

# Pupil premium strategy statement – FULHAM PRIMARY

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	March 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Maryanne Boon
Pupil premium lead	Gordon Canning
Governor / Trustee lead	Andy Mathias

## Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£169,663
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£169,663

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The mission of Fulham Primary School is to ensure that all children, regardless of background, leave school with genuine choices in how they shape their future and we recognise our responsibility to do all we can to enable children to leave our school secondary ready. As a school with 47% of pupils eligible for Pupil Premium, we recognise the importance of spending this funding in areas that will help to close the attainment gap and ensure that there is equality of opportunity regardless of background.

The school prioritises the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.
- Continuing support for children and families from members of staff to provide advice and support for parents with particular focus on improving attainment through improving attendance, widening experiences, developing self-esteem and behaviour for learning.

The school draws on research evidence (such as the [Sutton Trust Toolkit](#)) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

## Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- a. 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.
- b. The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- c. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Fulham Primary School, we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Closing the Gap:</b> Pupils do not achieve as well as they could by the end of KS2, especially those with PP – the gap between Non PP pupils and PP pupils needs to be narrowed.
2	<b>Disadvantaged Pupil:</b> DA pupils generally start school with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently.
3	<b>Writing:</b> the progress and attainment of PP pupils across the school is lower than that of Non PP pupils – the gaps need to be narrowed.
4	<b>Attendance:</b> PP pupils' attendance is not in line with national and persistent absence is above national.
5	<b>Enrichment:</b> Disadvantaged pupils and families can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital.
6	<b>SEND:</b> Pupils with PP & SEN have additional barriers to learning.

## 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
Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving ARE standard.
Increase the number of PP pupils achieving GLD at the end of Reception and passing the Phonics Screening Check at the end of Y1.	Three-year increase in pupils achieving GLD and passing the Y1 Phonics Screening Check with pupils achieving above national expectations by the third year.
PP pupils achieving ARE in writing is in line with non PP pupils.	By taking part in the UL Writing Project, the gap between the number of pupils achieving ARE in writing will have narrowed over a three year period.
Attendance for PP pupils improve and persistent absence reduces.	Attendance data indicates that the gap to National closes year on year.
Pupils achievement in the wider and extended curriculum is in line with non-PP pupils and cultural capital is developed and sustained.	PP pupils have wider access to clubs and activities. Subject Leader data shows the PP pupils perform broadly in line with non-PP pupils. Pupil voice shows a greater understanding of the world around them.
The barriers for SEN pupils in receipt of PP are reduced.	Provision Maps identify the extra support and interventions that SEN pupils require and targets are met.

## 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: £24,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing phonics training, coaching and	Reading is crucial to success in school and life. It is essential that children	1, 2, 6

resources to all EYFS and KS1 teachers  English Lead to take part in United Learning reading project	master decoding and blending before they move into Year 2  By the end of Year 1, children are reading with increased fluency  Early reading success is linked to reading for pleasure  ELS Phonics High impact for very low cost based on very extensive evidence	
Provide high quality professional development opportunities through weekly staff meetings and access to United Learning CPD	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.  EEF Feedback Very high impact for very low cost based on extensive evidence	1, 2, 6
1 x SLT member join NPQH  2 x SLT continue on their NPQSL journey  3 x experienced teachers join NPQLT to become excellent leaders of teaching at FPS  1x experienced teacher joins the NPQML course	Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes.  Teachers will delve into the nuts and bolts of what makes an effective teacher, what good teaching looks like, and how they can lead others and they can learn from them.	1, 2, 6

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

Budgeted cost: £111,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x SEND teaching Assistants to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and	EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy.	1, 2, 6

<p>learning and occupational therapy.</p> <p>1 x SEND teaching Assistant in EYFS to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy.</p>	<p>Success in the key areas provides a vital foundation for transition to Year 1.</p>	
<p>Additional EP time from Educational Psychology Service (6 days during 22-23 academic year)</p>	<p>Assessments used to ensure that targeted support is better matched to the needs of the children and, therefore, the identified children make better progress or are signposted to further assessment.</p>	<p>1, 2, 3, 6</p>
<p>Provide targeted support and personalised provision for SEND pupils who are also PP.</p> <p>To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.</p>	<p>There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP), the gap between the cost of one-to-one support and SEND funding is allocated to these pupils.</p> <p>Research shows that personalised provision best meets pupils' needs.</p>	<p>1, 6</p>

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

Budgeted cost: £34,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 x Psychotherapist to co-run a Multi-Family Therapy Group which provides pastoral support for vulnerable children and families – key support needed to ensure attendance is maintained and readiness for learning.</p>	<p>Attendance figures show an improvement for all targeted children.</p> <p>Persistent absenteeism reduces.</p> <p>Children taking part make better progress.</p>	<p>1, 4, 6</p>
<p>1 x Attendance Officer in school who monitors</p>	<p>Attendance figures show an improvement for all targeted pupils.</p>	<p>1, 3, 4</p>

<p>attendance, contacts parents of Pas to discuss absenteeism, liaises with LA Attendance Officer to organise meetings with parents of children with the lowest % attendance, collects and analyses attendance data.</p>	<p>Number of meetings with parents regarding PA have reduces.</p> <p>Persistent absenteeism reduces.</p> <p>Pupil Progress meetings show that the progress and attainment for the targeted children has improved.</p>	
<p>Additional funding given to support families with sending their children on the school journey to Farms for City Children. (£1000)</p>	<p>Children that would not be able to attend school journey will have the opportunity to sign up for it.</p> <p>Children have an experience out of London and in a setting that they would not normally have.</p> <p>Children have an opportunity that will have a positive effect on their well-being and mental health.</p> <p>Children and staff have a joint experience in a setting other than the school.</p>	5
<p>Funding for non-curricular activities for the children that are unable to attend the school journey to Farms for City Children</p>	<p>Children that are not attending the school journey will have the opportunity to take part in activities in London that they would not normally have.</p> <p>Children have an opportunity that will have a positive effect on their well-being and mental health</p> <p>Children and staff have a joint experience in a setting other than the school.</p>	5
<p>PSHE scheme, Jigsaw, and supporting resources purchased to support with the planning, delivery and assessment of the PSHE curriculum throughout the school.</p>	<p>Scheme will support with the coverage, progression, planning, delivery and assessment of the PSHE curriculum across the school.</p> <p>PSHE will be taught regularly and confidently.</p> <p>Children will be able to talk confidently about what they have covered within their PSHE sessions and the impact that it has had on them as individuals in terms of their well-being and mental health.</p>	1, 3, 5, 6



**Total budgeted cost: £169,663**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*