

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Fairfield Primary School | | | | |
| Academic Year | 2016-2017 | Total PP budget | £32,300 | Date of most recent PP Review | |
| Total number of pupils | 374 | Number of pupils eligible for PP | 28 | Date for next internal review of this strategy | Dec 2017 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Barriers to phonic learning. |
| B. | Barriers to writing. |
| C. | Emotional difficulties including poor self-esteem. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Difficult home circumstances leading to poor concentration. |

| 3. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in reading, writing and maths. | Learning outcomes in line with or better than national. |
| B. | Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics. | Learning outcomes in line with or better than national. |
| C. | Improved social skills, self- esteem and confidence. | Improvement to observed behaviours. |
| D. | Increased levels of participation in outside the classroom activities (forest schools/music/clubs) | Increased participation in activities. Impact on self –esteem, confidence and ability to collaborate with peers. |

| 4. Planned expenditure | |
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| Academic year | 2016 - 2017 |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | |
| i. Quality of teaching for all | |

| Desired outcome | Chosen action / approach | What is the rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics, writing and reading.</p> | <p><u>Improved writing attainment.</u></p> <p>Staff training on talk for writing.</p> <p>To continue to employ support staff for targeted intervention and in class support.</p> <p>Purchase new equipment in order to implement talk for writing.</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 in class support.</p> <p>Track progress half termly and carry out pupil progress meetings.</p> <p><u>Improved reading attainment.</u></p> | <p>Staff need training for talk for writing to ensure that the impact on pupil progress is effective.</p> <p>Focussed support based on specific aspects of talk for writing will increase pupil progress.</p> <p>To ensure that all staff are fully trained to teach phonics.</p> <p>To purchase appropriate resources and deliver INSET to equip staff with the skills and knowledge to deliver the phonic programme which will result in pupils making at least expected progress.</p> | <p>INSET for talk for writing delivered by Sue Cove.</p> <p>Follow up staff meetings led by HB.</p> <p>Monitoring through lesson observation and book scrutiny.</p> <p>Analysis of progress through half termly assessments followed up with pupil progress meetings.</p> <p>Monitoring of phonic teaching by the English subject lead.</p> <p>New resources purchased and training provided to ensure the phonic programme is delivered effectively.</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>HB</p> <p>DT</p> <p>HB/DT</p> | <p>Half termly but with full review in Dec 17.</p> <p>Half termly but with full review in Dec 17.</p> |

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| | <p>Identify pupils who are not making at least expected progress. Provide additional in class support.</p> <p>Track progress half termly and carry out pupil progress meetings.</p> <p>To purchase cracking comprehension and to train staff to ensure it is delivered for maximum impact.</p> <p>Purchase of new reading books particularly for KS1.</p> | <p>Staff to attend Inset to ensure that they are fully aware of how to deliver guided reading whole class and group sessions.</p> <p>Cracking comprehension purchased and training given how to deliver the programme.</p> | <p>Staff meetings/INSET provided to all staff by English leads to ensure a clear understanding of the variety of strategies and teaching techniques that can be used to teach group and whole class guided reading/comprehension activities.</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>Half termly but with full review in Dec 17.</p> |
| | | | | | <p>£3750</p> |
| <p>ii. Targeted support</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics, reading, writing and maths.</p> | <p>Additional TA in class support across both KS1 and KS2</p> <p>To continue to employ support staff for targeted intervention.</p> <p>Focussed support and teaching for specific pupils who have been identified as needing extra intervention in reading, phonics, writing or maths. The support given will be in addition to morning english and maths lessons and will be in small groups or 1:1 sessions.</p> <p>There will also be intervention sessions delivered outside the normal hours of the school day.</p> | <p>High quality support for pupils ensuring that they are provided with opportunities to achieve their potential. Smaller targeted groups will be provided with effective support which results in a positive impact on learning.</p> | <p>Observations of the teaching sessions.</p> <p>Monitoring of progress and identification of the impact of the intensive intervention programme.</p> | <p>SLT. English and maths leads.</p> | <p>Half termly and then main review in December 17</p> |
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| <p>Improved social skills, self-esteem and confidence.</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>Improved social skills and interaction with peer group both in the nurture group and within the classroom.</p> <p>Pupils who are vulnerable receive effective counselling to help them manage their everyday life.</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 deputy and class teachers to discuss impact of sessions.</p> <p>Discussions between counsellor and parents.</p> | <p>SW/AW/SJ SENCo</p> <p>LF/JS/parents</p> | <p>Termly and then main review in December 17.</p> |
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| Total budgeted cost | | | | | £25,850 |
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iii. Other approaches

| Desired outcome | Chosen action/approach | What is the rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <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 day session during the year.</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 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.</p> | <p>Increased levels of participation of a variety of extra-curricular activities.</p> <p>Increased participation ensures pupil engagement and progress.</p> | <p>All staff</p> <p>DE</p> <p>JS</p> | <p>December 2017</p> |

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| | After school homework club to support pupils with their learning. | Pupils will benefit from additional support with homework activities which has a positive impact on their learning. | | | |
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| Total budgeted cost | | | | | £2700 |

| Impact of Pupil Premium strategy 2016-2017 | | | |
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| Desired outcome Quality of teaching | 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) |
| Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics, writing and reading. | <p><u>Improved writing attainment.</u></p> <p>Staff training on talk for writing.</p> <p>To continue to employ support staff for targeted intervention and in class support.</p> <p>Purchase new equipment in order to implement talk for writing.</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 in class support.</p> <p>Track progress half termly and carry out pupil progress meetings.</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 2015-2016 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><u>Pupil Premium pupil progress.</u></p> <p><u>Writing</u> Above 6 steps 37% At or above 6 steps 74% Below 6 steps 26%</p> <p><u>Reading</u> Above 6 steps 44.4% At or above 6 steps 82% Below 6 steps 18%</p> <p><u>Non Pupil Premium</u></p> <p><u>Writing</u> Above 6 steps 28% At or above 6 steps 74 % Below 6 steps 26%</p> <p><u>Reading</u> Above 6 steps 29% At or above 6 steps 72% Below 6 steps 28%</p> <p><u>Phonics</u> Improved from 47% to 73%</p> | <p>We will continue this approach as it has been successful but further improvements still need to be made to ensure further progress.</p> <p>To do this we will:</p> <p>Have further INSET on Talk for Writing (non-fiction) which will be delivered in October 2017.</p> <p>Moderation of writing is planned for throughout the year.</p> <p>Work scrutiny to take place. Middle leaders, SLT and governors to be involved in this process.</p> <p>Pupil progress to be monitored and pupil progress meetings to take place. Intervention programmes to be used where appropriate.</p> <p>The phonics programme has been successful and so the programme will continue although a new tracking system will be introduced to track more accurately. (LH and RE to lead this)</p> <p>INSET training to be delivered to all new staff /recap for existing staff to support pupils in EYFS and KS1/2.</p> <p>Two pupils in year 1 who did not pass their phonics screening check will need further intervention next year along with the children who did not pass but are not Pupil Premium.</p> |

| Desired outcome Targeted support | 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) |
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| <p>Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics, reading, writing and maths.</p> | <p>Additional TA in class support across both KS1 and KS2</p> <p>To continue to employ support staff for targeted intervention.</p> <p>Focussed support and teaching for specific pupils who have been identified as needing extra intervention in reading, phonics, writing or maths. The support given will be in addition to morning english and maths lessons and will be in small groups or 1:1 sessions.</p> <p>There will also be intervention sessions delivered outside the normal hours of the school day.</p> | <p><u>Pupil Premium pupil progress.</u></p> <p><u>Writing</u> Above 6 steps 37% At or above 6 steps 74% Below 6 steps 26%</p> <p><u>Reading</u> Above 6 steps 44.4% At or above 6 steps 82% Below 6 steps 18%</p> <p><u>Maths</u> Above 6 steps 48% At or above 6 steps 74% Below 6 steps 26%</p> <p><u>Non Pupil Premium</u></p> <p><u>Writing</u> Above 6 steps 28% At or above 6 steps 74 % Below 6 steps 26%</p> <p><u>Reading</u> Above 6 steps 29% At or above 6 steps 72% Below 6 steps 28%</p> <p><u>Maths</u> Above 6 steps 42% At or above 6 steps 75% Below 6 steps 24.9%</p> <p><u>Phonics</u></p> <p>Improved from 47% to 73%.</p> <p>The success criteria has been met as disadvantaged pupils are making similar or better progress to their peers from similar starting points in reading and maths.</p> | <p>This process will continue next year as it has been successful.</p> <p>Extra intervention will be needed next year as there will not be a TA in each class and the more able pupils will need to be monitored to ensure they receive their entitlements. JS will be carrying out some extra work with disadvantaged pupils next year.</p> <p>In SAT tests the Pupil Premium pupils are making similar or better progress to their peers from similar starting points in reading and maths but not in phonics or writing. Extra intervention is needed and additional INSET/training.</p> <p>Outside agency/SEND support may be needed if Pupil Premium pupils are not making at least expected progress after receiving intervention.</p> |

| 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) |
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| <p>Increased levels of participation in outside the classroom activities (forest schools/music/clubs)</p> <p>Improved social skills, self- esteem and confidence.</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 day session during the year.</p> <p>After school homework club to support pupils with their learning.</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>Extra music clubs and forest schools have been successful. Feedback from parents, pupils and staff is always positive.</p> <p>The nurture group continues to be successful. The evidence for this is that they are gaining more self-esteem and confidence in the classroom. The only difficulty here is that we cannot measure it accurately so a new system needs to be used next year.</p> | <p>An assessment system for forest school needs to be undertaken by DE.</p> <p>This approach (Forest school, music and clubs) will continue next year.</p> <p>More able pupils who are pupil premium will be given the opportunity to attend a PE club on a Friday night, led by Chris Wright, which will be funded from pupil premium funding.</p> <p>In order to measure impact more precisely we are going to purchase the Boxall Profile system. EC will be trained to use this and then she will cascade information to staff during a staff meeting.</p> <p>This approach will continue next year.</p> |

5. Additional detail

The year 2 Pupil Premium pupils will need extra support as they did not achieve the expected standard or make at least expected progress. Additional information which provide with reasons for their underachievement is available.