

Pupil premium strategy statement

Fulwell Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Wendy Angus
Pupil premium lead	Fran Kelly
Governor / Trustee lead	Hilary Akien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£41,720

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring that every child, regardless of background or financial status, is provided with the best opportunity to thrive academically, socially, and emotionally. The Pupil Premium is used strategically to close attainment gaps, remove barriers to learning, and ensure that disadvantaged pupils are given equity in access to opportunities and outcomes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We use evidence-based strategies and rigorous monitoring to measure impact and adapt our approach as needed. Our priority is to support high-quality teaching, targeted academic intervention, and broader strategies to support wellbeing, attendance, and engagement.

Challenges

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

Challenge number	Detail of challenge
Challenge 1	Attainment - Low baseline on entry in key areas such as reading, phonics alongside language development. Increasing numbers of the group with Special Educational Needs becoming more complex Limited Language skills, communication and vocabulary. Limited parental engagement and support with learning at home.
Challenge 2	Cultural capital - Reduced access to enrichment opportunities (e.g., trips, music, clubs).
Challenge 3	Mental health - Emotional Well-being and Engagement in learning. Lower levels of confidence.
Challenge 4	Attendance and punctuality – Lower attendance and punctuality than non PP peers.

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
<p>Narrowing the attainment gap in reading, phonics and maths against prior attainment and non PP peers.</p> <p>Challenge 1</p>	<p>Disadvantaged pupils meet or exceed national benchmarks; internal gap is reduced or closed and is progressively improving year on year.</p> <ul style="list-style-type: none"> • Moving to be in line with local and national averages in EYFS assessments (GLD and ELG in reading, writing, phonics and maths) 78%+ • % pass in the Year 1 phonics screen (average of the PP group) is improving against local and national averages. • KS1 outcomes improving for PP group (teacher assessment).
<p>Improved oral language and vocabulary acquisition.</p> <p>Challenge 1</p>	<p>Communication improves</p> <p>Pupils show accelerated progress in language acquisition, language assessments and reading comprehension.</p>
<p>Increased access to enrichment opportunities (no charge to families)</p> <p>Challenge 2</p>	<p>Increased participation in meetings, home-school communication and after school club take up.</p>
<p>Improved emotional wellbeing and resilience</p> <p>Challenge 3</p>	<p>Reduced behavioural incidents (CPOMS log), increased engagement, positive pupil voice feedback. Impact of ELSA sessions positively reflected in take up and feedback from parents and children.</p>
<p>Increased attendance and punctuality</p> <p>Challenge 4</p>	<p>Attendance above 95% for disadvantaged pupils; reduction in persistent absence and lateness</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on inclusive classroom practice and adaptive teaching	<p>EEF <i>Teaching and Learning Toolkit</i> identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Evidence shows that improving teacher subject knowledge and adaptive teaching practice has a high impact at low cost.</p> <p>EEF guidance on <i>Special Educational Needs in Mainstream Schools</i> emphasises the importance of universal, inclusive strategies—scaffolding, modelling, explicit instruction, and responsive teaching—as the greatest driver of outcomes for pupils with additional needs (including those eligible for Pupil Premium).</p> <p>Ofsted's <i>Education Inspection Framework (EIF)</i> highlights the importance of a curriculum that is accessible for all pupils and delivered by staff who understand how to meet diverse needs.</p>	Challenge 1
<i>Phonics and early reading programme delivered with fidelity training</i>	<p>The EEF <i>Improving Literacy in KS1</i> guidance report emphasises the importance of a consistent, systematic synthetic phonics (SSP) programme delivered with fidelity. This is shown to have a very high impact on early reading progress, especially for disadvantaged pupils.</p> <p>DfE-approved SSP programmes require fidelity for maximum effect—teachers trained in the programme deliver phonics more accurately,</p>	Challenge 1

	<p>leading to stronger decoding skills and improved reading fluency.</p> <p>Research consistently shows that early reading success strongly correlates with later academic achievement and reduced attainment gaps.</p>	
<i>SALT training and training for Early Language skills</i>	<p>EEF research notes that oral language interventions have a very high impact (+6 months), particularly for disadvantaged pupils who often begin EYFS with lower speech, language, and communication skills.</p> <p>Early identification of SLCN leads to improved outcomes in reading, writing, social development, and self-regulation.</p> <p>National data shows that children with delayed speech and language are at significantly higher risk of later disadvantage and academic delay.</p>	Challenge 1
<i>Investment in high quality curriculum resources and enrichment activities</i>	<p>EEF findings show that access to high-quality learning materials—including manipulatives, visual models, and knowledge-rich texts—improves pupil engagement and deepens understanding when linked to strong teaching practice.</p> <p>Research from Rosenshine's Principles of Instruction highlights the need for clear visual models, guided practice, and scaffolding—all supported by high-quality resourcing.</p> <p>Curriculum equity is essential: disadvantaged pupils often have limited access to books, art materials, construction resources, and enrichment tools at home.</p>	Challenge 1

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

Budgeted cost: £8,050 but includes funding from the teaching budget allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Structured interventions, catch up, one to one support	<p>The EEF Teaching and Learning Toolkit indicates that structured, evidence-based interventions led by well-trained staff can significantly accelerate progress for disadvantaged pupils, particularly in early literacy and mathematics.</p> <p>EEF notes that small-group tuition can deliver moderate to high impact (+4 months) when sessions are regular, time-limited, and closely linked to classroom learning.</p> <p>The EEF Guidance on Making Best Use of Teaching Assistants highlights that structured interventions yield the strongest outcomes when delivered consistently, using high-quality materials, and monitored by teachers.</p>	Challenge 1
--	--	-------------

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

Budgeted cost: £6,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA programme delivery	<p>The EEF's Social and Emotional Learning (SEL) guidance shows that SEL interventions can lead to +4 months progress, especially when implemented school-wide and consistently over time.</p> <p>Research indicates that pupils from disadvantaged backgrounds are more likely to experience social, emotional, or mental health (SEMH) challenges that impact learning readiness, concentration, relationships, and resilience.</p> <p>ELSA programmes—developed by Educational Psychologists—are grounded in psychological theory and offer structured, targeted support in areas such as:</p> <ul style="list-style-type: none"> emotional regulation attachment and separation resilience and confidence friendships and social interaction 	Challenge 3

	<p>anxiety and coping strategies</p> <p>Evidence from the British Psychological Society shows that ELSA support helps children develop emotional literacy skills that reduce barriers to learning and improve engagement and wellbeing.</p> <p>Improved emotional wellbeing is strongly linked to improved academic outcomes (Public Health England, 2021)</p>	
<p>Attendance/punctuality monitoring and follow up.</p> <p>Strategies for rewarding whole class attendance each week. Recognition in assemblies.</p>	<p>DfE research (2022) shows a strong, direct link between attendance and attainment, with pupils who miss the most school achieving significantly lower outcomes, even in EYFS and Key Stage 1.</p> <p>The DfE states that “<i>poor attendance can be particularly harmful to disadvantaged pupils,</i>” who are more likely to fall behind if absences are not addressed early.</p> <p>EEF guidance on Working with Parents highlights the effectiveness of proactive communication, supportive follow-up, and early intervention for improving attendance, especially when messaging is positive and personalised.</p> <p>Evidence shows that clear routines, early identification of patterns, and rapid supportive action reduce persistent absence.</p> <p>In KS1, punctuality is critical: late arrivals miss core teaching (phonics, early reading, maths), widening gaps for disadvantaged pupils.</p>	Challenge 4

Total budgeted cost: £49,558

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.