

# Fulwood and Cadley Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Fulwood and Cadley Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	K Stewart
Pupil premium lead	A Holding
Governor / Trustee lead	TBD

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,109
Recovery premium funding allocation this academic year	£1812.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77, 921.50

# Part A: Pupil premium strategy plan

## Statement of intent

At Fulwood and Cadley our aim is to ensure that disadvantaged pupils are provided with the same opportunities, learning experiences and challenges as their non-disadvantaged peers. Our team is fully We are dedicated to ensuring that all our disadvantaged children are given every opportunity to achieve and succeed. Through close monitoring of progress, and attainment we ensure that gaps in learning are closed and through our disadvantaged pupil voice, we ensure that disadvantaged pupils have a voice within school.

## Challenges

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

Challenge number	Detail of challenge
1	Although there have been small steps of improvement, the attainment of our disadvantaged pupils at the end of KS2 has been lower than that of non-disadvantaged pupils.
2	Our disadvantaged pupils start school with below average speech, language and communication. Our challenge is to ensure a high proportion of KS1 children pass the phonics screening check (in line with or above national average)
3	Many of our families struggle to engage in home learning opportunities and our disadvantaged children have limited opportunities to use technology for learning at home.
4	Very few disadvantaged pupils' access sports clubs outside of school compared to non-disadvantaged pupils.
5	Many of our disadvantaged children have experienced ACES and emotional anxiety that impacts their well-being and engagement in school.

## 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
<p>At the end of KS2, the percentage of disadvantaged children achieving the EXS+ is in line with or above non-disadvantaged.</p>	<p>The attainment gap at the end of KS2 between disadvantaged and non-disadvantaged closes on a 3 year trend.</p> <p>Y6 disadvantaged pupils take part in regular tutoring to plug gaps in learning.</p>
<p>Those disadvantaged children that begin school with below average speech, language and communication have access to high quality speech and language intervention.</p>	<p>Disadvantaged pupils end EYFS with the required speech, language and communication skills to allow them to thrive in KS1</p> <p>All EYFS pupils to be assessed regularly</p> <p>The percentage of disadvantaged pupils reaching the Communication and Language early learning goal is in line with their non-disadvantaged peers.</p>
<p>Disadvantaged pupils engage regularly with home learning and utilise technology in their day-to-day learning.</p>	<p>Seesaw and Showbie accounts for disadvantaged pupils are filled with examples of engaging in home learning, and learning opportunities in school, with clear links made to learning in the classroom.</p>
<p>Disadvantaged pupils access out of school hours sport</p>	<p>Year on year, more disadvantaged pupils are accessing out of school hours sport building on sporting interests developed in P.E.</p> <p>Assemblies/celebration/school newspaper/Facebook will evidence the range of sports being accessed out of school hours.</p>

<p>Disadvantaged pupils that have experienced ACES access the appropriate support at the earliest opportunity.</p>	<p>Disadvantaged pupils access counselling when needed.</p> <p>Identified children and families work closely with our Family Support Worker to maintain positive links with school and support disadvantaged pupils.</p> <p>Case studies evidence an improvement in concentration, attainment and well-being from children that have accessed counselling (case studies led by Pupil Premium lead and school councillor)</p>
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## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching assistants increase capacity allows, within lessons, for teachers to be able to deliver high quality intervention work for disadvantaged children. The small group work is primarily based on feedback and building on strengths and areas of development from the previous lesson.</i></p>	<p>EEF- Feedback +6 months</p> <p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</p>	<p>1</p>
<p><i>Implement a Lesson Study cycle (triad) focusing on the progress disadvantaged pupils make in guided reading</i></p>	<p>Godfrey et al (2018)</p> <p>Research into Lesson Study: Findings showed promise in the use of our scale to measure changes in teacher pedagogical outcomes and in the recording of qualitative changes to both teachers and students as a result of the lesson study cycles.</p>	<p>1</p>
<p><i>Additional teaching assistant hours to support positive playtimes for disadvantaged pupils.</i></p>	<p>EEF Physical activity + 1 month</p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The EEF does not have enough evidence to monitor the impact of positive playtimes, as a school however we recognise the importance of our children being able to play happily in a structured environment with support and return to class ready to learn.</p>	<p>1,4</p>

<p><i>Small group support across school for disadvantaged pupils</i></p>	<p>EEF +4 Small group intervention/Teaching assistant interventions</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes</p>	<p>1,4</p>
<p><i>Family support worker appointed to provide face-to-face assistance, coaching, teaching and role modelling to disadvantaged families.</i></p> <p><i>School councillor available to support disadvantaged pupils who have experienced ACES or have emotional barriers to learning.</i></p>	<p>EEF Social and Emotional Learning + 4 months</p> <p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1,3,5</p>
<p><i>Additional release time for school sports coordinator/P.E/Lead/Cluster School Pupil premium leads to meet to create and implement a plan to engage more disadvantaged pupils in out of school hours sport</i></p>	<p>EEF Physical activity + 1 month</p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The EEF does not have enough evidence to monitor the impact of positive playtimes, as a school however we recognise the importance of our children being able to play happily in a structured environment with support and return to class ready to learn.</p>	<p>4</p>

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

Budgeted cost: £ Schools Led Tutoring Grant £1653.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 tutoring for disadvantaged children identified as being 'off track' to achieve EXS, based on their KS1 attainment.</i>	EEF- one on one tuition- +5 months. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1
<i>Support for disadvantaged pupils for whom English is an additional language</i>	EEF +6 The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	2
<i>Early support for disadvantaged pupil entering EYFS with below average levels of speech, language and communication</i>	EEF Phonics + 5 months  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2

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

Budgeted cost: £ 11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to implement interventions – Lego Therapy, Confidence, Play Therapy,	EEF Social and emotional learning (SEL) +4 months  Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	5
<i>Aspiration Day organised for disadvantaged pupils to visit Edge Hill University</i>	There is little evidence available to support the impact of visits such as this. However, the opportunity for our disadvantaged pupils to visit universities has historically had a positive impact on their aspirational thinking.	1
<i>School counsellor working in school 1 day a week</i>	We have identified that many of our children have ACES to deal with that affect the mental health and consequently their ability to access the curriculum. By addressing these early and providing counselling support children are able to move on and make progress in school.	1, 4
<i>Providing one-to-one iPads for disadvantaged pupils to use in school throughout the curriculum and support home learning links</i>	EEF- Using Digital Technology to Improve Learning- Evidence based review-2019	3
<i>Attendance prizes</i>	Through a range of incentives and the deployment of our family support worker, the attendance gap has decreased year on year with there being no significant gap between disadvantaged and non-disadvantaged. We remain vigilant and reserve part of our funding to relaunch additional initiatives which have proven to work in the past including raffle prizes for bikes and Kindles and regularly monitored attendance contracts with disadvantaged families.	1



