

# Fulbourn Primary School



## Pupil premium strategy statement – 2025-2026

This statement details our school's use of pupil premium 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	Fulbourn Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025, 2025/2026, 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Pupil premium lead	Beci McCaughran
Governor / Trustee lead	Russ Fry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,950</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Fulbourn Primary School, we are committed to ensuring that every child is valued, supported and enabled to flourish. We recognise that some pupils face additional challenges that can affect their learning, and we are determined to remove barriers wherever they arise. Our use of Pupil Premium funding reflects our belief that financial circumstances should never limit a child's opportunities or aspirations.

We approach this work with sensitivity and respect for our families. We do not make assumptions about pupils' needs or experiences. Instead, we focus on getting to know each child as an individual so that support is tailored, purposeful and rooted in strong relationships. We also understand that some vulnerable pupils, such as those with a social worker or young carers, may require additional support, and much of the activity outlined in this statement is designed to meet their needs as well.

High-quality teaching sits at the heart of our strategy. By strengthening classroom practice and focusing on the areas that most benefit disadvantaged pupils, we aim not only to close attainment gaps but to raise outcomes for all learners. Our ambition is that every pupil, regardless of starting point, makes excellent progress and feels empowered to achieve.

To deliver this, our Pupil Premium provision is strategically led and rigorously monitored by our Pupil Premium Coordinator, Beci McCaughran. Decisions about support and intervention are informed by robust diagnostic assessment rather than broad assumptions about disadvantage. Pupils access the level and type of support that is right for them, with provision continually reviewed to ensure it has the greatest possible impact.

Our approach is grounded in evidence. We draw on a wide range of research, including the Education Endowment Foundation's Teaching and Learning Toolkit and related guidance reports, alongside internal school data. This ensures that our strategy is both responsive to our pupils and aligned with best practice.

Our Pupil Premium Strategy aims to:

- ensure that disadvantaged pupils are challenged, supported and inspired through high-quality teaching
- intervene swiftly and effectively when needs are identified
- promote a whole-school culture in which every member of staff takes responsibility for disadvantaged pupils' outcomes and holds high expectations for what all children can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from entry to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have <b>greater difficulties with fluency in reading and arithmetic than their peers</b> . This negatively impacts their progress in reading and maths.
3	Our assessments, observations and discussions with teachers, families and pupils show that the <b>social, emotional and mental health needs</b> of our children and families has increased since the pandemic. This has impacted on attendance, children's ability to self-regulate, children's ability to approach their learning with resilience and an increase in referrals from teachers and parents for support for children with SEMH issues. A significant number of these children are disadvantaged.
4	Our data shows that disadvantaged pupils are less likely to engage in the <b>clubs and extra-curricular opportunities</b> .
5	<p>Although our overall attendance compares favourably with national averages, a gap remains between disadvantaged and non-disadvantaged pupils. Our analysis shows that some disadvantaged pupils and their families require additional support to secure and sustain good attendance and punctuality. Last year, 10.8% of pupils eligible for Pupil Premium were classed as persistent absentees, compared with 4.7% of non-Pupil Premium pupils. The overall in-school attendance gap for 2024–2025 was 1.6%.</p> <p>Assessments indicate that reduced attendance is having a negative impact on the progress and attainment of some disadvantaged pupils.</p>

## 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
Disadvantaged pupils in all year groups to have oral language skills in line with their peers.	<p>Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school from to no more that 5%. This is within a context of high attainment for all.</p> <p>Effective diagnostic assessment helps effectively and swiftly identify children for intervention programmes.</p>

	All PPG children to understand, retain and use a wider range of vocabulary (Tier 2 and Tier 3) in their speech and written work.
Disadvantaged pupils will develop reading fluency in line with their peers so that all disadvantaged pupils leave Fulbourn Primary School as strong readers.	KS1 phonics assessment scores reflect our ambition for every child to pass the phonics assessment. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%. Effective diagnostic assessment helps effectively identify children for intervention programmes.
Disadvantaged pupils will achieve well in the Year 4 multiplication check	Children in receipt of pupil premium achieve in line with their peers in the Year 4 multiplication check.
Disadvantaged pupils will attend regularly and arrive punctually.	Children in receipt of pupil premium will have attendance of at least 96%. Rates of lateness will be reduced to be in line with the very low incidence experienced by their peers.
Participation in enrichment activities (e.g. sports clubs, music lessons, choir, other clubs, additional responsibilities) will increase for disadvantaged pupils.	Sustained participation in enrichment demonstrated by an increase in the percentage of disadvantaged pupils participating in one or more club each term and the gap between the number of disadvantaged pupils and non-disadvantaged pupils participating reducing.

## 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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further embed a systematic approach towards teacher professional development focusing on the impact on pupil outcomes. This will focus on whole school priorities and targeted individual development	Supporting high quality teaching is pivotal in improving children's outcomes and the research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-</a>	1,2,3,5

<p>(e.g. NPQs, maths mastery lead, ECT and NPQ facilitators). We will support teachers to access and provide time to complete CPD, which in turn will support the recruitment and retention of our excellent teaching staff.</p>	<p><a href="#">reports/effective-professional-development</a></p>	
<p>To further embed and sustain maths teaching for mastery by delivering high quality CPD for teachers led by our maths subject leader, who is a Local Leader of Maths Education and mastery specialist.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>For our mathematics mastery specialist to support staff to embed mastering number.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellent in the Teaching of Mathematics, drawing upon evidence based approaches.</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	1,2
<p>To embed fluency strategies in whole class teaching of reading. This will include professional development, instructional coaching and teacher release time working with our Reading Ambassador (QTS). There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p>	<p>Gill Jones, Ofsted Deputy Director for Early Education says, “If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.” Evidence shows that beyond developing effective decoding strategies, children need to develop reading fluency and those that don’t quickly fall behind their peers in reading development.</p> <p><a href="#">Fluency   EEF</a></p> <p><a href="#">The Reading Fluency Project: Raising Reading Achievement in the UK</a></p> <p><a href="#">Small group tuition   EEF</a></p>	1,2

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

Budgeted cost: £17,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deploy teaching assistants to run targeted structured small group interventions and in some cases one to one support in reading, writing and maths, following rigorous analysis of difficulties diagnosed through assessments.</p> <p>In 2025/26 this will include targeted interventions in arithmetic, comprehension interventions in Y4 and 6 and phonics and early reading in Reception -Year 4.</p>	<p>Whilst the majority of children are able to make progress with quality first teaching alone, when implemented effectively, small group and 1:1 intervention can rapidly fill gaps in learning and support pupils to make accelerated progress.</p> <ul style="list-style-type: none"> <li>• <a href="#">Small group tuition   EEF</a></li> </ul> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	1,2,3,5
<p>Reading Ambassador (QTS) run 'reading fluency' interventions based on the Herts for Learning 'KS2 Fluency Project' to targeted groups in Years 2-6 to build confidence in reading out loud, fluency and pace resulting in improved comprehension.</p>	<p>Gill Jones, Ofsted Deputy Director for Early Education says, "If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers."</p> <p>Evidence shows that beyond developing effective decoding strategies, children need to develop reading fluency and those that don't quickly fall behind their peers in reading development.</p> <p><a href="#">Fluency   EEF</a></p> <p><a href="#">The Reading Fluency Project: Raising Reading Achievement in the UK</a></p> <p><a href="#">Small group tuition   EEF</a></p>	1,2,5
<p>Teaching assistants to receive regular high quality phonics training and to deliver additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support using precision teaching.</p>	<p>The Reading Framework (DFE 2023) tells us that's 'phonics gives children the key to unlocking thie alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is a cornerstone of the programmes of study for English in the national curriculum.'</p> <p>Effective 'keep-up' strategies (effective early intervention) prevents children needing to 'catch-up' once big gaps in learning have developed.</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">The reading framework</a></p>	1,2,5

Wellcomm assessment/ intervention	Early Identification of language comprehension gaps, ensures school can target early intervention effectively. <a href="#">Identifying speech, language and communication needs with WellComm Primary - GL Education</a>	1, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club place for key pupils and families who need support with attendance and punctuality.	Before children can thrive in school, their basic needs need to be met.  <a href="#">Education Endowment Foundation   EEF</a>  <a href="#">Maslow's hierarchy of needs: pedagogy focus   Tes Magazine</a>	1,2,3,4,5
Trauma Informed Whole School Approach and Restorative Behaviour Policy	<a href="#">Trauma-informed responses in relationship-based practice   Research in Practice</a> <a href="#">Improving Behaviour in Schools   EEF</a>	1,2,3,4,5
Family Worker - 20 hours per week	Research shows that a personalised approach to supporting families to overcome barriers to attendance is most effective, and further enhanced by strong relationships with well-trained professionals.  Children who can self-regulate effectively and whose social, emotional and mental health needs are effectively supported, are more likely to achieve well in their learning.  <a href="#">Social and emotional learning   EEF</a> <a href="#">Supporting attendance   EEF</a>	1,2,3,4,5
Fully trained ELSA (Emotional Literacy Support Assistant) 6 hours per week	Research shows that a personalised approach to supporting families to overcome barriers to attendance is most effective, and enhanced by strong relationships with well-trained professionals.	1,2,3,4,5

	<p>Children who can self-regulate effectively and whose social, emotional and mental health needs are effectively supported, are more likely to achieve well in their learning.</p> <p><a href="#">Social and emotional learning   EEF</a>  <a href="#">Supporting attendance   EEF</a></p>	
<p>Support to book, attend, sustain attendance and thrive at extra-curricular clubs, enrichment and music provision.</p> <p>All disadvantaged children have access to three free weekly clubs and are supported by our pastoral leads to choose and attend these.</p>	<p>The Social Mobility Commission's 2019 report <a href="#">An Unequal Playing Field: Soft Skills and Social Mobility</a> emphasises the benefits of pupil participation in extra-curricular activities such as sport, leisure and the arts. Enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in school life, this can also affect attainment in qualifications and help reduce dropout rates.</p> <p>Enrichment activities shouldn't be seen as optional extras; rather, allocating time to these activities can continue to engage and motivate pupils who might otherwise have difficulty viewing aspects of the curriculum as relevant to their needs.</p> <p><a href="#">Research for education inspection framework</a>  <a href="#">Cultural Education Final 20130805</a>  <a href="#">Choristers Added</a></p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £60,950**

## 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 2021 to 2022 academic year.

***Intended outcome: Children in receipt of pupil premium will develop reading fluency in line with their peers.***

#### **2025 GLD**

There were three pupils entitled to the pupil premium grant in the reception cohort and one of those achieved the age-related expectation in reading.

#### **2025 KS1 phonics**

There were no pupils entitled to the pupil premium in Year 1.

100% (6 Pupils) of pupils of pupils entitled to pupil premium funding passed the phonics screening check at the end of Year 2.

#### ***2025 KS2 SATS (5 PPG pupils / 37 non-pupil premium pupils)***

60% pupils entitled to pupil premium funding achieved the expected standard in **reading** (compared to 81% for non-pupil premium).

20% of pupils entitled to the pupil premium funding exceeded the expected standard in **reading**.

60% pupils entitled to pupil premium funding achieved the expected standard in **writing** (compared to 91% for non-pupil premium).

One pupil entitled to the pupil premium funding exceeded the expected standard in **writing** (20%).

80% pupils entitled to pupil premium funding achieved the expected standard in **Maths** (compared to 92% for non-pupil premium).

20% of pupils entitled to the pupil premium funding exceeded the expected standard in **Maths**.

50% of pupils entitled to the pupil premium achieved the combined standard in Reading, Writing and Maths, which was above the national average for pupils entitled to the pupil premium at 47%.

***Intended outcome: Children in receipt of pupil premium will achieve well in the Year 4 multiplication check***

*No pupils (of 5) entitled to pupil premium funding achieved full marks in the Year 4 Multiplication check compared to 49% of pupils not entitled to pupil premium funding.*

***Attendance***

*Attendance figures show that attendance of pupils entitled to the pupil premium grant was 94.8%, which was 2.2% above the national average for pupils entitled to the pupil premium. It was also 1.9% above the school's 2023-2024 attendance for pupils entitled to the pupil premium.*

*Persistent absence of children entitled to the pupil premium was 10.3% which was significantly below the national average for pupils entitled to the pupil premium at 24.4%*

*0.5% lateness was recorded for pupils entitled to the pupil premium(31) compared to 0.03% for children not entitled to the pupil premium. This was reduced from 1.1% in 2023-2024.*

***Wellbeing and behaviour***

The introduction of OPAL (Outdoor Play and Learning) and trauma-informed approaches has led to a significant reduction in behavioural incidents for pupils eligible for Pupil Premium. During 2024 - 2025, incidents involving Pupil Premium pupils fell by over a third, with fewer repeat occurrences. Pupils are now more engaged, calmer, and better able to manage conflict both in lessons and at play. Structured outdoor play has improved social skills and resilience, while trauma-informed practices have created a predictable, emotionally safe environment where disadvantaged pupils feel secure and supported.

Our partnership with the Mental Health in Schools Team has shortened waiting list for pupils by more than a year on average and this has supported pupil entitled to the pupil premium to access mental health support much quicker, leading to fewer barriers to success in school.

## 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
KS2 Fluency programme	Herts for Learning