

Pupil Premium Strategy Statement

Sept 2024 - August 2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fulbridge Academy
Number of pupils in school	910
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 - August 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ben Erskine/ Sam Smee
Pupil premium lead	Ben Erskine/ Sam Smee
Governor / Trustee lead	David Chandler (Resource Committee Chair)

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£366,260 (Estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£366,260

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and challenging environment. We hope that each child will develop a love for learning and acquire skills and abilities in order to fulfil their potential and as an adult finding employment.

Early identification is paramount and the staff at Fulbridge Academy, with guidance from the Leadership Team, SENDCO and Subject Leaders, may need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The dream is for the disadvantaged children to achieve in line with their peers. High quality coaching of teachers and support staff is a key part of our schools approach to improving the quality of teaching and learning.

Our approach also takes into consideration the wider strategies to support the worst affected pupils across school, including non-disadvantaged children. This is mainly focused in the early years to prevent the gap widening early on.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children have low phonics ability on entry and low reading comprehension skills in KS2</i>
2	<i>KS2 writing results are below national average</i>
3	<i>Barriers to learning due to social, emotional and mental health needs (Including the effect of Covid)</i>

4	<i>Additional support needed to scaffold learning for lower ability children within lessons</i>
5	<i>Disadvantaged children have less experience of outdoor adventurous learning</i>
6	<i>Parents of disadvantaged children can be less engaged in the education system</i>
7	<i>The gap between disadvantaged and non-disadvantaged has the potential to widen as they go through school</i>
8	<i>The exposure to high quality sports and arts engagement</i>
9	<i>Increased SEND and EHCP numbers across all year groups created due to a lack of specialist school placements</i>

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
Rapid progress within phonics	Phonics Screening results are above National Average
Children are able to access their classroom learning due to the support they receive	By the time the children get to KS2 there is less need for SEMH intervention
Disadvantaged children make good or better progress	External tests data showing attainment progress
KS2 children improve their reading comprehension skills	KS2 reading results for disadvantaged close the gap towards National Average
Parents to be engaged more in their child's learning and have better understanding of how they can support at home	Increased parental engagement attendance for school events Increased attendance for disadvantaged children
Increase the amount of collaborative learning through outdoor adventure activities	Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities
The gap between disadvantaged children and non-disadvantaged children doesn't widen as they go through school.	KS2 results - comparison of disadvantaged and non-disadvantaged
A lot of the children do not get the opportunity to attend high quality sports and arts clubs outside of their schooling.	Children have the opportunity to take part in high quality provision across the PE and Arts sectors. In school lessons and before and after school clubs.

KS2 writing results improve to consistently being above national average	KS2 data for writing is above national average
Accommodate and support a higher level of disadvantaged children with a SEND need across school by upskilling staff knowledge and practices	Disadvantaged children on SEND register make appropriate progress for their ability

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: £75,000

- *Sounds Write Courses and Resourcing* - £3500
- *Phonics & Reading Lead* - £3017
- *Writing Lead* - £3017
- *Assessment Lead* - £3017
- *ECT Support* - £3017
- *Assistant Principal for Teaching & Learning (1day)* - £10,500
- *SLT Coaches (1hr per Teacher 3 weekly)* - £26,653
- *Assistant Principal for Curriculum (1day)* - £10,500
- *Assistant Principal for Inclusion (1day)* - £10,500
- *CPD- Step Lab & Walkthrus* - £2443

Forecasted Cost- £76,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Phonics Courses and Resourcing</p> <p><i>Partnership and ongoing training for Phonics and Reading Lead.</i></p> <p><i>New staff training.</i></p> <p><i>Training for all staff to ensure teaching is high quality and assessments are accurate.</i></p>	<p>The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>EEF Phonics</p>	1
<p>Writing</p> <p><i>Use of writing lead to support teachers with</i></p>	<p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English,</p>	2

<p><i>improving their teaching within the subject</i></p>	<p>mathematics and, to a lesser extent, science. EEF Feedback</p>	
<p>Reading CPD Classroom and planning support for Teachers and Support Staff <i>This will support children in their reading fluency, close reading and extended reading ability.</i></p>	<p>On average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary. EEF Reading</p>	1
<p>Mastery Learning CPD Teaching and Learning coaching model and Curriculum subject leads for all staff and support in lessons and planning sessions <i>This will support the children to retain the learning and moving it from their working memory to their long term memory. Walkthrus support the CPD</i></p>	<p>Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly. EEF Mastery Learning</p>	7
<p>CPD for Assessment for learning and quality feedback in lessons <i>This will support the children to gain an even better understanding of what they know and what their next steps are.</i></p>	<p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. EEF Feedback</p>	7
<p>CPD for staff on how to engage the children in their learning. How to help pupils think about their own learning more explicitly including ECTs <i>This will help the children retain the knowledge for the long term and understand why they are learning. Use of StepLab and Walkthrus support the coaching.</i></p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF - Metacognition and self regulation</p>	8
<p>Use of instructional coaching for all teaching staff in school including ECT's <i>Use of StepLab and Walkthrus support the coaching.</i></p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Sam Sims Quantitative Education Research</p>	7

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

Budgeted cost: £300,000

- Teaching Assistants Salaries (30% class based TA's) - £225,614
- Specialist Staff Salaries- PE, Art & Forest School (30%) - £62,689
- Performing Arts SLA (30%) - £21,750

Forecasted Cost- £310,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional in-class support through Teaching Assistants</p> <p><i>This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning quicker.</i></p>	<p>More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully.</p> <p>EEF Teaching Assistants</p>	4
<p>Additional staff in reception to support disadvantaged children</p> <p><i>This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning quicker. They will support with identifying and acting on children who need additional same day phonics interventions.</i></p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>EEF Early Years Interventions</p>	7
<p>Employing specialist teachers to teach PE, Performing Arts, Art and Forest School.</p> <p><i>This ensures children receive high quality PE and arts experiences within their lessons and within before and after school clubs.</i></p>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF - Arts</p> <p>There have been a number of reviews linking the benefits of participation in sport with academic benefits.</p> <p>EEF - Sports</p>	8

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

Budgeted cost: £25,000

- Inclusion Team- Family Support (30%) - £5646
- FareShare Membership - £3276
- Attendance Officer (30%) - £8752
- Senior Mental Health Lead - £1440
- Outdoor Environment - £6000

Forecasted Cost- £25,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH support for disadvantaged children and their families</p> <p><i>Identify and support families when dealing with SEMH related concerns through our Senior Mental Health Lead and ELSA's</i></p>	<p>There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.</p> <p>EEF Social and Emotional Learning</p>	3
<p>Engage parents in their child's learning by inviting them once a term to join a lesson</p> <p><i>This will ensure the parent can support their child better at home and increase the understanding of how important school attendance is.</i></p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>EEF Parental Engagement</p>	6
<p>Work with families through our attendance officer to encourage better attendance</p> <p><i>This will ensure children attend school more often and can therefore access more learning.</i></p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>EEF Parental Engagement</p>	6
<p>Improve the outdoor environment to enhance the education opportunities</p> <p><i>This give children more experiences during their break and lunch times and</i></p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p> <p>EEF Outdoor Adventure Learning</p>	7

<i>within PE and Forest School lessons.</i>		
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Total budgeted cost: £400,000

Total spend: £411,331

Part B: Review of outcomes in the previous academic year

KS2 Data 2024/2025

SUBJECT	Disadvantaged	Non-disadvantaged
Reading	79%	69%
Writing	77%	67%
Maths	93%	87%
GPS	88%	82%
RWM combined	74%	62%

In 2024/2025 our disadvantaged pupils performed strongly across all areas, with outcomes exceeding those of their non-disadvantaged peers. Reading (79% vs 69%), Writing (77% vs 67%), Maths (93% vs 87%), GPS (88% vs 82%), and RWM combined (74% vs 62%) all show higher attainment for disadvantaged pupils. This is a very positive reflection of our targeted support and the impact of strategies designed to address disadvantage.

However, it is important to note the cohort context. Of the 17 pupils, 10 are SEND and non-FSM, meaning that 59% of SEND children sit within the non-FSM group. This has a significant impact on the non-FSM data, lowering outcomes in comparison with the FSM group. In contrast, disadvantaged pupils include fewer SEND children, which helps to explain their comparatively stronger performance.

48% of the children identified as vulnerable pupils are PP and supported and monitored by the Inclusion Team.

50% last year of the children identified as vulnerable specifically for SEMH and supported by our Inclusion Officers are PP.

PP Attendance = 93.6% which is broadly in line with whole school data of 94.4%.

Food parcels = 22 families were supported weekly with food parcels. There were also 20 additional families who were given food parcels on an ad hoc/need basis. We have increased our offer of food to include non-foods like homewares, clothes, toiletries and sanitary wear.

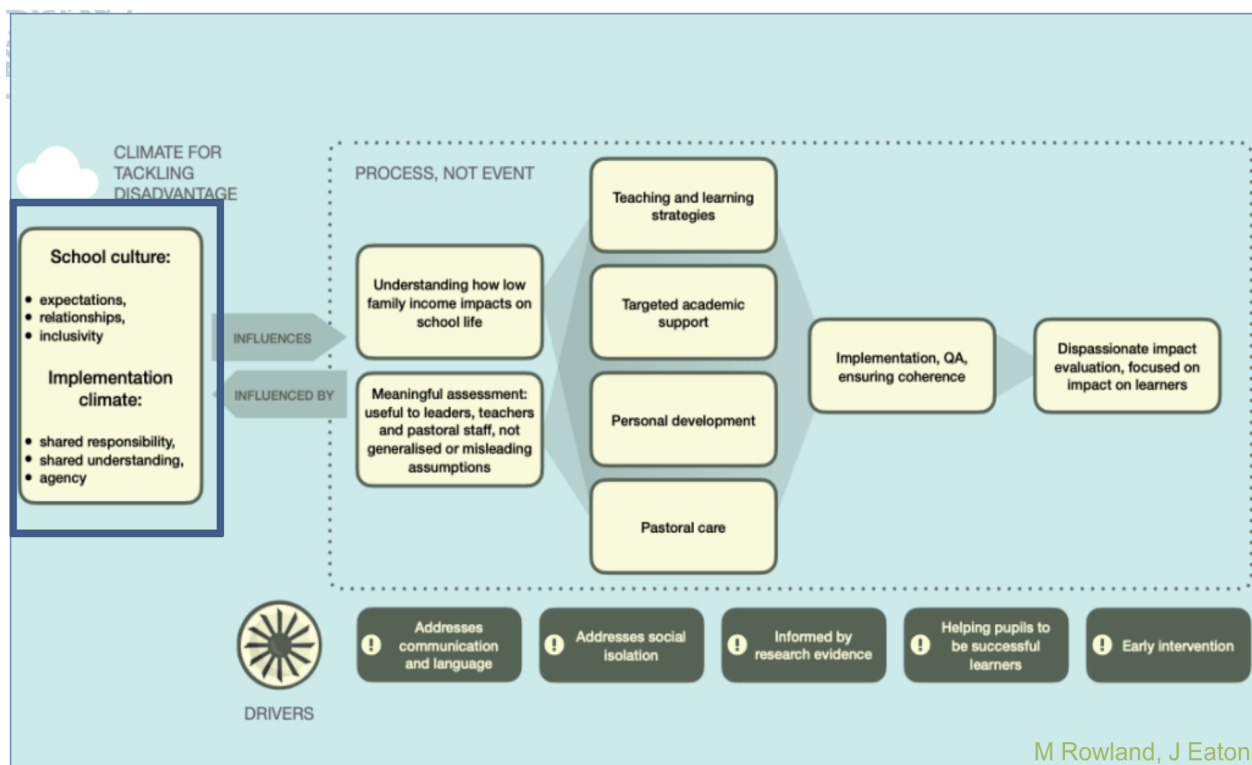
New School Uniform provision for pupils in need = 7 families were given new uniforms free of charge. Second hand uniforms are also collected and provided to pupils free of charge or sold for a laundering donation of £1. All parents who accessed Fareshare were given uniforms if needed. Some shoes were also provided for individual cases.

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
Sounds Write Phonics	Sounds Write
Teaching coaching platform	StepLab
Teaching strategies support	Walkthrus
Early Years Maths	DIStar

Further information (optional)



Marc Rowland, National Pupil Premium Advisor

Our approach is focussed towards improving the quality of the teaching across the school. The EEF guidance for Pupil Premium spend quotes:

“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. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”

This also includes being well researched and evidenced in the curriculum and pedagogical choices we make. Again the EEF guidance quotes:

“Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.”