

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	
1	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Seamus Gibbons, Executive Head
Pupil premium lead	John Lynch, Head Teacher
Governor / Trustee lead	Andrew Mattias

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,431
Recovery premium funding allocation this academic year	0
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	£112,431

Part A: Pupil premium strategy plan

Statement of intent

- 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.
- 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.
- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as ‘someone else’s responsibility’.

Challenges

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

Challenge number	Detail of challenge
1	Small selection of Pupil Premium pupils attended below 90% last academic year. Persistent absence is an ongoing problem for some PP pupils.
2	Some Pupil Premium children in EYFS begin school with language skills below that ‘typical’ for their age.
3	Reading comprehension in KS2 was not as strong as it could be for PP pupils.
4	The writing attainment of Pupil Premium children in Year 4-6 is below where we want it to be. In some classes the gap between PP children and non-PP children is too wide.
5	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 attending for more than 96%.	<p>For those pupils identified – has their attendance improved?</p> <p>Have parents met with HSLO and agreed Attendance Contract?</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>Is at least 90% of those targeted meeting attending more than 96%?</p>
Children make accelerated progress with their language development in EYFS.	<p>Have all home/school visits included questions about speech and language needs?</p> <p>Is the support assistant supporting PP pupils to develop their communication skills?</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 language/communication skills being appropriately assessed?</p> <p>Has the SENCO attended home visits and ensured early intervention?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p>
Reading comprehension in KS2 was not as strong as it could be.	<p>Are identified pupils targeted for additional intervention?</p> <p>Had CPD been provided to all staff?</p> <p>Are 80% of children on track to made ARE in reading?</p>
Writing in KS2 is not as strong as it could be. The gap between PP and non-pp is too big in some year groups. Writing fluency has been identified as the biggest barrier.	<p>Have the first 20% been identified and targeted from week 2?</p> <p>Is handwriting being taught consistently and are expectations high enough?</p> <p>Is focussed intervention making a difference?</p> <p>Are 80% of children on track to make ARE in writing?</p>
Children has access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</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
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. Targeted ELS support for under performing children.	2
CPD and targeted support to teachers of Quality First Teaching – in particular comprehension	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment EEF Reading Comprehension strategies - +6 months.	3
CPD and targeted support to teachers of Quality First Teaching – in particular writing fluency	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	4

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

Budgeted cost: £71,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (NELI and SaLT)	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 4
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 4
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 4 1

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	6

	and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	
--	--	--

Total budgeted cost: £112.431

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 2024 to 2025 academic year and is the end of the previous three year cycle.

- **Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS2**

Throughout the year a strong focus on quality first teaching, focus interventions and before/after school boosters ensured PP children within the cohort made rapid progress.

KS2 results were above the national average in all areas and PP children performed in line with their non-PP peers in all areas.

	Fulham Primary	National	Difference	Pupils Achieving Greater Depth	Average Scaled Score
Reading	76%	75%	+1	43%	104
Writing	86%	72%	+14	29%	N/A
Maths	95%	74%	+21	43%	107
GPS	86%	73%	+13	29%	104
Combined	76%	62%	+14	19%	N/A

- **Increase the number of PP pupils achieving GLD at the end of Reception**

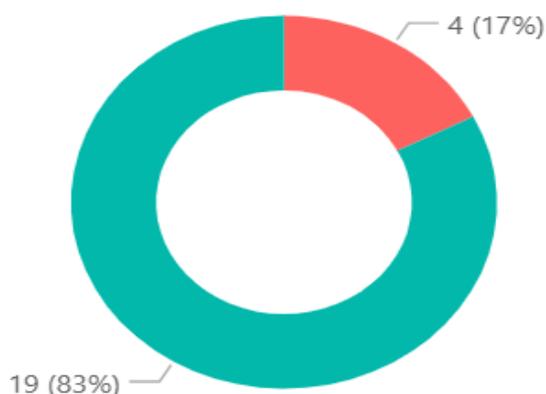
The school's GLD was above the national average at 77%. 100% of PP children achieved GLD.

- **Increase the number of PP pupils passing the Phonics Screening Check at the end of Y1.**

As a result of high-quality teaching, focused interventions and before/after school booster groups, 83% of the cohort achieved the expected standards in phonics, this was above the national average. 7 out of the 9 PP children achieved the expected standard. This was an improvement on the previous year.

Year 1

Band ● Not meeting expected ● Meeting expected



- **PP pupils achieving ARE in writing is in line with non PP pupils.**

Teacher assessments across the school indicate that in Year 1 and Year 2 PP pupils are working above their peers because of the key focus on ensuring children catch up. This is sustained across the school so that by the end of Year 6, results are broadly in line with non PP children.

- **Attendance for PP pupils improve and persistent absence reduces.**

Attendance remained a key priority throughout the 2024-2025 academic year. The Home School Liaison Officer continues to enforce the revised attendance policy and worked with the local authority to improve the overall attendance at Fulham Primary School to 95.7%, which was a 3% increase on the previous year.

The DfE comparison data shows that Fulham Primary School's attendance was significantly better than other schools of a similar context, highlighting the significant effort by the school to improve attendance for all children, and particularly those with PP.

- **Pupil's achievement in the wider and extended curriculum is in line with non-PP pupils and cultural capital is developed and sustained.**

The children experienced a range of activities, workshops and trips to support their holistic development, such a residential, school trips and visitors into school. The school further increased the range of clubs to offer the children. All PP children attended at least one club and attended all trips offered.

- **The barriers for SEN pupils in receipt of PP are reduced.**

Quality first teaching continued to be a key focus to improve the offer for all children, but particularly those with a barrier to their learning. Staff received further training in multiple areas; such as the use of work stations, SALT, scaffolding and ASC. The school worked closely with professionals from OAT, Inspire, SALT and other professional bodies to ensure the correct support was put in place for

all children with additional needs. The school SEN offer was praised United Learning's Chief SEND Advisor.

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	