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to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** 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
Fulfen Primary School	
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 <b>2025/2026</b> 2026/2027
Date this statement was revised	September 2024
Date this statement was published	<b>September 2025</b>
Date this statement was reviewed	September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Jane Davies Headteacher
Pupil premium lead	Melanie Sturch Deputy Headteacher
Governor / Trustee lead	Louise Poxon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£45,450</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Fulfen Primary our aim is to ensure that our children, irrespective of their background, life experiences or challenges they face, thrive in our setting as a result of the high-quality education and the exciting engaging curriculum that we provide. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential and overcome any barriers to learning through our tailored approaches.

We prioritise high quality teaching through our rich and varied curriculum, ensuring that every child can thrive both academically and socially. This strategy is proven to have the greatest impact on closing the attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

We are committed to ensuring that disadvantaged pupils and any pupil who has 'fallen behind' their peers receive regular personalised interventions. The personalised offer is reviewed every six weeks through our comprehensive monitoring programme and we are responsive to any common challenges or individual needs. Fulfen will always act early and intervene at the point in which need is identified.

We ensure that we take a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	On average, there are lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, Pupil Premium children have knowledge gaps and find it difficult to retain and recall prior knowledge.
2	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
3	A high proportion of children in receipt of Pupil Premium funding have gaps in their reading knowledge and reading fluency. In addition, they have limited access to high quality books.



4	A high proportion of pupils in receipt of Pupil Premium funding require additional emotional support. They demonstrate weaknesses in their learning behaviours and show low levels of mental strength.
5	Due to socio-economic inequalities, some pupils have limited life experiences beyond their home and immediate community. They also have limited access to technology.
6	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.

## 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
<ul style="list-style-type: none"> <li>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>Attainment for Pupil Premium children to be in line with non-Pupil Premium, unless there are additional needs</li> <li>The gap is narrowed in the progress and attainment of Pupil Premium and non-Pupil Premium children.</li> <li>Ensure that staff have access to high quality CPD and moderation/assessment opportunities which enable them to ensure that high quality teaching of Maths, Reading, Writing and Science are embedded in their everyday practice.</li> </ul>	<ul style="list-style-type: none"> <li>Those pupils who are identified as not making expected progress are placed onto a provision map and given personalised intervention and targets for a set amount of time until they 'catch up' or exceed prior attainment standards.</li> <li>Children make accelerated progress and receive targeted high-quality intervention that is monitored by senior leaders.</li> <li>Children have daily opportunities to rehearse and practise key skills in reading, phonics, spelling, mathematics and handwriting.</li> <li>Support staff and teaching staff work collaboratively to address learning effectively using AFL strategies to identify and address any learning gaps on a daily basis.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that there is a sharp focus on scaffolding learning combined with ongoing feedback and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to articulate learning clearly.</li> </ul>



	<ul style="list-style-type: none"> <li>Progress will be evident through formative and summative assessments.</li> <li>Retrieval activities will demonstrate pupils remembering more over time.</li> </ul>
<ul style="list-style-type: none"> <li>Improve oral and language skills and vocabulary among disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when cross referenced with other sources of evidence.</li> <li>Support staff deliver bespoke intervention to pupils that require language interventions. All early year's pupils are screened so that bespoke intervention can be put into place.</li> </ul>
<ul style="list-style-type: none"> <li>The reading deficit for children in receipt of pupil premium funding is diminished</li> <li>A reading culture that ensures that all pupils read regularly and develop a love of books is embedded throughout the school community.</li> <li>Improved reading attainment among disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Those pupils identified as not making the expected progress are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards.</li> <li>Targeted pupils received additional phonics teaching to ensure that they meet expected standard in Year 1.</li> <li>Targeted pupils receive additional phonics and reading interventions.</li> <li>Targeted pupils receive precision teaching on a daily basis.</li> <li>Parents are engaged in the development of their child's reading.</li> <li>Teachers work closely with parents to develop their knowledge on phonics and reading.</li> <li>Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading</li> </ul>



	<p>in addition to high quality books at home.</p> <ul style="list-style-type: none"> <li>• KS2 outcomes for 2025/26 show that more than 90% of disadvantaged pupils meet the expected standard.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>• Pupil's love learning and have access to an engaging, broad and varied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfen's curriculum will provide pupils with a range of varied and exciting experiences.</li> <li>• Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable.</li> <li>• Pupil's will access the extra-curricular activities available after school.</li> <li>• Pupil's will access the variety of planned sports activities available during lunchtime provided by the sports coach.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.</li> <li>• All Pupil Premium Pupils receive a significant discount so they can purchase an iPad through our scheme at Fulfen to enhance their learning experiences and, should they choose to not take up the offer, will be provided with an iPad for use in school.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils will display the school values of; Love of learning, Encouraging, Adaptable, Determination</li> <li>• They will be able to understand each other, being aware of others and sensitive to others. Pupils will also display determination and resilience in a number of different situations when faced with challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall Profile will demonstrate progress in all areas.</li> <li>• Learning walks will demonstrate that pupils are independent in accessing learning and collaborating with pupils appropriately.</li> </ul>



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|  | <ul style="list-style-type: none"> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Forest school sessions are used effectively to develop a variety of independent skills in pupils.</li> </ul> |
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## Activity in this academic year

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

## Teaching

**Budgeted cost: £19,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff expertise to support pupils' learning in lessons and in the wider curriculum.</p> <p>Enhance the quality of T&amp;L via a comprehensive CPD programme, which focuses on quality-first teaching using the '5-A-Day' approach, as well as using technology to better support pupils learning.</p>	<p><b>Retrieval Practice:</b></p> <p><a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></p> <p><b>Rosenshine:</b></p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><b>EEF '5-a-Day' approach:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a></p>	1,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3



<p>Enhancement of our Maths 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 Maths Hub resources and CPD (including Teaching for Mastery consistently).</p> <p>Maths Leaders deliver training to the whole school.</p> <p>Number Stax intervention will continue to be used across school to narrow gaps, especially for disadvantaged children.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><b>Mastery Teaching</b></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Where Teaching Assistants deliver high-quality, structured interventions, over a finite period, which is linked to classroom teaching, it has been proven that this can have a positive impact on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for all staff.</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> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,6





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

**Budgeted cost: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group) all is measured and tracked on each year group's provision map.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkits.	1,2,3,4,5
Purchase of high-quality Reading texts for Pupil Premium Pupils to read at home, included adapted reading books for those with additional needs.	<ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> <li>• One to one tuition – 5 months</li> <li>• Small group tuition – 4 months</li> </ul>	
<p>To deliver high quality structured interventions including:</p> <p>Pre-teaching Rocket phonics Mastering Number Number Stacks Precision Teaching – English (where recommended by Eps)</p>	<p>Teaching Assistant Interventions (EEF) EEF: Targeted small group and one to one intervention have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	1,2,3,5,6
Additional speech and language support intervention.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4



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

**Budgeted cost: £16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Positive Play</p> <p>Pupils are identified through a Boxall profile to receive positive play for SEMH.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4
<p>To improve attendance by:</p> <ul style="list-style-type: none"> <li>- working with families and multi agencies</li> <li>- daily attendance monitoring</li> <li>- half-termly attendance/safeguarding meetings.</li> <li>- Referrals to EWO</li> <li>- 'Little Heroes' campaign launched across school</li> </ul>	<p>The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DFE Improving School Attendance</p> <p>Staffordshire 'Little Heroes' Campaign:</p> <p><a href="https://www.staffordshire.gov.uk/Education/Education-welfare/Little-Heroes-Campaign-Toolkit.aspx">https://www.staffordshire.gov.uk/Education/Education-welfare/Little-Heroes-Campaign-Toolkit.aspx</a></p>	1,4,5,6
<p>School uniform and equipment</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.</p>	5,7



<p>Provide a range of rich experiences including trips, visitors and residential stays to broaden children's cultural capital.</p> <p>Provide a range of clubs after school including both Sports-based clubs and extra-curricular opportunities.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. The Guide to Pupil Premium. A Tiered Approach to Spending.</p>	<p>5,7</p>
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**Total budgeted cost: £ 45,450**



## Part B: Review of outcomes in 2024-25

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### EYFS Outcomes

GLD (ALL)	GLD (Nat)	GLD (PP) 3 pupils	GLD (Non-PP) 55 pupils
73%	67%	66% (2/3)	67% (39/55)

### Phonics Outcomes

Year 1 (ALL)	Year 1 (NAT)	Year 1 (PP) 3 Pupils	Year 1 (Non-PP) 57 pupils	Year 2 (ALL) 3 out of 4 pupils	Year 2 (NAT)	Year 2 (PP) Pupils	Year 2 (Non-PP) Pupils
87%	80%	100%	86% (49/57)	75%	89%	N/A (no PP resits)	75%

### Key stage 2 Outcomes

2024-25	ALL	NAT	PP Pupils 6 Pupils	Non-PP pupils 52 pupils
EXP RWM	73%	62%	67% (4/6)	73%
EXP Reading	84%	75%	83% (5/6)	83%
EXP Writing	84%	72%	83% (5/6)	83%
EXP Maths	77%	73%	67% (4/6)	77%
GD RWM	9%	8%	17% (1/6)	8%
GD Reading	32%	33%	33% (2/6)	31%
GD Writing	20%	13%	17% (1/6)	19%
GD Maths	18%	26%	17% (1/6)	17%



## Pupils have had access to wider opportunities:

Date	Year group	Activity
23 <sup>rd</sup> September	Year 3	Trip to Dudley Canal
2 <sup>nd</sup> October	Year 4	Trip to Tamworth Castle
16 <sup>th</sup> October	Whole School	'Rocktopus' Band in school
18 <sup>th</sup> October	Year 5	Trip to Chase Terrace Fire Station
21 <sup>st</sup> October	Year 5/6	Girls Football Tournament at Erasmus Darwin Academy
21 <sup>st</sup> October	Year 3	Stone Age Day
25 <sup>th</sup> October	Whole School	Feel Good Friday
11 <sup>th</sup> November	KS2	Lichfield Football Tournament
13 <sup>th</sup> November	EYFS	Packington Farm Visit
18 <sup>th</sup> November	Whole School	Road Safety Week
15 <sup>th</sup> November	Whole School	Children in Need Fundraiser
21 <sup>st</sup> November	Year 5	Trip to Wolesley Nature Reserve
21 <sup>st</sup> November	KS2	Multi-Sport Event at Erasmus Darwin Academy
25 <sup>th</sup> November	Year 5/6	Dance Days French workshop
3 <sup>rd</sup> December	Year 3	Lichfield Garrick - Pantomime Trip
5 <sup>th</sup> December	Whole School	Rudolf Run
11 <sup>th</sup> December	Whole School	Christmas Jumper Day & Christmas Dinner
11 <sup>th</sup> December	EYFS	Santa Visit
11 <sup>th</sup> December	Whole School	School Discos
12 <sup>th</sup> December	EYFS	Forest School Christmas Carols
16 <sup>th</sup> /17 <sup>th</sup> December	KS1	KS1 Christmas Production
18 <sup>th</sup> December	KS2	KS2 Christmas Production
19 <sup>th</sup> December	Year 6	Carol Service at Church
20 <sup>th</sup> December	EYFS	Polar Express Christmas Party
9 <sup>th</sup> January	Year 5	Y5 Swimming starts
13 <sup>th</sup> January	KS2	Young Voices performance in Birmingham
10 <sup>th</sup> February	Year 5/6	Athletics Tournament
14 <sup>th</sup> February	Whole School	Feel Good Friday
3 <sup>rd</sup> March	Whole School	Road Safety Awareness Week & Women's History Week
6 <sup>th</sup> March	Whole School	World Book Day
10 <sup>th</sup> March	EYFS	Dentist Visit
10 <sup>th</sup> March	Whole School	British Science Week



18 <sup>th</sup> March	EYFS	Packington Farm visiting school
18 <sup>th</sup> March	KS2	Basketball Competition
21 <sup>st</sup> March	Whole School	Comic Relief
24 <sup>th</sup> March	EYFS	Police Visit
27 <sup>th</sup> March	KS2	Boccia Competition
2 <sup>nd</sup> April	Whole School	School Discos
4 <sup>th</sup> April	Whole School	Reward Day
7 <sup>th</sup> April	Year 1	Black Country Museum
8 <sup>th</sup> April	Whole School	Easter Egg Hunt
10 <sup>th</sup> April	KS2	Girls Football Tournament at Erasmus Darwin Academy
11 <sup>th</sup> April	Whole School	Feel Good Friday
5 <sup>th</sup> May	Whole School	Walk/Scoot to School Week
6 <sup>th</sup> May	EYFS	Animal Man visit
7 <sup>th</sup> May	Year 3	Roman Workshop
9 <sup>th</sup> May	Year 4	MusicShare Workshop
W/C 19 <sup>th</sup> May	Year 6	Paris Trip
23 <sup>rd</sup> May	Whole School	Feel Good Friday
3 <sup>rd</sup> June	EYFS	Punch & Judy visit Pre-School
4 <sup>th</sup> June	Year 5	Laches Wood Residential
5 <sup>th</sup> June	Year 2	Botanical Gardens Trip
6 <sup>th</sup> June	Year 6	Inflatable Fun Day
9 <sup>th</sup> June	Years 4/5/6	'Gotta Sing' at Lichfield Garrick
9 <sup>th</sup> June	Year 4	MusicShare Workshop
16 <sup>th</sup> June	Whole School	STEAM Week
24 <sup>th</sup> June	Year 4	Trip to Lichfield Cathedral
26 <sup>th</sup> June	Year 4	Base Camp Residential
26 <sup>th</sup> June	Year 6	Alton Towers trip
30 <sup>th</sup> June	Years 4/5/6	Sports Day
1 <sup>st</sup> July	Years 1/2/3	Sports Day
1 <sup>st</sup> July	Year 6	High School Transition Day
2 <sup>nd</sup> July	EYFS	Sports Day
2 <sup>nd</sup> July	Whole School	School Discos
3 <sup>rd</sup> July	Whole School	Whole School Transition Day
4 <sup>th</sup> July	Year 6	High School Transition Day
9 <sup>th</sup> July	Year 6	End-of-Year Leavers Performance



11 <sup>th</sup> July	Whole School	Feel Good Friday
14 <sup>th</sup> July	Pre-School	Pre-School Graduation
15 <sup>th</sup> July	EYFS	Magical Mahem
18 <sup>th</sup> July	Year 6	Leavers Assembly

