

Pupil premium strategy statement

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	Fulham Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	39.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Seamus Gibbons, Executive Head
Pupil premium lead	Annabelle Windsor, Headteacher
Governor / Trustee lead	Andrew Mattias

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,840
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	£115,840

Part A: Pupil premium strategy plan

Statement of intent

- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
- The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
- High-quality teaching and learning should be prioritized over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility.'
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key stage outcomes are a by-product of this approach.

Challenges

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

Challenge number	Detail of challenge
1	Whilst attendance between Pupil Premium children, and non-Pupil Premium children is largely similar, more Pupil Premium children are persistently absent.
2	Some Pupil Premium children in EYFS begin school with language skills below that 'typical' for their age.
3	The writing attainment of Pupil Premium children is below where we want it to be. In some classes the gap between PP and non-PP children is too wide.
4	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience – outdoor and adventurous activity for example.

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
Targeted pupils are supported to achieve sustained attendance improvement.	<p>For those pupils identified – has their attendance improved?</p> <p>Have parents met with HSLO and agreed Attendance Contract and SASO as needed and agree on action points?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p> <p>Is the attendance matter escalated when needed?</p> <p>Attendance data shows reduction in persistent absentees.</p>
Children make accelerated progress with their language development in EYFS.	<p>Have all new starter visits, stay and plays and enrolment meetings included questions about speech and language needs?</p> <p>Have all children been screened using WELLCOMM with targeted groups put in place?</p> <p>Has the EYFS been supported by a speech and language therapist? What impact is this having?</p> <p>Has training been provided to both staff and parents?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p> <p>Have ongoing referral been made as needed in a timely manner?</p>
80% of children are on track to meet the expected standard in Writing.	<p>Writing fluency has been identified as the biggest barrier.</p> <p>Have the bottom 20% been identified and targeted from week 2?</p> <p>Is handwriting being taught consistently and are expectations high enough?</p> <p>Is focused intervention making a difference?</p> <p>Are 80% of children on track to make ARE in writing?</p>
Children have access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>Have all Pupil Premium children accessed an extra-curricular activity?</p> <p>What impact has this had on their learning and sense of wellbeing and belonging in school?</p>

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: £23,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
SENCo support to class teachers in particular to understand QFT	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2 and 3
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.	2
CPD and targeted support to teachers of Quality First Teaching – in particular writing	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	3

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

Budgeted cost: £74,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (WELLCOMM)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1
Targeted interventions/tuition for reading writing and maths – facilitated by UT trainees and Support teacher	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF: Small group tuition can add +4 months progress	2 3
ELSA training for pupils who require additional emotional support	EEF: 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	2 3
Summer and Easter school to target pupils not attaining age-related expectations	The overall academic impact of summer schools, according to the EEF Toolkit, is the equivalent of an additional +2 months' progress for pupils that attend, compared with pupils who do not.	2 3

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

Budgeted cost: £18,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Home School Liaison Officer support to families with persistent absence.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1
School Trips	OEAP: children and young people learn to be healthy and stay safe; children and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	4

Total budgeted cost: £115,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year and is the end of the previous three year cycle.

1. Targeted pupils are attending for more than 96%

Overall attendance was 93.8%, broadly in line with national averages, demonstrating the effectiveness of the school's targeted attendance strategy in securing regular engagement for disadvantaged pupils despite a number of complex contextual challenges.

When pupils awaiting a new school place following a house move are excluded from analysis, persistent absence reduces to 12.3%, below national averages. This indicates that the school's proactive and highly personalised approach to attendance is having a positive impact in reducing barriers to learning and ensuring disadvantaged pupils access the full curriculum.

While attendance is currently in line with national figures, leaders recognise that attendance remains a key driver of educational success. As a result, further reducing absence and narrowing attendance gaps will remain a strategic priority within the 2026-29 Pupil Premium Strategy, building on the strong foundations already established and ensuring disadvantaged pupils are best placed to achieve their full potential.

2. Children make accelerated progress with their language development in EYFS.

The school's early identification and intervention strategy for speech and language development ensures that children with emerging needs are identified before entry and receive support from the outset. Pre-admission questionnaires, early engagement with Speech and Language Therapy services, and meetings between the SENCo, parents and children enabled staff to build a detailed understanding of children's needs and plan appropriate provision before they started school. Language development was assessed systematically through WELLCOMM, allowing targeted interventions to be deployed promptly, while trained support staff delivered bespoke support to children requiring additional help.

This proactive and highly personalised approach has contributed to strong communication and language outcomes, with 85% of children achieving the Early Learning Goal in Communication and Language. The strength of these outcomes suggests that barriers to language acquisition are identified and addressed effectively, enabling the vast majority of children, including those who are disadvantaged, to develop the language skills needed to access the wider curriculum successfully.

Leaders recognise the critical importance of early language as a foundation for future learning and achievement. As a result, communication and language development remains a strategic priority, ensuring that successful practice is sustained and further strengthened.

3. 80% of KS2 children are reaching age related expectations in Reading.

Reading outcomes for disadvantaged pupils demonstrate the positive impact of the school's sustained focus on improving reading provision and ensuring consistency of practice. In 2025/26, attainment for Pupil Premium pupils was strong across Key Stage 2, with 100% of pupils attaining age-related expectations in Year 3, 83% in Year 4, 67% in Year 5 and 83% in Year 6.

Leaders successfully strengthened the quality and consistency of reading provision through a renewed focus on the reading learning journey and targeted professional development for all staff. This ensured a shared understanding of expectations and a more coherent approach to reading across the school. The consistent use of Bedrock Learning, alongside an intentional focus on building background knowledge and revisiting key texts, enabled pupils to develop and retain the vocabulary, knowledge and comprehension skills needed to access increasingly complex texts.

The impact of this approach is evident in the strong outcomes achieved by disadvantaged pupils. Notably, Pupil Premium pupils outperformed their non-disadvantaged peers in Years 3, 4 and 6, demonstrating that the school's reading strategy is not only improving attainment but also helping to diminish, and in some cases reverse, typical attainment gaps. This indicates that disadvantaged pupils are benefiting particularly well from the carefully sequenced curriculum and targeted support provided.

Leaders have continued to build on this success by placing reading at the forefront of school improvement priorities. September INSET training reinforced key elements of the reading learning journey and modelled high-quality read-aloud practice, while new classroom book collections have expanded access to high-quality non-fiction texts. The introduction of the 10 Novel Challenge further promotes reading breadth, cultural capital and reading stamina. Together, these initiatives are strengthening pupils' engagement with reading and contributing to increasingly positive outcomes, particularly for disadvantaged learners.

4. 80% of children are on track in writing.

Writing outcomes for disadvantaged pupils are strong in a number of year groups, with 86% of pupils achieving age-related expectations in Year 3 and 83% in Year 6. While attainment remains more variable in some cohorts, the gap between disadvantaged and non-disadvantaged pupils has narrowed in several year groups, demonstrating the positive impact of the school's targeted approach to improving writing.

A key factor in this improvement has been the successful implementation of the Nelson Handwriting Scheme. Through focused staff training and greater consistency in the use of the scheme's resources, teaching has become more effective and pupils' writing fluency has improved. As a result, handwriting and transcription skills are increasingly secure and no longer represent a significant barrier to pupils achieving age-related expectations in writing.

Leaders' investment in high-quality professional development and a consistent approach to writing instruction has contributed to improved outcomes for disadvantaged pupils. While there remains further work to do to secure greater consistency across all cohorts, the evidence demonstrates that the strategy is having a positive impact in reducing barriers to success and improving attainment. The continued embedding of these approaches forms a key element of the 2026-27 Pupil Premium Strategy to ensure gains are sustained and built upon further.

5. Children have access to enrichment and cultural experiences.

The school's approach to enrichment and cultural capital has been carefully designed to ensure that all pupils, particularly those who are disadvantaged, have access to a rich range of experiences that enhance both their academic learning and personal development. Trips and experiences are strategically mapped across the year and aligned to curriculum content, enabling pupils to make meaningful connections between classroom learning and the wider world. This strengthens understanding, deepens knowledge and helps pupils to develop increasingly secure schemas within different subject disciplines.

The impact of this approach can be seen in the breadth and quality of experiences available to pupils, including visits to the Tower of London, Southend Beach, Kew Gardens, St Paul's Cathedral, the Earthquake Exhibition at the Natural History Museum and the Sacred Texts Exhibition at the British Library. These opportunities provide first-hand experiences that enrich learning, enhance vocabulary and background knowledge, and support pupils' engagement with the curriculum.

Funding has also ensured that financial barriers do not prevent disadvantaged pupils from participating in residential visits and wider enrichment activities. As a result, pupils who may otherwise have limited access to such experiences are able to develop cultural capital, independence, resilience and confidence alongside their peers. This contributes to greater equity of opportunity and supports pupils to access the curriculum from a stronger knowledge base.

Leaders recognise that many disadvantaged pupils have fewer opportunities to access places of educational and cultural significance outside school. Consequently, developing cultural capital remains a strategic priority for 2026/27. The continued investment in high-quality enrichment aims to further broaden pupils' horizons, strengthen curriculum learning and ensure that

all pupils are equipped with the knowledge, experiences and aspirations needed to succeed in the next stage of their education and beyond.

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
NA	