

# 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	886
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 - August 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£224,615
Recovery premium funding allocation this academic year	£24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£248,830</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

# 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 fulfill 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.

## 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 intervention
Disadvantaged children make good or better progress	External tests data showing 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 in 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: £30,000

- *Sounds Write Course* - £ tbc
- *CPD with Chris Such (2 days per week)* - £17,962
  - *Total so far: £17962*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sounds Write Phonics Course</i>	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. <a href="#">EEF Phonics</a>	1
<i>Reading CPD and classroom and planning support for Teachers and Support Staff</i>	On average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary. <a href="#">EEF Reading</a>	1
<i>Mastery Learning CPD for all staff and support in lessons and planning sessions</i>	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. <a href="#">EEF Mastery Learning</a>	6
<i>CPD for assessment for learning and quality feedback in lessons</i>	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. <a href="#">EEF Feedback</a>	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>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. 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.  <a href="#">EEF - Metacognition and self regulation</a></p>	<p>6</p>
---	--	----------

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

Budgeted cost: £180,000

- *Teaching Assistants Salaries (20%) x24 - £80,352*
- *Teaching Assistants Salaries (20%) x6 - £20,088*
- *Specialist Staff Salaries (20%) - £60,414*
  - *Total so far: £160,854*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Additional in-class support through Teaching Assistants</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.  <a href="#">EEF Teaching Assistants</a></p>	<p>3</p>
<p><i>Additional staff in reception to support disadvantaged children</i></p>	<p>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.  <a href="#">EEF Early Years Interventions</a></p>	<p>6</p>
<p><i>Employing specialist teachers to teach PE, Performing Arts, Art and Forest School.</i></p>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.  <a href="#">EEF - Arts</a>            There have been a number of reviews linking the benefits of participation in sport with academic benefits.  <a href="#">EEF - Sports</a></p>	<p>7</p>

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

Budgeted cost: £30,000

- *Family Support Member of Staff (2 days a week) - £14,112*
- *Outdoor Environment Budget - £ tbc*
- *Attendance Officer (1 day per week) - £6451*
  - *Total so far: £20,653*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH support for disadvantaged children and their families</i>	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. <a href="#">EEF Social and Emotional Learning</a>	2
<i>Engage parents in their child's learning by inviting them once a half term to join a lesson</i>	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. <a href="#">EEF Parental Engagement</a>	5
<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>	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. <a href="#">EEF Parental Engagement</a>	5
<i>Work with families through our attendance officer to encourage better attendance</i>	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. <a href="#">EEF Parental Engagement</a>	5
<i>Improve the outdoor environment to enhance the education opportunities</i>	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. <a href="#">EEF Outdoor Adventure Learning</a>	6

**Total budgeted cost: £240,000**

# 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.

### Star Assessments Data:

#### Year 2

Reading - 127 - (Expected Scale Score - 177) PP - 131

Maths - 354 (Expected Scale Score - 354) PP - 364

#### Year 3

Reading - 271 - (Expected Scale Score - 228) PP - 259

Maths - 469 (Expected Scale Score - 451) PP - 460

#### Year 4

Reading - 348 - (Expected Scale Score - 292) PP - 299

Maths - 537 (Expected Scale Score - 537) PP - 497

#### Year 5

Reading - 460.5 (Expected Scale Score - 371) PP - 458.5

Maths - 625.5 (Expected Scale Score - 614) PP - 600

#### Year 6

Reading - 525 (Expected Scale Score - 464) PP - 482.5

Maths - 677 (Expected Scale Score - 684) PP - 650

### Data above shows:

- In most cases we are closing the gap between PP and Non-PP children.
- In year two the gap has been closed for maths and reading.

### Additional Impact:

- Year six mock results were strong considering the lockdown time off.
- The use of the specialist teams resulted 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.
- The work the Inclusion Team have completed has resulted in feedback from families that they supported over COvid has been very good. Over 150 food parcels were delivered and phone calls (daily or weekly) were made to the vulnerable/PP families in school.
- Families who have not been able to afford school uniforms have been given it.
- All staff have had access to high quality online CPD through Tom Sherrington Masterclasses and the time of our Curriculum Leader.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<a href="https://www.fulbridgeacademy.co.uk/attachments/download.asp?file=1377&amp;type=pdf">https://www.fulbridgeacademy.co.uk/attachments/download.asp?file=1377&amp;type=pdf</a>
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.”