

Pupil premium strategy statement – Fulwood and Cadley 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	320
Proportion (%) of pupil premium eligible pupils	24.75% (78)
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)	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	
Pupil premium lead	Sarah True
Governor / Trustee lead	Joanne Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113, 625
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>	£ 56, 488

Part A: Pupil premium strategy plan

Statement of intent

At Fulwood and Cadley Primary School we are committed to ensuring that all pupils, regardless of their background or personal circumstances, achieve their full potential. Our use of Pupil Premium funding reflects our unwavering belief that disadvantage should never be a barrier to success.

In line with the expectations of Ofsted and the statutory guidance from the Department for Education, our strategy is rooted in evidence-informed practice, high expectations for all, and a deep understanding of our pupils' academic and social-emotional needs.

Our Principles

1. High Quality Teaching First

We prioritise consistently strong classroom teaching as the most powerful lever for improving outcomes for disadvantaged pupils. We invest in staff development, coaching and evidence-based approaches to ensure high-quality adaptive teaching is the norm.

2. Targeted Academic Support

We provide timely and carefully planned interventions to address identified gaps in learning. Support is structured, monitored and evaluated for impact, ensuring pupils catch up quickly and sustain progress over time.

3. Wider Strategies to Remove Barriers

We recognise that disadvantage can present social, emotional and practical barriers to learning. Our strategy includes:

- Attendance and punctuality support
- Pastoral and wellbeing provision
- Access to enrichment opportunities
- Family engagement and early help

Where appropriate, we integrate relational and trauma-informed approaches to support pupils' emotional development and readiness to learn.

Equity, Not Equality

We understand that disadvantaged pupils are not the same. Our strategy is responsive to individual need, including pupils with SEND, those who have experienced adverse childhood experiences, and those with low prior attainment. Funding is allocated based on robust assessment and ongoing evaluation.

Accountability and Impact

Our Pupil Premium strategy is:

- Informed by internal data, national research and the Education Endowment Foundation evidence base
- Monitored regularly by senior leaders and governors
- Evaluated for measurable impact on attainment, progress, attendance and wellbeing
- Adapted where necessary to ensure maximum effectiveness
- Ultimately, our intent is that disadvantaged pupils:
 - ✓ Achieve outcomes in line with, or exceeding, their peers
 - ✓ Attend well and engage positively with school life
 - ✓ Develop confidence, resilience and aspiration
 - ✓ Leave our school equipped for the next stage of education and life
 - ✓ Through strong leadership, high-quality teaching and targeted support, we ensure that every child is safe, supported and able to flourish — whatever their background or individual needs.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of our disadvantaged pupils at the end of KS2 has been lower than that of non-disadvantaged pupils and our disadvantaged pupils start school with speech, communication and language.
2	Many of our disadvantaged children do not access outdoor activities/sport regularly. We aim to provide a wider range of opportunities for our disadvantaged children to experience outdoor learning and out of school sports.
3	Many of our disadvantaged children have below national average for attendance. We aim to support these families through a range of strategies to increase the children's attendance.
4	Very few disadvantaged pupils access wider opportunities which are rooted in cultural capital and promoting high aspirations.
5	Many of our disadvantaged children have experienced ACES and emotional anxiety that impacts their wellbeing and engagement in school.

Intended outcomes

Intended outcome	Success criteria
Narrow the attainment gap between DAP (and their non-DAP peers by ensuring equitable access to high-quality teaching, targeted interventions, and enriched learning opportunities.	The attainment gap between DAP pupils and their non-DAP peers diminishes year-on-year in reading, writing and mathematics. DAP pupils make at least expected progress from their starting points, with an increasing proportion making accelerated progress. Quality First Teaching is consistently strong across all classes, evidenced through lesson observations, book looks, and pupil progress data. Targeted interventions are evidence-based, time-limited, and demonstrate measurable impact through entry and exit data. Disadvantage funding is strategically allocated, clearly linked to identified barriers, and evaluated termly for impact. Attendance for DAP pupils improves and persistent absence reduces to be in line with or closer to national averages. Teachers demonstrate high expectations for all pupils, with adaptive teaching effectively meeting diverse needs. Internal and external data (including statutory assessments where applicable) show sustained improvement in outcomes for DAP pupils over time. The proportion of DAP pupils achieving age-related expectations and higher standards increases annually.
Identification of barriers to learning is timely and actioned to prevent escalation in need ensuring children fulfil their potential academically, socially, emotionally etc.	Robust assessment systems enable early identification of academic, social, emotional, behavioural, and attendance-related barriers. Clear referral pathways are in place and consistently followed (e.g. SEND, pastoral, safeguarding, external agencies). Targeted support plans are implemented swiftly, with defined outcomes and review dates. Intervention impact is reviewed regularly (, with adjustments made where progress is limited. Gaps in attainment between identified pupils (including DAP and vulnerable groups) and their peers diminish over time. Attendance improves for pupils previously identified as at risk. Fewer cases escalate to higher levels of need due to proactive early intervention. Over time, identified pupils make at least expected progress academically and show measurable improvements in social and emotional development.
Enriching and enhancing provision for all pupils including DAP by investing deliberately in pupils' cultural capital. We recognise that broadening experiences beyond the classroom is essential in enabling children to thrive academically, socially, and personally.	All pupils, including those eligible for DAP, access a broad range of enrichment opportunities (trips, visitors, clubs, performances, sporting events and community experiences) across the academic year. Participation rates for DAP pupils in extracurricular activities and enrichment experiences are at least in line with, or exceed, those of non-DAP pupils. Curriculum plans clearly identify planned cultural capital experiences linked to learning themes and progression. Financial barriers are reduced through targeted funding, ensuring no child is excluded from enrichment opportunities due to costs. Attendance and engagement improve, particularly for DAP pupils.

Activity in this academic year

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

Budgeted cost: £ 50029

Activity	Evidence that supports this approach
Lunchtime pastoral staff	Research shows that structured pastoral support and positive adult relationships improve behaviour, reduce incidents, and increase readiness to learn (EEF – Improving Behaviour in Schools). Targeted social and emotional support reduces escalation and improves engagement.
Reading support	Guidance identifies targeted reading interventions and structured phonics support as having high impact on closing attainment gaps, particularly for disadvantaged pupils. Regular, focused reading practice improves fluency, comprehension and vocabulary.
Rapid recovery	Evidence-based, short-term, targeted interventions (e.g. same-day or short-cycle catch-up) are shown to prevent pupils falling further behind by addressing misconceptions quickly.
Outside learning/support	Enrichment and wider experiences contribute to increased engagement, motivation, vocabulary development, emotional development and cultural capital.
Positive start	Structured morning provision and nurture-based approaches support emotional regulation, attendance, and readiness to learn. Establishing a calm and supportive start to the day reduces anxiety, improves focus, and minimises lost learning time.

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

Budgeted cost: £ 6459

Activity	Evidence that supports this approach
Counselling	Evidence shows that targeted therapeutic support improves pupils' emotional regulation, resilience, and readiness to learn. It has a positive impact on academic outcomes alongside improved wellbeing. Early mental health support reduces barriers to learning and prevents escalation of need

Pastoral meetings	Regular pastoral check-ins strengthen relationships, enable early identification of concerns, and support timely intervention. Research indicates that strong adult–pupil relationships and consistent monitoring improve attendance, behaviour, and engagement. Structured communication with families also improves outcomes for vulnerable pupils.
Trips	Educational visits and enrichment activities enhance cultural capital, broaden experiences, and deepen curriculum understanding. Research shows enrichment increases motivation, engagement, vocabulary development, and aspiration—particularly for disadvantaged pupils—supporting both academic and personal development.
Music lessons	Participation in music education is linked to improved confidence, self-discipline, listening skills, and cultural capital. Research suggests arts participation can positively impact engagement and overall academic attainment, particularly for disadvantaged pupils.

Total budgeted cost: £ 56, 488

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS DAP

	Num- ber of Chd	LAU	Speak- ing	SR	MS	BR	GM	FM	WR	C	W	N	NP	P&P	PCC	TNW	CWM	BI
DAP	6	83.33	66.66	83.33	83.33	83.33	83.33	66.66	66.66	83.33	66.66	66.66	66.66	66.66	83.33	83.33	83.33	83.33
Non DAP	39	97.43	89.74	94.87	92.31	89.74	87.17	84.61	66.66	97.43	82.05	87.17	87.17	89.74	92.30	97.43	92.30	92.30

Year 1 DAP

Groups (12)	Below	Towards	On track+	DL
DAP - Read- ing	16.67%	50%	33.33%	0%
DAP - Writing	25%	41.67%	33.33%	0%
DAP - Maths	8.33	25	50	8.33
Combined				

Groups (39)	Below	Towards	On track+	DL
Non DAP - Read- ing	33.33%	16.67%	50%	0%
Non DAP - Writ- ing	43.33%	23.33%	33.33%	2.63%
Non DAP - Maths	26.67	40	33.33	0
Non DAP - Com- bined				

Year 2 DAP

Groups	Below	Towards	On track+	DL
DAP - Reading	7.69	38.46%	53.85%	9.09%
DAP - Writing	23.08%	38.46%	38.46%	0%
DAP - Maths	7.69	46.15	46.15	7.69
Combined				

Groups	Below	Towards	On track+	DL
Non DAP - Read- ing	12.50%	21.88%	65.63%	6.25%
Non DAP - Writ- ing	18.75%	25%	56.25%	6.25%
Non DAP - Maths	12.5	18.75	68.76	9.38
Non DAP - Com- bined				

Year 3 DAP

Groups (12)	Below	Towards	On track+	DL
DAP - Read- ing	50%	21.43%	28.57%	7.14%

Groups (39)	Below	To- wards	On track+	DL
Non DAP - Read- ing	9.68%	9.68%	80.64%	19.35%

DAP - Writing	57.14%	14.29%	28.57%	0%
DAP - Maths	11.11	22.22	66.67	11.11
Combined				

Non DAP - Writing	9.68%	22.58%	54.84%	12.90%
Non DAP - Maths	10.71	10.71	78.57	21.43
Non DAP - Combined				

Year 4 DAP

Groups (12)	Below	Towards	On track+	DL
DAP – Reading	36.36%	54.55%	9.09%	0%
DAP – Writing	18.18%	45.45%	36.36%	0%
DAP - Maths	0	100	0	0
Combined				

Groups (39)	Below	Towards	On track+	DL
Non DAP – Reading	8.33%	38.89%	52.78%	25%
Non DAP – Writing	8.33%	25%	66.67%	11.11%
Non DAP - Maths	10.53	36.84	52.63	15.79
Non DAP - Combined				

Year 5 DAP

Groups (12)	Below	To-wards	On track+	DL
DAP - Reading	17.65%	35.29%	47.05%	11.76%
DAP – Writing	23.53%	29.41%	47.06%	5.88%
DAP - Maths	23.53	23.53	52.94	5.88
Combined				

Groups (39)	Below	To-wards	On track+	DL
Non DAP - Reading	3.57%	10.71%	85.72%	14.29%
Non DAP – Writing	3.57%	25%	71.42%	10.71%
Non DAP - Maths	0	21.43	78.57	17.86
Non DAP - Combined				

Year 6 DAP

Groups ()	Below	Towards	On track+	DL
DAP - Reading	0%	30%	70%	20%
DAP - Writing	0%	50%	50%	0%
DAP - Maths	0	30	70	20
Combined				

Groups (39)	Below	Towards	On track+	DL
Non DAP - Reading	0%	28.57%	71.43%	28.57%
Non DAP - Writing	0%	40%	60%	5.71%
Non DAP - Maths	0	31.43	68.57	31.43
Non DAP - Combined				

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	31	45%	46%	Close to average (non-sig)	68%	-22	Not applicable	Not applicable
2025	11	36%	47%	Close to average (non-sig)	69%	-33	Widening	-
2024	13	54%	46%	Close to average (non-sig)	67%	-14	Narrowing	-
2023	7	43%	44%	Close to average (non-sig)	66%	-23	Not available	-

Analysis

In EYFS the DAP children were only just underperforming in all areas apart from reading writing and maths.

In all year groups DAP children are under performing compared to their peers. In year 6 the gap had begun to narrow.

A small number of children are working at deeper learning.