

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Thrybergh Fullerton Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	68 children, 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	28 <sup>th</sup> November 2024
Date on which it will be reviewed	Annual review November 2025
Pupil premium lead	Mat Webb
Governor / Trustee lead	Alison Adair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£98690

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Pupil Premium Strategy: Statement of Intent**

At Fullerton, our goal is to ensure that every child becomes the best they can possibly be, achieving all the goals they set themselves and more. Rooted in our belief in educating for 'Life in all its Fullness,' we are committed to providing an education that fosters courage, resilience, honesty and respect, for all pupils, irrespective of their background or the challenges they face.

Our strategy focuses on ensuring good progress and high attainment across all subject areas, particularly for disadvantaged pupils, including those who are already high attainers. We recognise the unique challenges faced by vulnerable pupils, including those with a social worker or young carers, and our actions are designed to meet their needs as well. This is achieved through the following principles:

- **High-quality teaching** is at the heart of our approach, based on evidence that this has the greatest impact on closing the disadvantage attainment gap while benefiting all pupils.
- **Access to a broad and rich curriculum** is prioritised, ensuring that all children, including the most vulnerable, are supported to achieve their full potential.
- **A whole-school approach** is adopted, with all staff taking responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.
- **Personalised interventions** are implemented early, addressing individual needs and removing barriers to progress through robust diagnostic assessment rather than assumptions.
- **Prioritising reading** ensures all children, particularly those at risk of not mastering phonics, have ample opportunities to practice reading at school.

Our strategy also considers the ongoing impact of the COVID-19 pandemic, providing tutoring and additional support to pupils whose education and wellbeing have been most affected.

To ensure the effectiveness of our strategy, we commit to:

- Challenging disadvantaged pupils in the work they are set, ensuring high expectations.
- Acting early to intervene when needs are identified.
- Supporting all pupils to access highly effective teaching based on current research.

At Fullerton, we believe that every child deserves a champion and an education that enables them to thrive and achieve their fullest potential.

## Challenges

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

Challenge Number	Detail of Challenge
1. Writing	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils face greater challenges with writing compared to their peers. On entry to Reception over the last 3 years, disadvantaged pupils arrived below age-related expectations compared other pupils. Although the gap narrows over time, it remains present in KS2.</p> <p>Many children have underdeveloped fine motor skills. This has led to gaps in transcription skills and a reduced ability to persevere with extended writing tasks. Writing and art standards have declined as children have not sufficiently developed their finger muscles from an early age.</p>
2. Reading	<p>While the school's reading outcomes are strong, this remains a key focus area. Previous Pupil Premium funding was used to prioritise training and resources for reading, and this focus will continue to sustain and further improve standards.</p> <p>There are identified gaps in pupils' language and comprehension across the school, particularly among disadvantaged pupils. Assessments, observations, and discussions with pupils highlight underdeveloped oral language skills and vocabulary gaps, which are more pronounced in disadvantaged pupils. These issues are evident from Reception through to KS2.</p>
3. Pupil Wellbeing	<p>8% of Pupil Premium pupils at Fullerton have experienced being looked after and require tailored support to address their specific SEMH needs, including challenges related to attachment and trauma. The school has previously invested in extensive staff training and implemented a whole-school approach to mental health, which needs to be sustained.</p> <p>There has been an increase in children with emotional needs awaiting placements in appropriate specialist settings. Further work is required to strengthen the school's therapeutic approach to support these pupils.</p> <p>Teacher referrals for SEMH support remains high, with 14 pupils currently needing additional interventions. Of these, 5 are disadvantaged, and all participate in mentoring interventions to address their needs.</p>
4. Attendance	<p>Attendance at Fullerton is currently 0.5% below the national average. There is an increasing number of children on part-time timetables due to SEMH (Social, Emotional, and Mental Health) challenges, and attendance rates for these children, particularly those with SEND (Special Educational Needs and Disabilities), have declined.</p> <p>In the 2023/24 academic year, the attendance rate for disadvantaged pupils is 6.2% lower than that of their peers. Furthermore, 33.8% of disadvantaged pupils have been persistently absent, compared to 5.9% of non-disadvantaged pupils. Attendance action plans are in place for these children, although many are on part-time timetables while awaiting placement in more suitable settings. A significant number of these pupils face medical issues, including mental health challenges.</p> <p>The attendance officer and Early Help team work closely with families to address these barriers. Sustaining the current rigorous systems is critical to improving attendance and achieving at least the national average.</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
Sustained writing attainment among disadvantaged children.	<p>Assessments and observations indicate significantly improved transcriptional skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS2 writing outcomes in 2024/25 will show that 11/13 children will achieve the expected level.</p>
Sustained reading attainment among disadvantaged children.	<ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2024/25 will show that 10/13 children will achieve the expected level.</li> <li>• 78% of disadvantaged children will pass the year 1 phonics test.</li> <li>• 80% of disadvantaged children will have completed the Read Write inc. program by the end of year 2.</li> <li>• Read write inc. is sustained. All children identified as falling behind are tutored so that they keep up (keep up not catch up).</li> <li>• All children will take a quality library book home.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Upper key stage 2 reading tutors will listen to younger children weekly.</li> <li>• Pupils with gaps in language comprehension are identified and additional support is in place.</li> <li>• Fluency is tracked and additional fluency interventions support pupils to make good progress in reading.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations (My Happy Mind surveys).</li> <li>• A sustained reduction in bullying.</li> <li>• Sustained participation in enrichment activities, particularly among disadvantaged pupils (HOS interviews with children).</li> </ul>
To achieve and improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 96%, and no attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• The percentage of all pupils who are persistently absent being below 16% (National 2023-24) or better, and the figure among disadvantaged pupils being the same as their peers.</li> </ul>

## 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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p> <p><b>Diagnostic assessments include:</b></p> <ul style="list-style-type: none"> <li>• <b>Aspire:</b> Tracking reading fluency and attendance patterns.</li> <li>• <b>Insight:</b> Personalized learning plans, attainment, and attendance patterns.</li> <li>• <b>Smartgrade:</b> For Year 6 students.</li> <li>• <b>NTS Assessments</b></li> <li>• <b>Reading Plus:</b> Personalized reading assessments.</li> <li>• <b>Reflex Maths:</b> Personalized mathematics assessments.</li> <li>• <b>RWI (Read Write Inc.) Assessments</b></li> </ul>	1, 2, 4,
<p>Continue to purchase the subscription and training of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to sustain stronger phonics teaching for all pupils.</p> <p><b>Read, write, inc.</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>	<p>The EEF summary of recommendations</p> <p><a href="#">Improving literacy in Key Stage 2</a></p> <p><a href="#">Improving literacy in Key Stage 1</a></p> <p><a href="#">Preparing for literacy</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1,2
<p>Improve the quality of social and emotional (SEL) learning through My Happy Mind Program.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	3

## Thrybergh Fullerton CE Primary School

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p><a href="#">My Happy Mind Research Report</a></p>	
<p>Enhancement of our teaching and curriculum planning in line with Walkthru guidance.</p> <p>We fund teacher release time to embed key elements of guidance in school and to access Walkthru resources and CPD.</p>	<p>Walkthrus have been produced in conjunction with Iris connect, steplab. Walkthrus is research based on the best available evidence:</p> <p><a href="#">Walkthru case studies</a></p>	<p>1,2,3,</p>

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

Budgeted cost: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Reading Plus, Reflex, Frax, Tiny Talkers, Talk Through Stories.</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our regional phonics leader.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2</p>

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

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Budgeted cost: £ 58690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and sustaining behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	3
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <ul style="list-style-type: none"> <li>- This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Provide financial support for educational visits and afterschool clubs to enhance access and engagement for pupils eligible for free school meals (FSM)</p>	<p>Positive impact for students, enables equality of opportunity and raises children's aspirations and life chances.</p>	3,4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>The non-teaching SENDCO is employed two days per week to provide dedicated support for families and facilitate the early identification of SEND needs. This role aims to ensure children receive the necessary support to thrive academically and socially, ultimately improving attendance rates.</p>	<p>The responsibilities of the SENDCO, including meetings with parents, children, and practitioners, as well as completing paperwork, are time-intensive. Experience within our school and similar schools demonstrates that effective early identification of needs and providing guidance for parents are critical for positive outcomes.</p> <p>Additionally, the SENDCO collaborates with other SENDCOs across the trust, contributing to the development of teaching practices. This networking ensures alignment with best practices and enhances support strategies within the school.</p> <p>For further insights, refer to the EEF Blog: <a href="#">The role of the SENDCO in developing teaching practice</a>.</p>	All

**Total budgeted cost: £98690**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Outcomes Analysis (Reception-year 6)

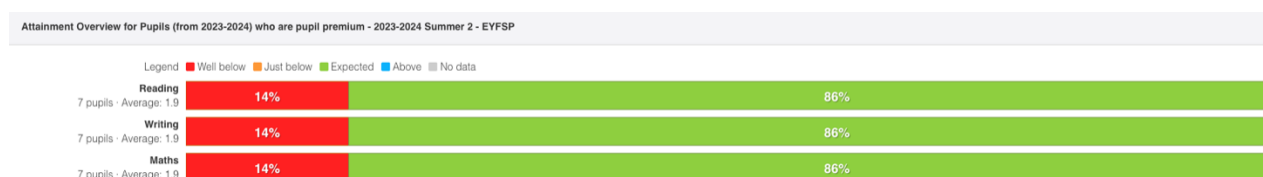
The outcomes data cover 71 pupil premium children, of whom 26 (37%) are identified as having special educational needs or disabilities. In this summary we have compared children who receive pupil premium funding, with those that do not receive the funding.

#### Key Assessment Terms

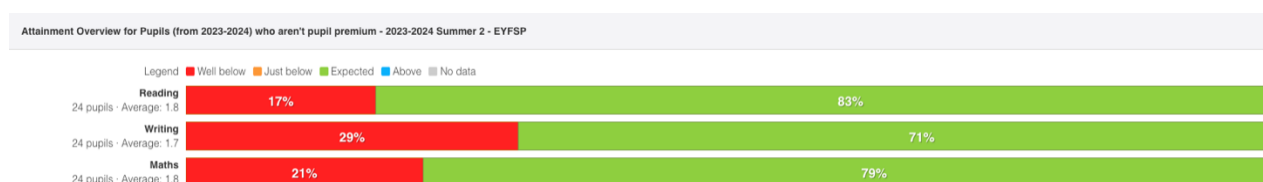
- EYFSP: Early Years Foundation Stage Profile.
- Reading assessments: Standardized assessments in Years 1, 3, 4, and 5.

#### Attainment overview for pupil premium/ no pupil premium children 2023-2024

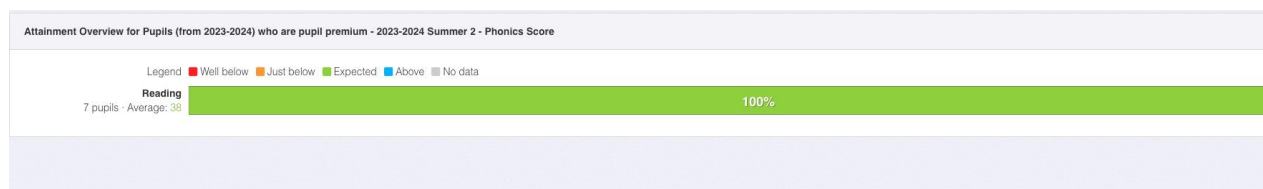
#### Pupil Premium EYFS



#### No Pupil Premium EYFS



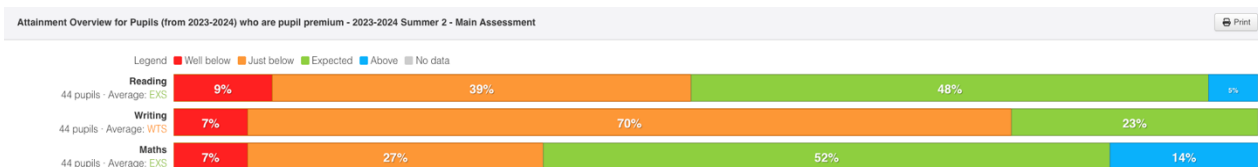
#### Pupil Premium Phonics Score



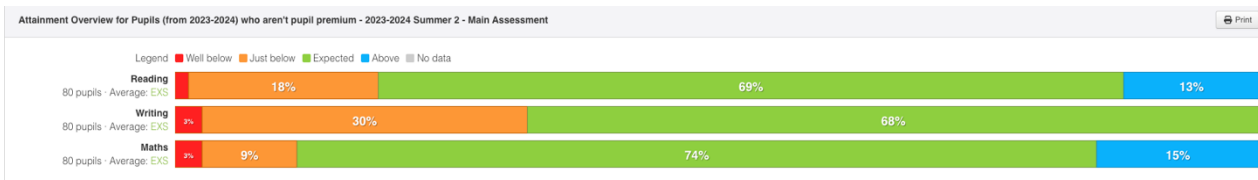


# Thrybergh Fullerton CE Primary School

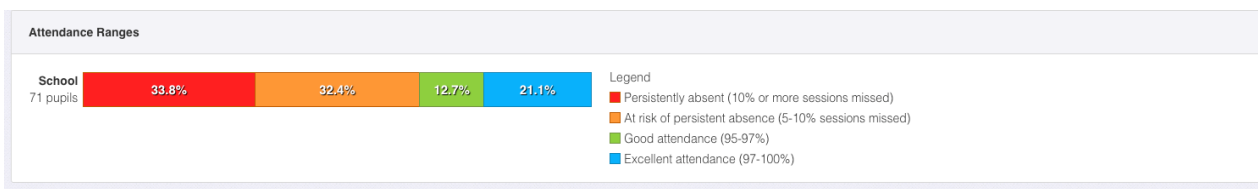
## Whole School Attainment (years 1,3,4,5) Pupil Premium Children



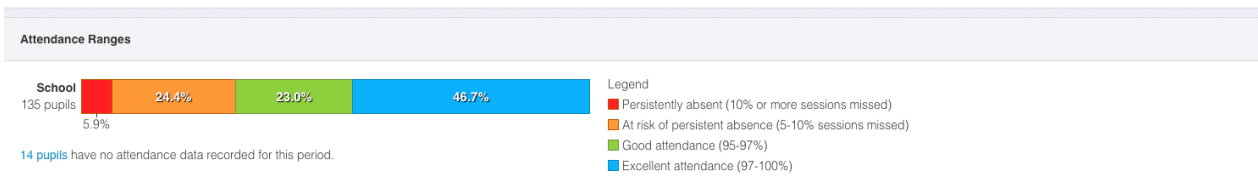
## Whole School Attainment (years 1,3,4,5) No Pupil Premium Children



## Attendance overview for pupil premium children 2023-2024 (Reception- Year 6)



## Attendance overview for pupils who are not pupil premium children 2023-2024



**Pupil Premium/ No Pupil Premium Comparison Statutory Assessments 2024**

**KS2**

Y6 All pupils	Number of pupils in cohort	% EXP (test results)	No pupils exp	% GDS (test results)	No pupils GDS
Reading	22	82%	18	27%	6
Writing	22	82%	18	14%	3
Maths	22	63%	15	27%	6
RWM	22	64%	14	5%	1

Y6 Pupil Premium	Number of pupils in cohort	% EXP (test results)	No pupils exp	% GDS (test results)	No pupils GDS
Reading	12	67%	8	11%	1
Writing	12	67%	8	11%	1
Maths	12	50%	6	0%	0
RWM	12	42%	5	0%	0

**Phonics**

Phonics Y1 All pupils	Number of pupils in cohort	% pass (phonic screen)	Number pupils pass (phonics screen)
	22	100%	22
Phonics Y1 PP Pupils	5	100%	5

**KS1**

Y2 All pupils	Number of pupils in cohort	% EXP teacher assessment	No pupils exp	% GDS teacher assessment	No pupils GDS
Reading	28	75%	21	14%	4
Writing	28	71%	20	0%	0
Maths	28	93%	26	21%	6
RWM	28	71%	20	0%	0

Y2 Pupil Premium	Number of pupils in cohort	% EXP teacher assessment	No pupils exp	% GDS teacher assessment	No pupils GDS
Reading	6	67%	4	17%	1
Writing	6	50%	3	0%	0
Maths	6	100%	6	0%	0
RWM	6	50%	3	0%	0

**Data Summary:**

- Focus on improving attainment in maths, where the gap is most significant (50% EXP vs. 72% for non-PP).
- Enhance support for achieving GDS across all subjects, especially in reading and maths.
- Strengthen Writing Support for KS1 and KS2 PP Pupils:
- Build on Phonics Success: Maintain high standards by embedding consistent early intervention strategies for PP pupils transitioning from Year 1 to KS2.
- Address the combined performance of PP pupils, especially at KS2 where only 42% achieved EXP. Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Read writing Inc.	Ruth Miskin Literacy
Reading Plus	Dreambox Reading
NTS Assessments	Rising Stars
Reflex Maths	Explore Learning
Frax	Explore Learning
Tiny Talkers	RMBC
Talk Through Stories	Ruth Miskin Literacy
Squiggle While You Wiggle	Spread the Happiness
My Happy Mind	My Happy Mind
Walk thrus	Walk thrus
Maths Mastery	NCETM
White Rose Maths	White Rose
Smartgrade	Smartgrade
Insight	Insight