

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	Fulbridge Academy
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 - August 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ben Erskine
Pupil premium lead	Ben Erskine
Governor / Trustee lead	David Chandler (Resource Committee Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,305
Recovery premium funding allocation this academic year	£27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,471
Total budget for this academic year	£274,776

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and challenging environment. We hope that each child will develop a love for learning and acquire skills and abilities in order to fulfil their potential and as an adult finding employment.

Early identification is paramount and the staff at Fulbridge Academy, with guidance from the Leadership Team, SENCO and Subject Leaders, may need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The dream is for the disadvantaged children to achieve in line with their peers. High quality coaching of teachers and support staff is a key part of our schools approach to improving the quality of teaching and learning.

Our approach also takes into consideration the wider strategies to support the worst affected pupils across school, including non-disadvantaged children by targeted 1:1 reading tutoring. This is mainly focused in the early years to prevent the gap widening early on.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children have low phonics ability on entry and low reading comprehension skills in KS2</i>
2	Barriers to learning due to social and emotional needs
3	Additional support needed to scaffold learning for lower ability children within lessons
4	Disadvantaged children have less experience of outdoor adventurous learning
5	Parents of disadvantaged children can be less engaged in the education system

6	The gap between disadvantaged and non-disadvantaged has the potential to widen as they go through school
7	The exposure to high quality sports and arts engagement

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
Rapid progress within phonics	Phonics Screening results are above National Average
Children are able to access their classroom learning due to the support they receive	By the time the children get to KS2 there is less need for SEMH invention
Disadvantaged children make good or better progress	External tests data showing attainment progress
KS2 children improve their reading comprehension skills	KS2 reading results for disadvantaged close the gap towards National Average
Parents to be engaged more in their child's learning and have better understanding of how they can support at home	Increased parental engagement attendance for school events Increased attendance for disadvantaged children
Increase the amount of collaborative learning through outdoor adventure activities	Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities
The gap between disadvantaged children and non-disadvantaged children doesn't widen as they go through school.	KS2 results - comparison of disadvantaged and non-disadvantaged
A lot of the children do not get the opportunity to attend high quality sports and arts clubs outside of their schooling.	Children have the opportunity to take part in high quality provision across the PE and Arts sectors. (In school lessons and before and after school clubs)

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: £60,000

- Sounds Write Course - £ TBC
- CPD - Curriculum Leader (2 days per week) - £12,970
- Coaching Lead (1 day) - £12,900
- SLT Coaching time - £29,204
- CPD with Jon Hutchinson - £1558
- CPD with Emma Turner - £1500
 - Total so far: £58,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sounds Write Phonics Course</i></p> <p><i>Training for all staff to ensure teaching is high quality and assessments are accurate.</i></p>	<p>The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>EEF Phonics</p>	1
<p><i>Reading CPD and classroom and planning support for Teachers and Support Staff</i></p> <p><i>This will support children in their reading fluency, close reading and extended reading ability.</i></p>	<p>On average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary.</p> <p>EEF Reading</p>	1
<p><i>Mastery Learning CPD for all staff and support in lessons and planning sessions</i></p> <p><i>This will support the children to retain the learning and moving it from their working memory to their long term memory.</i></p>	<p>Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.</p> <p>EEF Mastery Learning</p>	6

<p><i>CPD for assessment for learning and quality feedback in lessons</i></p> <p><i>This will support the children to gain an even better understanding of what they know and what their next steps are.</i></p>	<p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>EEF Feedback</p>	6
<p><i>CPD for staff on how to engage the children in their learning. How to help pupils think about their own learning more explicitly.</i></p> <p><i>This will help the children retain the knowledge for the long term and understand why they are learning.</i></p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF - Metacognition and self regulation</p>	6
<p><i>Use of visualisers to enhance the teaching in classrooms to support the mastery learning element of the curriculum.</i></p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</p> <p>EEF - Mastery Learning</p>	1&3
<p><i>Use of instructional coaching for all teaching staff in school</i></p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</p> <p>Sam Sims Quantitative Education Research</p>	6

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

Budgeted cost: £190,000

- *Teaching Assistants Salaries (25% of half the class based TA's) - £87,930*
- *Specialist Staff Salaries (25%) - £92,828*
- *Tutoring £8370*
 - *Total so far: £189,128*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional in-class support through Teaching Assistants</i></p> <p><i>This will ensure that children get additional</i></p>	<p>More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully.</p>	3

<i>feedback and 'in the moment' interventions to progress their learning quicker.</i>	EEF Teaching Assistants	
<i>Additional staff in reception to support disadvantaged children This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning quicker. They will support with identifying and acting on children who need additional same day phonics interventions.</i>	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. EEF Early Years Interventions	6
<i>Employing specialist teachers to teach PE, Performing Arts, Art and Forest School. This ensures children receive high quality PE and arts experiences within their lessons and within before and after school clubs.</i>	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF - Arts There have been a number of reviews linking the benefits of participation in sport with academic benefits. EEF - Sports	7
<i>Employing tutors to support children to catch up on their learning This will ensure children who do drop behind in their learning can be supported to catch up. This will mainly focus on phonics and reading.</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF - One to one Tuition	6

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

Budgeted cost: £25,000

- Family Support Member of Staff (2 days a week) - £11,709
- Outdoor Environment Budget - £
- Attendance Officer (1 day per week) - £6,605
 - Total so far: £18,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>SEMH support for disadvantaged children and their families</i></p> <p><i>Identify and support families when dealing with SEMH related concerns.</i></p>	<p>There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.</p> <p>EEF Social and Emotional Learning</p>	<p>2</p>
<p><i>Engage parents in their child's learning by inviting them once a half term to join a lesson</i></p> <p><i>This will ensure the parent can support their child better at home and increase the understanding of how important school attendance is.</i></p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>EEF Parental Engagement</p>	<p>5</p>
<p><i>Engage parents in their child's learning by inviting them once a term to join in a celebration of their child's achievements</i></p> <p><i>This will ensure the parent can support their child better at home and increase the understanding of how important school attendance is.</i></p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>EEF Parental Engagement</p>	<p>5</p>
<p><i>Work with families through our attendance officer to encourage better attendance</i></p> <p><i>This will ensure children attend school more often and can therefore access more learning.</i></p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>EEF Parental Engagement</p>	<p>5</p>
<p><i>Improve the outdoor environment to enhance the education opportunities</i></p> <p><i>This give children more experiences during their break and lunch times and within PE and Forest School lessons.</i></p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p> <p>EEF Outdoor Adventure Learning</p>	<p>6</p>

Total budgeted cost: £275,000

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.

The progress scores for the 2021/22 year six cohort show the accelerated progress the disadvantaged pupils make. Reading: +2.53, Writing: +1.40, Maths +4.31.

Quality and consistency of the phonics provision across reception, year 1 and 2 as well as support for phonics in KS2. With most class based staff trained to teach Sounds Write we will see increasing phonics scores next year and the year after. Our phonics results show that 64.6% of the children at Fulbridge in the 2021/22 cohort passed their phonics screening test. The aim is to be above the National Average in 2022/23 and definitely there by 2023/24.

51% of the children identified as vulnerable pupils are PP and supported and monitored by the Inclusion Team

57% of the children identified as vulnerable specifically for SEMH and supported by our Family Support Worker are PP

PP Attendance = 92% which is only 1% under the whole school data of 93%

Food parcels = 247 food parcels sent in term time only (additional sent in holidays)

School Uniform provision for pupils in need = 10 pupils

Enhanced Forest School provision through the introduction of a DT room, set up to teach DT lessons within the outdoor learning environment.

The use of the specialist teams resulting in additional time out of the classroom has improved staff workload and meaning that less time is needed outside of school hours for staff to work.

All staff have had access to high quality online CPD through Tom Sherrington Masterclasses and the time of our Curriculum Leader. Most class based staff, teachers and TA's are not fully trained to teach Sounds Write phonics programme.

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

Programme	Provider
Sounds Write Phonics	Sounds Write
Tom Sherrington Masterclass Videos	Tom Sherrington

Further information (optional)

Our approach is focussed towards improving the quality of the teaching across the school. The EEF guidance for Pupil Premium spend quotes:

“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.”

This also includes being well researched and evidenced in the curriculum and pedagogical choices we make. Again the EEF guidance quotes:

“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.”