

Pupil premium strategy statement (primary)

1. Summary information					
School	Fairfield Primary School				
Academic Year	2018-2019	Total PP budget	£33,180	Date of most recent PP Review	July 2018
Total number of pupils	342	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Barriers to English and Maths learning and Reading specifically lower attainment levels in SPaG.and Reading.
B.	Barriers to Phonic learning.
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		
	<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 English, Maths and SPaG.	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.	Enrichment within and beyond the curriculum for Pupil Premium children is developed.	Increased participation in activities. Impact on self –esteem, confidence and ability to collaborate with peers.

4. Planned expenditure	
Academic year	2018 - 2019

Objective 1 : To raise attainment for, and diminish the difference between, disadvantaged and non-disadvantaged children.

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?
<p>Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in all aspects of English and Maths.</p>	<p>To ensure that there is high quality teaching throughout the school. All SLT and subject leaders for English and Maths will be involved in the development of high quality teaching.</p> <p>The performance and progress of PP children will be closely monitored and needs will be addressed throughout the year. This will be achieved through Tracking Target Tracker data, Pupil Progress meetings, lesson observations and work scrutinies.</p> <p>There will be a range of high quality interventions be used throughout the school led by teachers, STAs and HLTAs. This will include structured reading and spelling and reading intervention.</p> <p>Opportunities will be given for Pupil Premium children to have additional intervention outside of the normal school day.</p> <p>Effective/high quality feedback will be given to all Pupil Premium children which will have a positive impact on attainment and progress.</p>	<p>The progress Pupil Premium children make needs to be monitored closely. Barriers to learning need to be identified quickly and acted on to ensure they are effectively addressed allowing Pupil Premium children to achieve their potential.</p>	<p>Barriers to learning are identified and strategies/intervention are put in place to help overcome the difficulties faced by Pupil Premium children.</p> <p>Pupil Premium children make similar, or better, progress to their peers nationally.</p> <p>Analysis shows that Pupil Premium children make at least the same progress as non-Pupil Premium children.</p>	<p>CS, JS, JG, RB, LH, HB</p>	<p>Termly</p>

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?
Disadvantaged pupils are making similar progress to their peers (nationally) from similar starting points in phonics with a focus on attainment and progress in early Key Stage 2.	Additional STA in class support across both KS1 and KS2 To continue to employ support staff for targeted intervention. Structured daily phonic activities for Pupil Premium children in KS2.	High quality support/ intervention for pupils ensuring that they are provided with opportunities to make at least expected progress in phonics.	Planning scrutiny. Observations of the teaching sessions. Monitoring of progress and identification of the impact of the intensive intervention programme. Performance of Pupil Premium children in phonic retakes increases. Progress in reading and writing improves.	SLT. English leads.	Half termly.
					Cost: £16,000
Objective 2: To provide social and emotional support for Pupil Premium children.					
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?

<p>Improved social skills, self-esteem and confidence.</p>	<p>Referrals will be made to the nurture group based on the Boxall profiles that have been completed.</p> <p>Boxall profiles will be analysed and timetables of support for children with specific/similar needs will be devised.</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 will continue to be made by the teacher, or from a request by a parent, for Pastoral support for pupils who are vulnerable.</p>	<p>Specific needs will be addressed which will improve a variety of social and emotional difficulties.</p> <p>Pupils who are vulnerable receive effective pastoral support to help them manage their everyday life.</p>	<p>The social skills and interaction with peers in the nurture group, within classes and during play and lunch times 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>Boxall profile assessments show improvements.</p> <p>Regular meetings to take place between the counsellor, SENCo deputy and class teachers to discuss impact of sessions.</p> <p>Feedback given from teachers, parents and children which are analysed for impact.</p>	<p>SW/AW/EC/ HB SENCo</p> <p>LF/JS/HB/EC/parents/ children</p>	<p>Termly and then main review in July 19.</p>
--	--	---	---	--	--

Total budgeted cost £16,000

Objective 3: To develop enrichment within and beyond the curriculum for Pupil Premium children.

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?
<p>Increased levels of participation in outside the classroom activities (forest Schools/music/clubs and residential)</p>	<p>To identify barriers to learning and find a variety of ways to overcome them.</p> <p>Enrichment activities will be offered to Pupil Premium both during the school day and as extra curricula activities e.g. sports/ art/ music.</p> <p>Pupils in year 1, 3 and 5 to undertake forest school</p>	<p>Pupils' confidence will improve as they are given opportunities to be involved in musical performances and sports competitions.</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</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>July 2019</p>

	<p>for 5 half day sessions and one whole day session during the year.</p> <p>Extra opportunities for Pupil Premium children to attend forest school.</p>	<p>skills are developed in this natural environment. Healthy lifestyles are embedded and a love and respect for our natural environment is developed. Pupils will benefit from additional support with homework activities which has a positive impact on their learning.</p>			
Total budgeted cost					£1180

Review of expenditure				
Previous Academic Year 2018-2019				
Objective 1 : To raise attainment for, and diminish the difference between, disadvantaged and non-disadvantaged children.				
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 similar progress to their peers (nationally) from similar starting points in all aspects of English, Maths and SPaG.	<p>To ensure that there is high quality teaching throughout the school. All SLT and subject leaders for English and Maths will be involved in the development of high quality teaching.</p> <p>The performance and progress of PP children will be closely monitored and needs will be addressed throughout the year. This will be achieved through Tracking Target Tracker data, Pupil Progress meetings, lesson observations and work scrutinies.</p> <p>There will be a range of high quality interventions be used throughout the school led by teachers, STAs and HLTAs. This will include structured reading and spelling and reading intervention.</p> <p>Opportunities will be given for Pupil Premium children to have additional intervention outside of the normal school day.</p> <p>Effective/high quality feedback will be given to all Pupil Premium children which will have a positive impact on attainment and progress.</p>	<p>The SLT and subject leads for Maths and English have ensured that a robust monitoring programme has been developed and adhered to throughout the year, which has guaranteed that high quality teaching has occurred across EYFS and the key stages. Lesson observations and regular book scrutinies have been undertaken, targets/observations have been made and staff have acted on any recommendations. Governors have been involved in this process.</p> <p>Pupil progress meetings are undertaken termly. Pupil premium children are monitored closely and, when needed, they are provided with additional intervention opportunities e.g. additional support before or after school or in the classroom. High achievers receive additional intervention to challenge them further.</p> <p>New intervention programmes have been introduced and used across the school as well as for pupil premium children. A new maths programme is being trialled and is this will be reviewed in the next academic year.</p> <p><u>Pupil premium progress in writing 2018-2019 for KS1 and KS2 pupils</u> Above expectations – 53.4% At expectations – 73.4% Below expectations - 26.6%</p> <p><u>Pupil premium progress in reading 2018-2019 for KS1 and KS2 pupils</u> Above expectations – 40% At expectations – 70% Below expectations –29%</p> <p><u>Pupil premium progress in maths 2018-2019 for KS1 and KS2 pupils</u> Above expectations – 43.3 % At expectations – 80% Below expectations –20%</p>	<p>The barriers to learning plans continue to be successful but staff need further guidance as to how we can be innovative when providing additional intervention/resources for children who are high attainers.</p> <p>Our focus next year will be on reading. This will be reviewed by the SLT and subject leaders.</p> <p>Intervention before and after school has been successful and this will continue next year.</p>	£16,000

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 similar progress to their peers (nationally) from similar starting points in phonics with a focus on attainment and progress in early Key Stage 2.	Additional STA in class support across both KS1 and KS2 To continue to employ support staff for targeted intervention. Structured daily phonic activities for Pupil Premium children in KS2.	Phonics screening test demonstrate that our high teaching standards, from both teachers and support staff, and the intervention programmes that are in place have been very successful. 89% of all children passed the phonic screening test. This is an increase of 4% from last year. 4 children in receipt of PP funding made excellent progress in their phonics but not achieve the pass mark.	The approach we are using at school is successful and will continue. There are 2 children who have just been placed on the pupil premium register who did not pass their phonic screening test. These children will need to be closely monitored next year and additional intervention will be required. SLT will monitor progress.	

Objective 2: To provide social and emotional support for Pupil Premium children.

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
Improved social skills, self-esteem and confidence.	Referrals will be made to the nurture group based on the Boxall profiles that have been completed. Boxall profiles will be analysed and timetables of support for children with specific/similar needs will be devised. Pupils will attend the nurture group on designated days. Programmes will be devised to cater for the needs of specific pupils. Referrals will continue to be made by the teacher, or from a request by a parent, for Pastoral support for pupils who are vulnerable.	The success criteria has been met. Pupils who attend nurture greatly benefit from attending and this is reflected in the Boxall review which takes place termly.	Boxall profiles continue to be very informative and provide the nurture group staff with strategies that can be incorporated into the nurture group sessions for all children including the children who are pupil premium. Next term we will be adapting our nurture provision by having 6 week blocks of intervention focussing on a specific need e.g. confidence, self – confidence etc. The nurture provision is held in high regard by parents.	£16000

Objective 3: To develop enrichment within and beyond the curriculum for Pupil Premium children.

--	--	--	--	--

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)	
<p>Increased levels of participation in outside the classroom activities (forest Schools/music/clubs and residentials.)</p>	<p>To identify barriers to learning and find a variety of ways to overcome them.</p> <p>Enrichment activities will be offered to Pupil Premium both during the school day and as extra curricula activities e.g. sports/ art/ music.</p> <p>Pupils in year 1, 3 and 5 to undertake forest school for 5 half day sessions and one whole day session during the year.</p> <p>Extra opportunities for Pupil Premium children to attend forest school.</p>	<p>Extra music and PE clubs have been successful this year and will continue next year. Feedback from staff, pupils and parents is always positive.</p> <p>Forest school has developed this year and there is a greater emphasis on linking forest school with the curriculum. There have been extra sessions delivered for pupil premium children.</p>	<p>We will continue this approach next year as it is successful and pupils clearly benefit both academically and emotionally.</p>	<p>£1180</p>

5. Additional detail