

# Pupil premium strategy statement - Fitzwilliam Primary School

This statement details our school's use of pupil premium (and recovery 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	213
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended - you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	10.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	Lynsey Whalley
Pupil premium lead	Lynsey Whalley
Governor / Trustee lead	Emma Proctor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	€0
Pupil premium funding carried forward from previous years ( <i>enter €0 if not applicable</i> )	€0
<b>Total budget for this academic year</b> <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>	£ 94,360

## Part A: Pupil premium strategy plan

### Statement of intent

Our universal offer:

- We have high expectations and we do not make excuses for our disadvantaged pupils
- We understand the main barriers many of our disadvantaged pupils face and we use strategies to reduce them.
- We use teaching strategies that are most successful for disadvantaged pupils and pupils with SEND and that also work for all other pupils.
- We use research-proven strategies to address any barriers.
- We track how well our disadvantaged pupils are getting on and we know them as people and what they need to be better.

All of our schools will:

- Front load staffing to support children in the early years and ensure that as many disadvantaged children as possible are secure in the prime areas and literacy and numeracy
- Support disadvantaged pupils with their phonics in Reception and Year 1 that are at risk of not passing. We want 100% of our disadvantaged pupils to be successful in reaching this mark.
- Focus on lower RS2 disadvantaged pupils catch-up to ensure as many as possible are keeping up with the curriculum in all the core subjects of reading, writing and mathematics.
- Provide an enrichment offer that is wanted and used by disadvantaged pupils.

Our schools will then use any further funding for community specific strategies based on the specific barriers for a significant proportion of their disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attend school less often and so miss important parts of the curriculum.

2	Not enough disadvantaged pupils acquire the early reading skills that they need quickly enough.
3	Not enough disadvantaged pupils retain the basic knowledge and skills in mathematics that they need to apply to ever more complex problems.
4	Not enough disadvantaged children achieve the expected standard at the end of the Reception year.
5	On entry children have limited language and communication skills which create a vocabulary gap between them and their peers.
6	Community context often means there are few boundaries in place in the family home for the most vulnerable parents.

## 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
More disadvantaged children in the early years, both at the end of Nursery and the end of Reception, achieve a GLD.	More than (add 5% to last year or set ambitious aim) disadvantaged children achieve the expected standard in writing at the end of Reception and more than (add 5% to last year or set ambitious aim) are keeping up with the expected stage in Nursery.
More disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1.	More than 80% of disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1, all disadvantaged pupils retaking in Year 2 pass.
Attendance for disadvantaged pupils is high or improving rapidly.	Attendance for disadvantaged pupils is 95% or more.
More disadvantaged pupils achieve 25 or more in the Year 4 multiplication tables check and more disadvantaged pupils achieve the expected standard in mathematics KS2 tests.	More than 60% of disadvantaged pupils achieve 25 or more in the multiplication tables check. More than 75% of disadvantaged pupils achieve the expected standard in mathematics.
Disadvantaged pupils feel a sense of belonging in their school and develop their own talents and interests.	All disadvantaged pupils attend a club or other regular enrichment offer.
More disadvantaged achieve ELG for communication and language.	More than 55% (5% increase) disadvantaged children will achieve ELG in communication and language.

## 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: €22,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (WELLCOM).  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	5
	<a href="#">Diagnostic assessment I EEF</a>	
Further development of RWI (SSP) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, Particularly for disadvantaged pupils:	2, 5
	<a href="#">Phonics I Teaching and Learning Toolkit I EEF</a>	
Enhancement of our maths teaching in line with DfE and EEF guidance through the use of digital resources on chromes books as well as scaffolding. This will be facilitated by the additional release of key leaders in school and within the Trust.	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:	3
	<a href="#">Mathematics guidance: key stages 1 and 2</a>	
	The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine	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):	6

educational practices and supported by professional development and training for staff.	<a href="#">Improving Social and Emotional Learning in Primary Schools I EEF</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: €25,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same Day interventions for one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition I Teaching and Learning Toolkit I EEF</a>	2,3, 4, 5
	<a href="#">Small group tuition I Teaching and Learning Toolkit I EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with RWI advisory consultant.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics I Teaching and Learning Toolkit I EEF</a>	2,4, 5

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

Budgeted cost: €40,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directed time for specific interventions.	Teaching and Learning Toolkit evidence this approach impacts progress by 4 months. <a href="#">Teaching and Learning Toolkit I EEF</a>	6

Breakfast club for disadvantaged pupils.	The report evidences that schools who ran breakfast clubs in deprived areas reported perceived improve in concentrations and behaviour, additional social benefit and improved self-confidence. <a href="https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	6
At least one club per year for each disadvantaged child.	Children have access to a wider range of after school clubs and lunch times clubs which are inaccessible in the community due to deprivation. This will close the gap between them and their peers.	1, 5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions I Teaching and Learning Toolkit I EEF</a>	6
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance.</a>  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
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

Development of an inclusive school culture.	Supporting school attendance - EEF.	
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**Total budgeted cost: € 88,989**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024 RS2 data	Cohort (31)		PP (13)		SEN (6)		Boys(18)		Girls (13)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	39%	6%	46%	8%	50%	8%	28%	6%	54%	8%
Writing	48%	3%	62%	8%	63%	0%	39%	0%	62%	8%
Maths	40%	0%	50%	0%	47%	0%	36%	0%	44%	0%
GPS	35%	10%	31%	8%	42%	13%	28%	6%	46%	15%
Combined	25%	0%	25%	0%	33%	0%	9%	0%	44%	0%

2024 TA RS1 data	Cohort (29)		PP (7)		SEN (3)		Boys (16)		Girls (13)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	83%	14%	71%	14%	67%	0%	81%	13%	85%	15%
Writing	72%	14%	71%	14%	76%	16%	63%	13%	85%	15%
Maths	76%	14%	71%	14%	67%	16%	69%	13%	85%	15%
Combined	69%	14%	71%	14%	67%	0%	56%	13%	85%	15%

PSC 2024	Cohort (26)	PP (10)	SEN (4)	Boys (16)	Girls (10)
	81%	80%	0%	75%	90%

MTC 2024	Cohort (26)	PP (11)	SEN (8)	Boys (17)	Girls (9)
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<b>Full marks</b>	<b>31%</b>	<b>18%</b>	<b>47%</b>	<b>41%</b>	<b>11%</b>
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<b>GLD 2024</b>	<b>Cohort (28)</b>	<b>PP (4)</b>	<b>SEN (3)</b>	<b>Boys (16)</b>	<b>Girls (12)</b>
	<b>71%</b>	<b>50%</b>	<b>80%</b>	<b>69%</b>	<b>75%</b>

## Aims and outcomes of the pupil premium strategy plan; progress made.

Intended outcome	Progress made
Attainment gaps in Phonics and Reading between pupil premium pupils and non-pupil premium pupils is closing.	<ul style="list-style-type: none"> <li>Phonics: 22/23 there was a 40% PP/ NPP gap and in 23/24 there is only a 1% gap between PP and NPP.</li> <li>In 23/24 80% of disadvantaged children passed the PSC this is 12% higher than national average.</li> <li>16% increase of pupil premium boys in phonics.</li> <li>Targeted phonics interventions have enabled children to reach age-related expectations.</li> <li>Further RWI resources purchased to ensure all children have access to high-quality decodable texts.</li> </ul>
Pupil premium pupils have access to a curriculum rich in knowledge and vocabulary, enhanced by cultural capital development, to enable them to develop knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<ul style="list-style-type: none"> <li>Families who receive pupil premium funding have a supplemented cost for school trips and visitors. Further support offered where necessary.</li> <li>Year 6 residential completed to support the school's cultural capital offer.</li> <li>All year groups experienced a school trip 23/24.</li> <li>An increase of school events resulted in many shared experiences.</li> <li>Explicit teaching of vocabulary allowed children to develop their tier 2 and 3 vocabularies.</li> </ul>
Parents and carers of pupil premium pupils have more effective relationships with school and are better equipped to support their children with their education.	<ul style="list-style-type: none"> <li>Parent voice reflect parents are now well informed about their children's attainment.</li> <li>Good relationships have been formed with parents and school due to an increase of events and opportunities to speak with teachers and school staff.</li> </ul>
Pupil premium pupils attend well and the number of persistent absence pupil premium pupils is reduced.	<p>Pupil premium pupils' overall attendance;</p> <p>21/22: 90%      22/23: 91.51%      23/24: 92.90%</p> <p>Persistent absentees' percentages for pupil premium students.</p>

	21/22: 50%      22/23: 35.29%      23/24: 19.15%
Gaps in learning for pupil premium pupils are closed rapidly and this contributes to rapid progress being made and the attainment gap between pupil premium pupils and non-pupil premium pupils also closing.	<ul style="list-style-type: none"> <li>• Same day interventions are targeted towards disadvantaged pupils to support them to close their learning gaps.</li> </ul>

## Externally provided programmes

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

Programme	Provider
PE Pro	Elite kids Coaching
Just Football	Just Football

## Service pupil premium funding

There are 2 children who are eligible for this funding this year.

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
<ul style="list-style-type: none"> <li>• RWI tutoring</li> <li>• Speech and language therapy</li> <li>• Musical interaction interventions</li> <li>• Same day interventions to support learning gaps</li> <li>• Nurture based approach to learning</li> <li>• Access to after-school clubs free of charge</li> </ul>
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none"> <li>• Improved levels of communication and language skills - using more than 4 words in phrases.</li> <li>• Learning gaps are closed.</li> <li>• Improved self-confidence and wellbeing.</li> <li>• Additional experiences outside of the school day.</li> </ul>

