</p> <p>As a result of the audit books were redistributed and purchased to ensure pupils have appropriate books to take home.</p> <p>Class sets of books were also</p>

		<p>purchased to support the daily class read and provide content for writing lessons.</p> <p>This work was completed in the Summer term and the impact of the changes will continue to be monitored via Star Assessment.</p>
<p>School uniform support £3000</p>	<p>Money is used to fund school uniform purchase for those pupils eligible for pupil premium.</p>	<p>The inclusion team works with families in order to identify those who need additional support with uniform. This is purchased for those families from our on site school shop. Further uniform support is provided to support suitable school shoes.</p>
<p>CPD for staff £22,000 CPD Lead (17%) £6120</p>	<p>Our CPD budget is used to improve the quality of teaching staff and support staff.</p> <p>We have a dedicated member of SLT who oversees the CPD for all staff.</p>	<p>Staff members have gained new knowledge and skills from specific training courses. Visits to other schools have provided a framework for discussion and helped staff members to develop their practice.</p>
<p>Parental Engagement weeks and celebrations £1800</p>	<p>Parental engagement is a key aspect of helping children engage with their learning at home. Sessions are to be held to invite parents into school and provide materials for them to take away</p>	<p>All sessions have been held. Parents have had input from staff on certain subjects and resources have been sent home or uploaded to the website to support the parents and children at home.</p> <p>Online youtube videos have been created to support the parents with helping their children at home in maths and reading.</p>
<p>KS2 Cool Milk allowance £1500 £136 per month</p>	<p>Funding provided for pupil premium identified children to receive milk allowance</p>	<p>Children have received milk everyday.</p>
<p>Admin costs £500</p>	<p>A percentage of money used to ensure pupil premium money is used correctly to support eligible children</p>	<p>Costs spent in year to ensure the above was allocated and used in line with the plan.</p>
<p>Total Pupil Premium Allowance £272,087</p>		

This Pupil Premium will be updated termly with new details on the effectiveness of expenditure

Appendices

Appendix A - Latest Data

Due to COVID-19 we didn't have any testing this year. Our in year data shows the following:

Predicted results and STAR data

Reception Data

Whole Cohort

	Total pupils (avg colour for each subject)	Ungraded	Well Below	Below Standard	Working Towards	Approaching Standard	Standard Exceeded	Expected	Higher Standard										
Combined Avg (based on average level)	128	99 77.3%			6 4.7%	1 0.8%	1 0.8%	1 0.8%	1 0.8%	9 7%	3 2.3%	1 0.8%	3 2.3%	2 1.6%	1 0.8%	29 22.7%	23 18%	20 15.6%	7 5.5%
Combined Min (based on lowest of subjects)	128	99 77.3%			10 7.8%					18 14.1%					1 0.8%	29 22.7%	19 14.8%	19 14.8%	1 0.8%
MATHS	128	99 77.3%			8 6.3%					14 10.9%					7 5.5%	29 22.7%	21 16.4%	21 16.4%	7 5.5%
NC Writing - Composition	128	3 2.3%	8 6.3%		41 32%					58 45.3%					18 14.1%	117 91.4%	76 59.4%	76 59.4%	18 14.1%
NC Reading	128	3 2.3%	9 7%		32 25%					59 46.1%					25 19.5%	116 90.6%	84 65.6%	84 65.6%	25 19.5%
Reading Comprehension	128	3 2.3%	8 6.3%		33 25.8%					60 46.9%					24 18.8%	117 91.4%	84 65.6%	84 65.6%	24 18.8%
Writing	128	3 2.3%	8 6.3%		38 29.7%					61 47.7%					18 14.1%	117 91.4%	79 61.7%	79 61.7%	18 14.1%
Maths	128	3 2.3%	6 4.7%		25 19.5%					75 58.6%					19 14.8%	119 93%	94 73.4%	94 73.4%	19 14.8%

PP Children

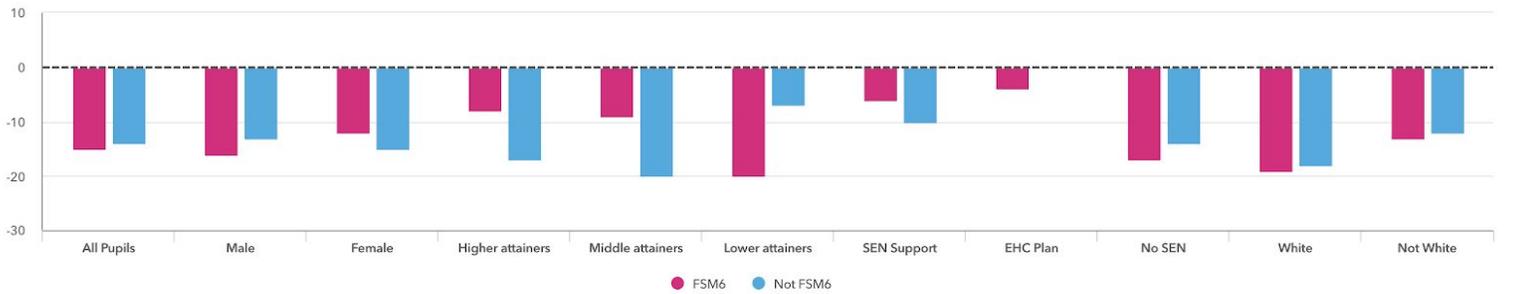
	Total pupils (avg colour for each subject)	Ungraded	Well Below	Working Towards	Expected	Higher Standard						
Combined Avg (based on average level)	16	11 68.8%		3 18.8%	1 6.3%	1 6.3%			5 31.3%	2 12.5%	2 12.5%	
Combined Min (based on lowest of subjects)	16	11 68.8%		3 18.8%	2 12.5%				5 31.3%	2 12.5%	2 12.5%	
MATHS	16	11 68.8%		3 18.8%	2 12.5%				5 31.3%	2 12.5%	2 12.5%	
NC Writing - Composition	16		1 6.3%	6 37.5%	6 37.5%	3 18.8%			15 93.8%	9 56.3%	9 56.3%	3 18.8%
NC Reading	16		1 6.3%	4 25%	10 62.5%	1 6.3%			15 93.8%	11 68.8%	11 68.8%	1 6.3%
Reading Comprehension	16		1 6.3%	4 25%	8 50%	3 18.8%			15 93.8%	11 68.8%	11 68.8%	3 18.8%
Writing	16		1 6.3%	6 37.5%	9 56.3%				15 93.8%	9 56.3%	9 56.3%	
Maths	16		1 6.3%	3 18.8%	12 75%				15 93.8%	12 75%	12 75%	

KS1 Data 2018

Pupils			Attainment			Progress			
			% Expected Standard + (Re, Wr, Ma) ✓			% Expected Standard + (Re, Wr, Ma) ✓			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	34	85	35%	49% 🚫	-14%	-15%	-14% 🚫	-1%
Gender	Male	24	39	33%	41%	-8%	-16%	-13%	-3%
	Female	10	46	40%	57%	-17%	-12%	-15%	3%
Prior Attainment	Higher attainers	12	39	83%	74%	9%	-8%	-17%	9%
	Middle attainers	3	12	67%	58%	9%	-9%	-20%	11%
	Lower attainers	19	31	0%	19%	-19%	-20%	-7%	-13%
SEN Group	SEN Support	5	5	0%	0%	0%	-6%	-10%	4%
	EHC Plan	1	-	0%	-	-	-4%	-	-
	No SEN	28	80	43%	53%	-10%	-17%	-14%	-3%
Ethnic Group	White	12	29	33%	45%	-12%	-19%	-18%	-1%
	Not White	22	56	36%	52%	-16%	-13%	-12%	-1%

Progress gap

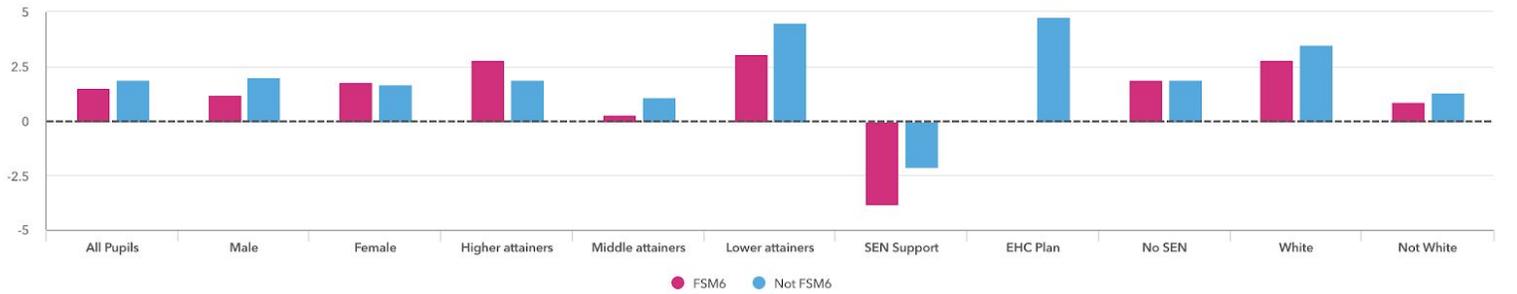
% Expected Standard + (Re, Wr, Ma) ✓



Pupils				Attainment			Progress		
				Average Scaled Score (Re, Ma) ✓			Average Scaled Score (Re, Ma) ✓		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	61	102.9	105.3	-2.4	1.5 ↓	1.9 🟡↓	-0.4
Gender	Male	15	34	102.3	104.6	-2.3	1.2	2	-0.8
	Female	14	27	103.5	106.1	-2.6	1.8	1.7	0.1
DFE Prior Attainment	Higher attainers	7	17	112.5	112.5	0	2.8	1.9	0.9
	Middle attainers	15	33	102	103.9	-1.9	0.3	1.1	-0.8
	Lower attainers	6	10	94.4	97.1	-2.7	3.1	4.5	-1.4
SEN Group	SEN Support	2	1	89	88.5	0.5	-3.8	-2.1	-1.7
	EHC Plan	-	2	-	94.5	-	-	4.8	-
	No SEN	27	58	103.9	105.8	-1.9	1.9	1.9	0
Ethnic Group	White	9	17	101.7	104.6	-2.9	2.8	3.5	-0.7
	Not White	20	44	103.5	105.6	-2.1	0.9	1.3	-0.4

Progress gap

Average Scaled Score (Re, Ma) ✓



				Attainment			Progress		
Pupils				Average Scaled Score (Re, Ma) ✓			Average Scaled Score (Re, Ma) ✓		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	45	75	102.8	104.6	-1.8	1.1	3.1 🟡	-2
Gender	Male	26	43	103.7	103.9	-0.2	0.7	4	-3.3
	Female	19	32	101.6	105.5	-3.9	1.6	1.9	-0.3
DFE Prior Attainment	Higher attainers	5	14	113.1	112.6	0.5	3.4	2.7	0.7
	Middle attainers	29	44	103.3	104.9	-1.6	-0.1	2.3	-2.4
	Lower attainers	8	11	97.3	97	0.3	4.4	6.7	-2.3
SEN Group	SEN Support	5	6	96.9	97.7	-0.8	-2.3	6.7	-9
	EHC Plan	1	-	-	-	-	-	-	-
	No SEN	39	69	103.6	105.2	-1.6	1.6	2.9	-1.3
Ethnic Group	White	14	31	100.9	103.4	-2.5	-0.5	3.6	-4.1
	Not White	31	44	103.6	105.4	-1.8	1.7	2.7	-1

Progress gap

Average Scaled Score (Re, Ma) ✓

