**Fulwood and Cadley Pupil Premium Review 2023-2024**

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| **Pupil Premium School Profile** | | | | | | | |
| **Number of Pupils on Roll** | 315 | | **Number of Eligible Pupils** | 81 | 25.7 % **of School Community** | | 23% |
| **Total Pupil Premium Budget** | | £77, 921.50 | | **Amount per Pupil** | | £1345 | |
| **Critical Analysis** | | | | | | | |
| **Data-end of year 2024 (teacher assessments and statutory-Y2 and Y6)**   |  |  | | --- | --- | | **Year Group** | **DAP** | | **1** | 50% ARE+ in reading 67% ARE+ in writing 50% ARE+ in maths | | **2** | 30% ARE+ in reading 20% ARE+ in writing 60% ARE+ in maths | | **3** | 50% ARE+ in reading 36% ARE+ in writing 50% ARE+ in maths | | **4** | 50% ARE+ in reading 67% ARE+ in writing 67% ARE+ in maths | | **5** | 73% ARE+ in reading 73% ARE+ in writing 73% ARE+ in maths | | **6** | 60% ARE+ in reading 80% ARE+ in writing 70% ARE+ in maths (DAP combined 60%) | | | | | | | | |
| **3 Year Strategy: 2021-2024 Challenges** | | | | | | | |
| 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. | | | | | | | |
| **Challenges and outcome for 2023-2024** | | | | | | | |
| **Intended outcome** | | | **Review** | | | | |
| At the end of KS2, the percentage of disadvantaged children achieving the EXS+ is in line with or above non-disadvantaged. | | | 80% of DAPs at the end of KS2 achieved the expected standard in writing, 8% higher than the national average. This was an improvement compared to 57% of DAPs who achieved EXS+ for the previous year. Additional support for DAPs in daily writing lesson ensured gaps in learning were plugged each day and the children were able to access high quality support.  70% of DAPs achieved EXS in maths at the end of KS2 compared to the national average of 73%.2 DAPs were between 1-3 marks away from achieving the EXS.  60% of DAPs achieved the expected standard in reading. 3 children who achieved below the expected standard made better than expected progress from their starting points within reading. | | | | |
| Those disadvantaged children that begin school with below average speech, language and communication have access to high quality speech and language intervention. | | | Pupil Premium Funding has been used to allow children with EAL to access weekly support from our EMA advisory teacher. This work includes providing an assessment in DAP’s first language in order to build a more complete picture of the needs of the child and to support class teachers in adapting teaching and learning for the child. Our advisory teacher leads 1-1 and small group sessions with DAP’s and non-DAP’s each week. | | | | |
| Disadvantaged pupils engage regularly with home learning ad utilise technology in their day-to-day learning. | | | DAPs from Y3-Y6 have their own iPad which they use in lessons throughout the school day. By engaging children at school with our learning platform Showbie and online learning apps such as TT Rock Stars, the engagement from children in relation to home learning has greatly improved.  In addition to this, children in Y6 all have a subscription to SATs Companion which allows teachers to set personalised learning tasks based on past SATs questions for each child to complete at home.  The use of technology has also given children the opportunity to present their learning in different ways to suit their learning styles using apps such as Keynote and Numbers.  Throughout the year, evidenced in lesson observations, Lesson Study and pupil voice, DAPs have been using the accessibility tools on the iPad to remove barriers to learning and boost progress. Children have been editing their work online, using annotation tools in guided reading, supporting calculations with virtual maths manipulatives, using Notes to plan stories and utilising dictation tools. | | | | |
| Disadvantaged pupils access out of school hours sport | | | Attendance for DAPs for out of hour’s school sport has improved with many DAPs from across school regularly attending clubs ranging from judo to football. Links with clubs local to school have continued to strengthen with children attending dance clubs out of school hours. DAPs also represent our school in inter-competitive sporting fixtures and tournaments. In the summer term, 5 DAPs represented our school football team in the final of the Harold Slater Shield, held at Deepdale Football Stadium. | | | | |
| Disadvantaged pupils that have experienced ACES access the appropriate support at the earliest opportunity. | | | We continue to deploy pupil premium funding in order to support pupils with their emotional and mental health, this is fulfilled through our robust systems of pastoral support. We have recently employed a Children and Family Support Worker who has a wealth of experience across lots of services and she will support our families and those children that have ACES. The funding is also used in the allocation of TA hours, which have been used to support DAP’s in preparation for their statutory assessments and support at lunchtimes. Many DAPs have benefited from this support throughout 2023-24  We also have DAPs accessing weekly counselling sessions. This is invaluable to those chd who are experiencing significant challenge in allowing them 1:1 time to express themselves, allow the manifestation of their emotions in a safe space. From speaking to our counsellor, it is clear that children are continually benefiting hugely from this support with many children beginning to ‘open up’ about their feelings which is positively impacting their lives.  TA hours have been funded to provide additional care within and at the start of the school day. This includes our Lunchalots club to support children at lunchtime and TAs being used to support DAP in their learning across school.  Moving forward, we plan to use more Forest School based learning to support provision for DAPs who have ACES. | | | | |