

Pupil premium strategy statement – Fellgate Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	Fellgate Primary School
Proportion (%) of pupil premium eligible pupils	43%
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)	20245-2025 2025-2026 2026 -2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julia Tones, Head Teacher
Pupil premium lead	Steven Graham, Pupil Premium Lead
Governor / Trustee lead	Andrew Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£96,200

Part A: Pupil premium strategy plan

Statement of intent

At Fellgate Primary we strive to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long-term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three-tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching continues to have a significant impact on the academic attainment of pupils across school, particularly at a higher standard. Pupils are demonstrating they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in reading, writing, maths and phonics
2	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry. In addition to this, resources and educational based activities are limited in the home setting and local community for some pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Key Stage 2. Data tells us that the gap widens between disadvantaged and non-disadvantaged from Year 3 onwards.

5	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
6	Attendance can be a barrier to learning for some disadvantaged students.
7	School has an Additional Resource Base (ARB) where some pupils, who have a diagnosis of ASD, are unlikely to achieve ARE. ARB data is reported as part of school data and therefore affects the overall attainment of the school performance.

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
Improve oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group.	Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure trips and themed school environment experiences for all pupils to increase learning and vocabulary development.
To ensure that the cohort attainment gap between disadvantaged and non-disadvantaged pupils decreases by the end of KS 2 (excluding EHCP) in reading, writing and maths.	<p>Gap in reading: Cohort specific ARE/GD gap decreases by the end of the year.</p> <p>Gap in writing: Cohort specific ARE/GD gap decreases by the end of the year.</p> <p>Gap in maths: Cohort specific ARE/GD gap decreases by the end of the year.</p>
To increase the percentage of PP children passing the Phonics Screening Check (PSC) in order to narrow the gap.	2024 ensure 2/6 pass PSC. 4/6 EHCP (2023 Increase PP attainment from predicted 5/8 (63%) pass to 6/8 (75%) pass 2023.)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils in order for them to be happy, secure and fully engaged in school (and where needed out of school)	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Participation in daily mindful sessions • 100% healthy Mind referrals will result in active support or therapy <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%. • the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 9% lower than their peers.
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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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure quality teaching and learning across the school to be at least good with most outstanding.</p>	<p><i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i></p>	<p>1, 2, 3, 4, 7</p>
<p>Staff training to use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.</p>	<p>EEF Guide to supporting school planning: a tiered approach to 2021.</p> <p>Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018)</p> <p>Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject</p>	<p>1.7</p>

	specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)	
PP pupils to have focused quality teaching in small groups 2x week in all classes (TA supervises rest of class)	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher by 3 months progress.	1, 2, 3, 4, 7
Member of staff to lead on Phonics to secure stronger and consistent approach to phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,7

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic phonic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3
<p>Curriculum is well planned to include dialogic activities.</p> <p>Embedding dialogic activities across the school curriculum.</p> <p>Dialogic activities use conversation or shared discussion to explore the meaning of something.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of new curriculum resources and books to support this.</p>		
<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 training).</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4, 7</p>
<p>High quality verbal feedback during lessons focuses on when things are correct and incorrect. Feedback to focus on a task, subject and self-regulation strategies.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4,7</p>
<p>Develop a Whole School Approach to Mental Health and Wellbeing.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	<p>5</p>

Phonics and reading based family learning sessions.	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. (EEF Parental Engagement)	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staff training to support pupils to self-regulate own behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6, 7
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Non classed based Family Support Worker	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Universal breakfast club to be offered daily	Running free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	1, 5, 7
Enrichment opportunities (capital culture) across all key stages to ensure trips,	Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills,	1.2.3.4.5.6.& 7

<p>visitors and school experiences increase learning and vocabulary development.</p>	<p>their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF)</p> <p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p>	
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Total budgeted cost: £96,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Fellgate has a significantly high level of pupil premium pupils with 43% of pupils of the school roll being pupil premium. During the academic year, the percentage of pupil premium pupils who are also registered with additional SEND needs rise, directly impacting on outcomes. Historically, pupil premium numbers increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years and in light of the cost-of-living crisis. Our cohorts and therefore data varies year on year due to above average pupil mobility and the unique and ever-changing make up of each cohort. This makes traditional data analysis complex.

- **End of Key of Key Stage 2 data**

Cohort context: showed that 50% (8/16) are pupil premium, 75% of pupil premium have SEND, 62% have an EHCP. Whole school 15 pupils – 8 Base and 9 mainstream.

- 10 boys and 6 girls,
- Statistically a non-viable cohort once disaggregated as 9 in mainstream, 8 of whom are pupil premium

Key Stage 2 2024 data (with resource base)

Group	No of pupils	Reading	Writing	Maths	GPS	Combined	Science
PP total	8	29%	14%	14%	14%	14%	29%
PP non SEND	2	100%	100%	100%	100%	100%	100%
PP SEND	1	0%	0%	0%	0%	0%	0%
PP SEND EHCP	5	0%	0%	0%	0%	0%	0%

Key Stage 2 2024 data disaggregated (without resource base)

Group	No of pupils	Reading	Writing	Maths	GPS	Combined	Science
PP total	4	67%	33%	33%	33%	33%	33%
PP non SEND	2	100%	100%	100%	100%	100%	100%
PP SEND	1	0%	0%	0%	0%	0%	0%
PP SEND EHCP	1	0%	0%	0%	0%	0%	0%

While this percentage is an improvement on previous achievements, it is paramount to note the complex breakdown of this cohort. Pupil premium pupils with no SEND achieve in line with non-pupil premium pupils. Higher standard across reading, writing and maths remain an area for development and will be addressed through the School Improvement Plan. All pupil premium pupils received additional support for emotional resilience and from Healthy Minds.

- **2023/2024 no Pupil Premium pupils in the Early Years Foundation Stage.**
- **60% of Pupil Premium Pupils passed the Phonics Screening Check.** Although this looks to be a decline, once the data has been disaggregated, 100% of our pupil

premium pupils passed the Phonics Screen Check. This is an indication that our phonic strategy is currently meeting the needs of our pupil premium pupils.

- Parental engagement was high for parent consultations, family learning workshops, stay and play and through class dojo. This allowed staff to share with parents, creative ways in which to support their child’s development at home.
- Recovery programmes delivered across upper Key Stage One and Year 3 included a maths, writing and reading recovery programme to address gaps in learning. Children targeted developed concentration, listening skills and confidence as a result of the targeted intervention. The recovery programmes improved phonics outcomes for Year 1 pupils.
- Additional enrichment opportunities such as after school clubs were attended by 58% pupil premium students.
- Although overall attendance in 2023/24 remained low at 92%, there was no gap between disadvantaged and non-disadvantaged attendance.
- Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. For some pupils, their mental health continues to negatively impact on attendance. Our family support worker continues to support these individual pupils and families.
- Attendance continues to be a focus for us and will be a focus of performance management this year.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils but also other pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required through developing a whole school approach to Mental Health and Wellbeing. This has included whole school use of zones of regulation, a nurture room and daily mindfulness sessions for all.

Our outcomes have been met. We still struggle to close the gap for our pupil premium pupils with SEND, however internal assessments and observations show progress for all of these pupils. Our cohort changes greatly from one year to the next: this is due to the large number of in year admits. We still need to prioritise attendance and reduce absence for all pupils.

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

Service pupil premium funding (optional)

<i>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</i>
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.