

Fulbourn Primary School



Pupil premium strategy statement – 3 Year Plan

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It also includes our approach to school-led tutoring.

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	287
Proportion (%) of pupil premium eligible pupils	39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Annually in October
Pupil premium lead	Amy Marshall
Governor / Trustee lead	Russ Fry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tutoring allocation	£2733.75
Total budget for this academic year	£60,903.75

Part A: Pupil premium strategy plan

Statement of intent

At Fulbourn Primary, we value and nurture each individual, and aim to ensure that all children thrive at school, enabling them to reach their full potential. Our pupils in receipt of Pupil Premium face particular barriers in reaching their full potential; therefore, at Fulbourn, we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them.

To achieve these outcomes we believe the provision for students in receipt of Pupil Premium needs to be strategically led and carefully managed at an operational level. This provision is currently led by our Pupil Premium Coordinator- Amy Marshall. Provision for pupils in receipt of Pupil Premium will be offered based on identified group and individual needs; with pupils accessing as many of the provisions and interventions as they individually require.

When making decisions about allocating our Pupil Premium Funding, we have analysed a wide range of data thoroughly and have made use of a range of research, such as the EEEF Teaching and Learning Toolkit, EEF Guidance Reports and Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, children in receipt of pupil premium demonstrate lower average attainment in communication, language and literacy.
2	On average, children in receipt of pupil premium achieve lower levels of attainment and make slower progress than their peers. Assessment demonstrates that, on average, children in receipt of pupil premium have poorer fluency in reading and maths. This gap has been exacerbated by the Covid pandemic.
3	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
4	Levels of attendance and punctuality are lower for children in receipt of pupil premium

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
Children in receipt of pupil premium in all year groups to have oral language skills in line with their peers.	<p>In the EYFS Profile, children in receipt of pupil premium achieve in line with their peers in Communication, Language and Literacy.</p> <p>In Year 1 children in receipt of pupil premium have speaking and listening skills in line with their peers.</p> <p>Effective diagnostic assessment helps effectively identify children for intervention programmes.</p> <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.</p>
Children in receipt of pupil premium will develop reading fluency in line with their peers.	<p>Children in receipt of pupil premium will be successful in the Year 1 Phonics screening check</p> <ul style="list-style-type: none"> • 90% Pass rate for children in receipt of pupil premium in Year 1 June Assessment. • 100% Pass rate for children in receipt of pupil Premium in Year 2 re-take. <p>Effective diagnostic assessment helps effectively identify children for intervention programmes.</p> <p>Children in receipt of pupil premium will have reading fluency levels in line with their peers.</p>
Children in receipt of pupil premium 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.
Children in receipt of pupil premium will enjoy school, attend regularly and arrive punctually.	<p>Children in receipt of pupil premium will have attendance of 96%.</p> <p>Rates of lateness will be reduced to be in line with the very low incidence experienced by their peers.</p>
Children in receipt of pupil premium will flourish at school and have positive levels of confidence, perceived learner capability and preparedness for learning (self-regulation and metacognition).	The gap will be narrowed in learner scores (measured by pupil survey) between children in receipt of pupil premium and their peers.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Training – 1 TA	EEF Improving Literacy in KS2 – recommendation 2	2
Reciprocal reading – Teacher training	EEF Reciprocal Reading Summary + 2 Months	2
Maths Mastery – 2 teachers attending 'Developing Mastery' workgroups	Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery + 5 Months	2,3
Training in effective vocabulary teaching	EEF Improving Literacy in KS1 and 2 – recommendation 1 Bringing Words to Life – Isabella Beck (2002) Closing the Vocabulary Gap – Alex Quiggley (2018)	1,5
Training for 1 Emotional Literacy Support Assistant (ELSA)	Derbyshire CC ELSA Impact report 2020 Burton 2008, Burton, S., Osborne, C., & Norgate, R. (2010)	4,5

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

Budgeted cost: £54,903.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
15 hours 1:1 or small group maths tutoring 3x per week for 18 children	Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> • Individualised instruction + 4 Months • One-to-one tuition + 5 Months • Metacognition & self-regulation + 7 Months • Small group tuition + 4 Months 	2,4,5

Number sense Intervention 4 groups of 4 children	Education Endowment Foundation – Teaching and Learning Toolkit: • Small group tuition + 4 Months • Teaching Assistant Intervention + 4 Months EEF Maths Guidance Report KS2	2, 5
Maths early morning Booster Groups 1. Closing the gap 2. Challenging high attainers	Education Endowment Foundation – Teaching and Learning Toolkit: • Small group tuition + 4 Months EEF Maths Guidance Report KS2	2,4,5
Nuffield Early Language Intervention – TA 5 hrs per week (5 pupils) 20 weeks	EEF Nuffield Early Language intervention trail + 4 Months EEF Teaching and Learning Toolkit – Oral Language Interventions + 6 Months	1,
YARK reading assessment	EEF Improving Literacy in KS2 – recommendation 6	1,2,
Daily phonics Intervention – Little Wandle Letters and Sounds 22 children	EEF Teaching and Learning Toolkit – Phonics Intervention + 5 Months	2,3
HfL Fluency Intervention	Institute of Effective Education – Improving reading fluency + 6 Months	2,3
Family Worker - 20 hours per week	EEF Teaching and Learning Toolkit – behaviour interventions + 4 Months EEF Teaching and Learning Toolkit – Social and Emotional Learning + 4 Months	4,5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement – Each family to attend 2 engagement activities offered this year	EEF Teaching and Learning Toolkit – Parent Engagement + 4 Months	4,5
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. UCL Research – ‘Out of School Activities During Primary School and KS2 Attainment’ – Jenny Chanfreu,	4,5

	Emiy Tanner, Meg Callanan, Karen Laing, Amy Skipp and Liz Todd (2016)	
School uniform	Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	4,5

Total budgeted cost: £60,903.75

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 in all year groups to have oral language skills in line with their peers.

The NELI programme ran for 6 children in reception and all met age-related expectations in the EYFSP.

In the EYFS Profile 67% (4 pupils) achieved the expected standard for speaking compared to 95% of their peers who are not entitled to the pupil premium grant.

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

EYFS Profile

100% of pupils entitled to pupil premium achieved the expected standard in word reading in the EYFS Profile.

83% of EYFS pupils entitled to pupil premium funding achieved the expected standard in word reading compared to 87% of pupils not entitled to pupil premium funding.

2022 KS1 phonics

80% of pupils entitled to pupil premium funding achieved the expected standard at the end of Year 1.

90% of pupils of pupils entitled to pupil premium funding passed the phonics screening check at the end of Year 2.

2022 KS2 SATS

75% pupils entitled to pupil premium funding achieved the expected standard in reading.

50% of pupils entitled to the pupil premium funding exceeded the expected standard in reading.

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

50% (3 pupils) of children entitled to pupil premium funding achieved the school's expected standard in the Year 4 Multiplication check compared to 85% of pupils not entitled to pupil premium funding.

Attendance

Attendance figures show that attendance of pupils entitled to the pupil premium grant was 2.6% below their peers but 0.8% above the FFT national average for pupils entitled to the pupil premium.

0.7% lateness was recorded for pupils entitled to the pupil premium compared to 0.3% for children not entitled to the pupil premium.

Wellbeing and behaviour

Our assessments and observations indicated that pupil behaviour, well-being and mental health have been negatively affected by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide additional well-being support for all pupils, and targeted interventions where required. We are building on that approach for this academic year.

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
White Rose Mixed Age Planning	White Rose