

Pupil premium strategy statement (primary)

1. Summary information					
School	Fairfield Primary School				
Academic Year	2017-2018	Total PP budget	£34,124	Date of most recent PP Review	Nov 2017
Total number of pupils	345	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 2018

	<i>Desired outcomes and how they will be measured</i>	
A.	Disadvantaged pupils are making progress in line with or above their peers (nationally) from similar starting points in writing.	
B.	Disadvantaged pupils are making progress in line with or above their peers (nationally) from similar starting points in phonics.	
C.	Improved social skills, self- esteem and confidence.	
D.	Increased levels of participation in outside the classroom activities (forest schools/music/clubs)	

Academic year	2017-2018				
Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Disadvantaged pupils are making progress in line with or above their peers (nationally) from similar starting points in phonics and writing.	<p><u>Improved writing attainment.</u></p> <p>Staff training on talk for writing for non- fiction writing.</p> <p>To continue to employ staff to support high quality teaching within the classroom setting.</p>	<p>By analysing the data it was clear that there has been a positive impact on writing from 63% of pupils making 6 or above steps progress in 2015-201 to 71.4% of pupils making 6 or more steps progress in 2016-2017. This is still not at the national standard and thus further work on writing is required.</p>	<p>INSET for talk for writing delivered by Sue Cove in October 2017.</p> <p>Monitoring through work scrutiny.</p> <p>Lesson observations will show the impact of Talk for Writing.</p>	JG/HB	<p>£1000 for training.</p> <p>£ 13,800 staffing</p>

	<p>Track progress half termly and carry out pupil progress meetings.</p> <p><u>Improved phonic attainment.</u></p> <p>Identify pupils who are not making at least expected progress and provide them with additional support/intervention across KS1 and KS2.</p> <p>Identify those more able pupils in EYFS and give additional phonic teaching in KS1.</p> <p>Track progress half termly and carry out pupil progress meetings.</p>	<p>Staff need training for talk for writing to ensure that the impact on pupil progress is effective.</p> <p>Additional in class support will increase pupil progress.</p> <p>Analysis of last year's phonic results revealed the need to focus on phonics to provide additional training for all staff to ensure they are fully trained to teach phonics.</p>	<p>Half termly assessments will be undertaken and analysed. Pupil progress meetings will identify those pupils who are not making sufficient progress.</p> <p>Analysis of pupil progress to take place half termly.</p> <p>Pupil progress meetings to take place to identify further need which may result in additional phonic intervention.</p> <p>Drop ins and lesson observations.</p>	<p>RE</p>	<p>Training £500</p> <p>Support staff- 4 mornings a week £1,140.</p>
Total budgeted cost					£16,440

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
<p>To diminish the difference between disadvantaged and non-disadvantaged children in reading, writing and maths.</p>	<p>All pupil premium children will have an individual profile which identifies their barriers to learning. After identifying needs intervention programmes will be devised and focussed support provided. This may be in class support or small group/1:1 intervention.</p> <p>TA in class support across both KS1 and KS2 to support high quality teaching in the classroom.</p> <p>There will also be intervention sessions delivered outside the normal hours of the school day.</p>	<p>Children are making at least expected progress.</p>	<p>Each child will have their own profile which identifies their barriers to learning/needs.</p> <p>A plan is organised to support each child accordingly.</p> <p>Observations of the teaching sessions.</p> <p>Tracking of data and analysis of progress made.</p> <p>Pupil Premium review.</p>	<p>JS RB JG (HB) RE (DT) JS</p>	<p>£12,500 staffing</p> <p>JS to do intervention for more able 1 afternoon per week. £1,500</p>

<p>To support children with Social, Emotional and Mental Health needs.</p> <p>Children feel more confident and have a more positive outlook, including self-esteem and self-worth.</p>	<p>Referrals will be made to the nurture group leaders from teachers who feel specific pupils would benefit from attending the nurture group.</p> <p>Pupils will attend the nurture group on designated days. Programmes will be devised to cater for the needs of specific pupils.</p> <p>Referrals to be made by the teacher to our counsellor for pupils who are vulnerable.</p> <p>The Boxall profile to be used to identify children who would benefit from having additional support with social, emotional and mental health needs.</p>	<p>Improved social skills and interaction with peer group both in the nurture group and within the classroom.</p> <p>Staff identify a number of pupils who would benefit from SEMH.</p>	<p>All staff have training on the Boxall profile and can implement it accurately.</p> <p>Pupil questionnaires.</p> <p>Parent questionnaires.</p> <p>Staff interviews/questionnaires.</p> <p>The social skills and interaction with peers in the nurture group and within classes will improve.</p> <p>Improved self-esteem, attitude and engagement which in turn has a positive impact on pupil progress.</p> <p>Lesson observations demonstrate improved pupil outcomes.</p> <p>Regular meetings to take place between the counsellor and nurture lead/deputy and class teachers to discuss impact of sessions.</p>	<p>SW/AW/SJ/EC SENCo</p> <p>LF/JS/parents</p>	<p>Boxall profile training £500</p> <p>£375 for the Boxall profile.</p> <p>£1400 - staffing</p>
Total budgeted cost					£16,275
Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
<p>Increased levels of participation in outside the classroom activities (forest schools/music/clubs)</p>	<p>Timetabled music teacher in school on a regular weekly basis.</p> <p>Pupils to undertake forest school for 5 half day sessions and one whole</p>	<p>Pupils' confidence will improve as they are given opportunities to be involved in musical performances.</p> <p>Forest School has a proven track record of increasing participants' self-esteem, concentration, perseverance and resilience. By engaging in self-directed</p>	<p>Increased levels of participation of a variety of extra-curricular activities.</p> <p>Increased participation ensures pupil engagement and progress.</p> <p>Pupil and parent questionnaires.</p>	<p>KM</p> <p>DE</p>	<p>£500</p> <p>£1000</p>

	day session during the year on a two year cycle.	tasks each child will realistically assess any risks involved; use imagination and past experiences to design / make / improve or play; often collaboratively with other members of the group. Social skills are developed in this natural environment. healthy lifestyles are embedded and a love and respect for our natural environment is developed.			
Total budgeted cost					£1500

2. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils are making progress in line with or above their peers (nationally) from similar starting points in phonics and writing.	<p><u>Improved writing attainment.</u> Staff training on talk for writing for non-fiction writing.</p> <p>To continue to employ staff to support high quality teaching within the classroom setting.</p> <p>Track progress half termly and carry out pupil progress meetings.</p> <p><u>Improved phonic attainment.</u> Identify pupils who are not making at least expected progress and provide them with additional support/intervention across KS1 and KS2.</p> <p>Identify those more able pupils in EYFS and give additional phonic teaching in KS1.</p> <p>Track progress half termly and carry out pupil progress meetings.</p>	<p>Staff training on talk for writing was delivered in October 2017. All teaching and support staff undertook the training. New ideas and strategies were implemented in the classroom and this was monitored through lesson observations and through book scrutinies. Progress was tracked half termly and pupil progress meetings were then undertaken to identify what further support/intervention was needed.</p> <p><u>Pupil premium progress in writing 2017 -2018 for KS1 and KS2 pupils (26 pupils)</u></p> <p>Above expectations - 34.6%</p> <p>At expectations – 84.6%</p> <p>Below expectations – 15.3%</p> <p>There was an increase of 10.6% of Pupil Premium pupils who achieved the expected progress from the previous year (2016-2017)</p> <p><u>Phonics</u></p> <p>Phonics training has been delivered to all staff in EYFS and in KS1. A robust tracking and monitoring programme has been put in place. Pupil progress meetings took place each half term and support/intervention was provided where needed. Phonic results have improved again this year from 73% in 2016-2017 to 84% in 2017-2018. (50% PP pas rate (2 Pupils))</p>	<p>Talk for writing ideas and strategies are now embedded in the classroom and this is having a positive impact on the standard of writing for most Pupil Premium pupils. We will continue to use this approach across the key stages and in EYFS. Our focus will now be on increasing the percentage of Pupil Premium children achieve greater depth in their writing.</p> <p>Work scrutiny will continue in the next academic year and pupil progress meetings will take place termly. Intervention will be used when appropriate.</p> <p>The phonics programme undertaken this year has been successful and will continue to be developed further next year.</p>	£16,500

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To diminish the difference between disadvantaged and non-disadvantaged children in reading, writing and maths.</p> <p>To support children with Social, Emotional and Mental Health needs.</p> <p>Children feel more confident and have a more positive outlook, including self-esteem and self-worth.</p>	<p>All pupil premium children will have an individual profile which identifies their barriers to learning. After identifying needs intervention programmes will be devised and focussed support provided. This may be in class support or small group/1:1 intervention.</p> <p>TA in class support across both KS1 and KS2 to support high quality teaching in the classroom.</p> <p>There will also be intervention sessions delivered outside the normal hours of the school day.</p> <p>Referrals will be made to the nurture group leaders from teachers who feel specific pupils would benefit from attending the nurture group. Pupils will attend the nurture group on designated days. Programmes will be devised to cater for the needs of specific pupils.</p> <p>Referrals to be made by the teacher to our counsellor for pupils who are vulnerable.</p> <p>The Boxall profile to be used to identify children who would benefit from having additional support with social, emotional and mental health needs.</p>	<p>A new method of identifying barriers to learning has been successfully used this year. Each pupils' specific needs have been identified and then intervention programmes/support have been devised to cater for their needs. The barriers to learning action plan is reviewed termly and new targets are set.</p> <p>There are intervention sessions that occur outside of the school day which have had a positive impact on learning.</p> <p><u>Pupil premium progress in writing 2017 -2018 for KS1 and KS2 pupils (26 pupils)</u></p> <p>Above expectations - 34.6%</p> <p>At expectations – 84.6%</p> <p>Below expectations – 15.3%</p> <p><u>Pupil premium progress in reading 2017 -2018 for KS1 and KS2 pupils (26 pupils)</u></p> <p>Above expectations - 50%</p> <p>At expectations – 80.8%</p> <p>Below expectations – 19.2%</p> <p><u>Pupil premium progress in mathematics 2017 -2018 for KS1 and KS2 pupils (26 pupils)</u></p> <p>Above expectations - 30.8%</p> <p>At expectations – 77%</p> <p>Below expectations – 22.9%</p>	<p>The barriers to learning action plans have been successful this year and will continue to be used next year.</p> <p>A review of how, and what, intervention programmes are used will be analysed at the start of the year by the SENCo and Deputy Headteacher. This will ensure that intervention at all levels is effective and has the greatest impact possible.</p> <p>Next academic year our focus for the Pupil Premium pupils will be on reading as the children making at least expected progress is not as high as last year (1.2% lower) although the amount of pupils making above expected progress has increased (5.6% higher)</p> <p>We will also be monitoring the % of Pupil Premium pupils making above expected progress has fallen from last year (17.2%) although those making at least expected progress has increased (3%)</p> <p>All staff are now trained to use the Boxall Profile.</p> <p>The nurture group and the pastoral support continues to be successful. The Boxall profile has been used to identify the specific needs of the Pupil Premium pupils and programmes are used within the nurture group to address these issues. This will continue next year.</p> <p>See School Development plan for further developments in 2018/19.</p>	£16,300

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased levels of participation in outside the classroom activities (forest schools/music/clubs	<p>Timetabled music teacher in school on a regular weekly basis.</p> <p>Pupils to undertake forest school for 5 half day sessions and one whole day session during the year on a two year cycle.</p> <p>In certain cases, PP funding has allowed children to access residential trips.</p>	<p>Extra music and PE clubs have been successful this year and will continue next year. Feedback from staff, pupils and parents are always positive.</p> <p>Forest school has again been successful. A new member of staff has been trained to deliver forest school.</p>	<p>This approach will continue next year.</p> <p>We will continue to fund residential trips where appropriate.</p>	£1,500

3. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk