

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Fairfield Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	8.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 to 2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Steele, Headteacher
Pupil premium lead	Jordan Gale, Deputy Headteacher
Governor / Trustee lead	Sally Sapsford, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£45,715</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Fairfield Primary School, we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to be happy, confident and life-long learners. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

### **Our implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

*We will:*

#### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

#### Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

### **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

### **1. Quality of teaching**

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using our Pupil Premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on our children eligible for Pupil Premium.

Our priority at Fairfield Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: facilitating regular CPD opportunities for all teaching staff.

- Professional development: half-termly coaching sessions/subject leader monitoring activities to support teachers/TAs, with a particular emphasis on Maths, English/vocabulary and wider curriculum development.
- Professional development for staff by participating in targeted training courses and IN-SET, both in-person and via our virtual CPD platform.

### **2. Targeted academic support**

At Fairfield Primary School, we consider carefully how our staff are deployed to provide specific targeted academic support either in a one-to-one or small group situation.

- Structured interventions: introducing speech and language interventions for pupils with poor oral language and communication skills and introducing a structured intervention for phonics.
- Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using support staff by expanding the school day.

### **3. Wider strategies**

Here at Fairfield Primary School, we aim to focus on significant social and emotional support to help pupils in our care and ensure that all pupils have opportunities to participate in wider enrichment activities to enhance cultural capital.

- Social and emotional support: further strengthening our pastoral care provision, including all children participating in well-being workshops to aid well-being.
- Providing a wide variety of enrichment experiences for all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our Pupil Progress Meetings indicate that the education and wellbeing of some of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and we have identified Maths and Writing as two core areas for focused intervention.
2	Initial assessments, observations by the Reading Team and Pupil Progress Meetings suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact their development as readers.
3	Our observations, Pupil Progress Meetings and stakeholder discussion (including with parents/guardians) have identified social and emotional issues for many pupils, notably due to the impact of school closure and a lack of opportunity for socialisation. These challenges particularly affect disadvantaged pupils and can therefore negatively impact their progress and attainment.  Teacher referrals for support have markedly increased during the pandemic. 48 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, with 13 disadvantaged pupils receiving 1:1 pastoral support.
4	Our data analysis demonstrates that we have a significant number of disadvantaged pupils, who are working above age-related expectation. Therefore, these children require intervention to ensure they continue to reach their full-potential and are adequately challenged to maintain engagement.

## 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
Improved Maths and Writing attainment for disadvantaged pupils at all key milestones.	Maths and Writing outcomes for disadvantaged pupils are in-line/above national average. Disadvantaged pupils make comparable progress with their peers.
Improved phonics attainment among disadvantaged pupils.	The Phonics' Screening Check from 2022-23 shows that all pupils from disadvantaged backgrounds meet the national expectation. Those from disadvantaged backgrounds develop a love of reading and engage in literature.

<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, surveys and staff observations</li> <li>• a significant reduction in issues stemming from an inability to appropriately engage in social interaction with peers.</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>Disadvantaged pupils, working above age-related expectation, are appropriately challenged in order to reach their full potential at all key milestones.</p>	<p>Early Learning Goals, KS1 and KS2 outcomes for disadvantaged pupils indicate an increase in Greater Depth achievement.</p>

## 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: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
On a rota, subject leaders will be released half-termly to monitor and develop teaching and learning. £680.00	According to the EEF, spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. This supports our strategy to invest in staff CPD, including an online, virtual platform for ease of access for all practitioners. Through discussions with our subject leaders, they outlined that the biggest challenge is 'time'. Therefore, by using an allocation of funding to release staff from the classroom to support their colleagues and carry-out monitoring/training activities in relation to their subject, will, in turn, increase the effective teaching and overall delivery of the subject for pupils. This approach we have adopted is further supported in EEF's Pupil Premium Guide, which outlines: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	1, 2 & 4
A coaching rota will be devised in order to allow subject leaders to team-teach alongside their colleagues in order to improve pedagogy. £680.00		1 & 2
Further develop the National College's virtual CPD platform to ensure it is used by all staff, including SLT, teachers and support staff. £700.00		2, 3 & 4
High quality and relevant INSET to be delivered to all staff including Phonics Training, Accelerated Reader Training, Effective Questioning and Well-Being Coaching. £1700.00		2, 3 & 4
Members of our support staff team to complete the		As part of the School-Led Tutoring Programme, Education Development Trust is delivering the School-Led Tutor Training

<p>School-Led Tutoring (Expanded School Day Intervention): Non- QTS Primary Pathway training. £990.00</p>	<p>Course, which is an evidence-based, self-directed and accessible course focusing on best practice in tutoring. The School-Led Tutor Training Course is designed to help schools and tutors plan for and deliver effective small group and 1:1 tuition in the school setting. The training content brings together a vast array of research on small group tutoring and useful resources for various subjects and phases.</p> <p>We have designed an evidence-based, virtual, flexible training programme with prospective School-Led Tutors and their pupils at its heart.</p> <p>Upon successful completion of the online course, tutors will receive certification as a School-Led Tutor, recognised by the Chartered College of Teaching, as well as partial credits towards Chartered Teacher Status.</p> <p>This helps our school to meet the requirements as outlined in the DfE 'School-Led Tutoring' publication: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611212/school-led-tutoring-guidance.pdf">School-led tutoring guidance (publishing.service.gov.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further increase the Screening of Reception, Y1 and Y2 pupils to identify gaps in speech, language &amp; communication skills. £1620.00</p>	<p>Our plan to spend money on phonics training is supported by research from the EEF, which states that, "The costs associated with teaching phonics arise from the need for specific resources and professional training. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials." The EEF also states, "Quality of teaching is</p>	2
<p>Begin to integrate the new SSP Programme and its accompanying Intervention(s). £2000.00</p>		2

<p>Additional, structured regular phonics targeted intervention activities for children in Years 1 and 2. £1620.00</p>	<p>the single most important driver of pupil attainment”, reiterating the need for us to spend money on high quality CPD to benefit disadvantaged children and their fellow peers. Early reading is identified as significantly important by Ofsted, who outline, “We’ve made the early reading deep dive mandatory because it’s so important that children learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more, because they can read and gain knowledge for themselves.”</p>	<p>2</p>
<p>Smaller phase specific phonics groupings in Reception and Year 1. £2135.00</p>	<p>Our approach to investing in phonics and speech and language screening will enable them to better succeed in other areas of the curriculum. Following the training, disadvantaged pupils will be targeted through the use of a wider range of resources available to support their learning and will experience improved delivery from practitioners. The EEF support this as they outline, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Pupils identified and targeted for weekly one-to-one Reading Intervention and Structured Reading &amp; Spelling. £6075.00</p>	<p>In accordance to the EEF, evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact, which mirrors the delivery of our Reading Intervention Programme and Structured Reading and Spelling Interventions.</p>	<p>1 &amp; 2</p>
<p>Trained, School-Led Tutoring TAs and specific teachers will be deployed to provide extra support and intervention groups for targeted pupils, including:  -IDL Maths</p>	<p>Numerous studies have shown a relationship between phonological skills and learning to read. Children typically make 8-9 months progress in word reading and spelling over the course of the intervention. Children also appear to gain confidence and self-esteem and show signs of improved attention span. In</p>	<p>1, 2 &amp; 4</p>



<p>-IDL Literacy</p> <p>-Target Maths Intervention</p> <p>-Reading Comprehension</p> <p>-Writing Workshop</p> <p>-Greater Depth Challenge Group(s)</p> <p>-Additional STA support (Year 1)</p> <p><i>£5550.00 (combined with School-Led Tutoring of £4050).</i></p>	<p>accordance to the EEF's Teaching and Learning Toolkit, the fact the learning will be individualised to provide one-to-one learning, means that on average, it will have a positive effect on learners, with an average of 3 months progress. Therefore, this will enable accelerated progress thus helping to close the gap between disadvantaged children and their peers.</p> <p>As a school, we have asked staff to specifically identify the gaps in disadvantaged pupils' knowledge and understanding and formulate desired outcomes. In order to assist practitioners to support these pupils, and enable accelerated progress, staff require access to a tool, which can be used for direct intervention purposes. IDL was trialed in school last year and proved popular with all staff from Year 1 to 6 as it was "easy to use", "plugged gaps" and "tracked progress". Therefore, as a school, we would like to commit to this platform to aid intervention and help close the gaps in children's knowledge and skill.</p> <p>In recent years, IDL Literacy has undergone significant development and growth – moving from a one-to-one learning model to a multi-sensory independent learning programme. This change has hugely extended the reach and usability of IDL, with the number of learners using the intervention increasing year-on-year. Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018. This study looked at factors including learner demographics, lesson frequency and improvements gained from the programme. The results show that on average one session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days. It also discovered that children make accelerated progress within Mathematics as it tailors the learning to the gaps in the knowledge</p>	
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from an initial assessment. Another key finding is that one new lesson should be implemented every six days to maximise spelling improvements and every eight days to maximise reading improvements. This confirms our recommendation of each pupil spending one hour a week on the programme. It is important to distribute new lessons over a period of time that allows learners to repeat, elaborate and stabilise the effects provided by their new training. The research also demonstrated that Key Stage 2 learners showed the greatest improvement in spelling and reading on the programme.

As the research above indicates, it is a recommendation that each pupil spends one hour a week on the IDL programme. In order to accommodate this, we will expand the school day to incorporate early morning sessions (8.20-9am) so the children can engage in the intervention. Each child eligible should receive two sessions weekly (as part of a group). By expanding the school day, it means that the pupil in question won't miss any direct teaching time through being taken out of class. This will involve careful timetabling and clear communication between staff and parents/guardians.

The EEF outline that extending the school day is a strategy schools may take to aid disadvantaged children. They outline that in order to be successful, any increases in school time should be supported by both parents and staff so therefore clear communication will be made with parents/guardians (via a letter) outlining what the provision entails and why it would be beneficial for their child. The times and dates would remain consistent for convenience and to aid timetabling. Additionally, in the EEF's Teaching and Learning Toolkit, evidence indicates that, on average, pupils make two additional

	<p>months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months additional progress. Also, there are often wider benefits for low-income students, such as increased attendance at school, improved behaviour and better relationships with peers. Moreover, within the Toolkit, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care further strengthened through more pupils engaging with: school counselling, Draw & Talk (across the school) and Nurture Group (in EYFS and KS1). £14800.00	Furthermore, mental health problems have been rising nationally and this is reflected in the increase in demand for our school pastoral care/counselling service. Recently, Lisa Fisher was dealing with an increased number of families virtually. Now the children are back in school, many of these pupils are requiring pastoral support. On a national scale, 1 in 10 children and young people are believed to have been affected, with 70% of children and young people not having appropriate interventions available to them. We want	3
On a rota, Years 1-6 engage with well-being workshops.		3

£3840.00	to prevent this being the statistic in our setting. Therefore, we will invest in our pastoral service to continue to strengthen provision to enable disadvantaged pupils to access care, when/if needed. This includes the children participating in structured Well-Being Workshops. The fact these workshops will be delivered by two trained practitioners, to a maximum of eight children, will, in turn, have maximum impact.	
Regular meetings to take place between the Pastoral Team to discuss impact of sessions. £135.00	<p>The BACP claims the following benefits:</p> <ul style="list-style-type: none"> <li>• School-based counselling can prevent mental health problems from developing further – this early intervention treatment can help to prevent conditions accelerating into something more serious and complex, and offer children the tools to recognise when they are experiencing difficulties with their mental wellbeing.</li> <li>• Children and young people are more likely to see an in-house school-based counsellor compared to non-school-based services; it cuts down their fears of stigma.</li> <li>• School-based counselling helps with behaviour and learning.</li> <li>• School-based counselling works as a parallel support alongside CAMHS and reduces referrals to these specialist and costly services.</li> <li>• School-based counselling is cost effective. One session of CAMHS costs the same as five sessions of school counselling.</li> </ul> <p>The DfE recognises that schools may need to allocate their funding to pastoral support to help disadvantaged pupils. In accordance in the EEF, on average, pastoral care/SEL interventions (including Well-Being Workshops) have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an</p>	3

	<p>average overall impact of four months' additional progress in attainment.</p> <p>Moreover, compelling evidence for the impact of nurture groups is provided by the Centre for Evidence and Social Innovation at Queen's University Belfast, which conducted an evaluation of 30 nurture groups running across Northern Ireland in 2015. Compared to pupils who remained in their mainstream classroom (control group), children attending nurture groups showed significant improvements in social and emotional skills and significant decreases in challenging behaviours. This study provided strong evidence that nurture provision significantly reduces children's social, emotional and behavioural difficulties, hence why we feel it is effective to aid the challenges faced in our KS1 setting. Studies have also shown that nurture provision allows children to perform better academically, when targeted at younger pupils (Sanders, 2007; Reynolds et al. 2009; Seth-Smith et al. 2010), increasing school attendance (Sanders, 2007) and school enjoyment (Sloan et al. 2016) and reducing pupils' exclusions (Ofsted, 2011). This supports our rationale for implementing the provision within KS1.</p> <p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>Staff will organise a range of day visits (free to PP) and visitors to enrich and enhance curricular provision.</p>	<p>Finally, 'Enrichment basically makes a subject more meaningful or more rewarding,' says Julie Taplin, Chief Executive of Potential Plus UK, the charity that supports children with high learning potential. All children benefit from enrichment, but</p>	<p>1, 3 &amp; 4</p>

£1500.00	especially more able pupils. 'It allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination,' Julie explains. Children from disadvantaged backgrounds also benefit from experiences and activities that they may not get out of school. This justifies our approach to provide a variety of enrichment experiences for all pupils, to enrich cultural capital. This is because we have a high percentage of pupil premium children working at/above age-related expectation and therefore this approach will provide children with a more rounded, culturally rich education through activities that enhance their learning. Moreover, enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum (such as Forest School, The Arts and Sports) but that develop character, resilience and motivation, and encourage them to pursue wider goals. It helps to teach life skills that benefit children beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and Mathematics thus demonstrating that our investment in this area is valued.	
Our trained forest school facilitator will deliver a programme for specifically targeted children.  £180.00		3
The daily experience of a PP child in school will be enhanced through access to quality books through our school library and/or technology (when needed).  £1500.00		1, 3 & 4

**Total budgeted cost: £45,705**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that 80% of our disadvantaged children were assessed as being at or above age-related expectation in Maths, 76% in Writing and 78% in Reading, by the end of the academic year. Given the disruption caused by closures in-relation to the pandemic, this is a pleasing set of statistics. Upon reflection, we feel we have been able to maintain disadvantage performance due to providing a robust remote, home-learning package, which included regular interactive teaching and the fact that, as a school, we were proactive in ensuring those eligible pupils were given 'face-to-face' teaching within our 'Hub' and provided with the books, resources and technology to enable them to access learning from home.

Despite the challenges we faced, we ensured that our Subject Leaders attended a range high quality training courses and then disseminate new pedagogical skills/knowledge to all staff. This included: Accelerated Reader Training, Thinking, Talking, Doing Science, Phonics Training (based upon our new SSP) as well as a host of subject relevant courses from the National College. This has had a positive impact on pupil outcomes as in Reading 81% (KS2) and 82% (KS1) achieve standard and in Science, 100% (KS2) and 92% (KS1) achieved the standard, in accordance to teacher assessment. Due to the circumstances faced in the previous year, the outcomes we aimed to achieve in the first year of our three-year strategy (within the Quality of Teaching strand) were not fully realised and we are aware that we need to further develop our coaching calendar.

Within Structured Interventions, we successfully implemented a programme of intervention for phonics (Rapid Phonics), which was also delivered virtually during the closure- with a focus on pupils from disadvantaged backgrounds. Due to this and the further expansion of smaller, phased phonics groups, we managed to maintain a higher than national average for Phonics (94%) and 50% of disadvantaged pupils achieved their Phonics Screener\*.

Following the EEF's guide to effective implementation, last year, we further expanded and sustained the previous year's delivery of our expanded school day model to provide high-quality tuition in core subjects identified as areas of 'catch-up'. 78% of disadvantaged pupils participated in at least one of these groups and the attendance at the sessions was an average of 96%, which was very pleasing. This directly correlated to the fact that 80% of disadvantaged pupils met age related expectation in Maths and 78% in Reading. It is worth noting that within our Structured Reading and Spelling and Reading Intervention provision (delivered 1:1), pupils made an average of 2 years 5 months progress (Reading Intervention) and 2 years 4 months progress (Structured Reading & Spelling): this included 6 pupils from disadvantaged backgrounds.

Within our 'Wider Strategies', 67% of pupils from disadvantaged backgrounds engaged in pastoral support and benefited from such interventions, as indicated by parental feedback, staff feedback and pupil performance. Well-being Workshops were hindered by closure, however a

total of 132 pupils engaged in the sessions within the last academic year. As we return to our full curriculum offer, enrichment activities, including additional Forest School sessions and trips will be provided and we will continue to support families of disadvantaged children, to ensure they are able to attend in order to gain the same experiences as their fellow peers.

\*there were only two disadvantaged children in the cohort.

### Teacher Assessment Data (2020-2021):

#### EYFS

66% of Fairfield pupils achieved GLD in 2021

Listening & Attention	88%	Reading	81%
Understanding	85%	Writing	73%
Speaking	86%	Numbers	78%
		Space, Shape & Measure	85%

#### Key Stage 1

84% of Year 1 Fairfield pupils reached the the pass mark or above in the Phonics Screening Check

79.5% of Fairfield pupils of KS1 Pupils reached the 'expected standard' in reading, writing AND maths

Key Stage 1 Teacher Assessments	% achieving 'Expected' standard	% achieving 'Greater depth' standard
Reading	82	33
Writing	84	16
Mathematics	87	27

#### Key Stage 2

75% of Fairfield pupils reached the 'expected standard' in reading, writing AND maths

Key Stage 2 Test Result	% achieving 'Expected' standard	% achieving 'Greater depth' standard
Reading	81	42
Writing	85	27
SPaG	83	16
Mathematics	81	33



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
TT Rock Stars	Maths Circle Ltd
IDL English	IDL / Ascentis
IDL Mathematics	IDL / Ascentis
Active Maths	Teach Active
Rapid Phonics	Pearson

## Further information (optional)

### **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-consuming and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed at the end of the intervention period.

The progress of pupils in receipt of the Pupil Premium Grant is regularly discussed with SLT and subject leaders, via completion of the Pupil Premium Report Cards.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

### **How will the school measure the impact of Pupil Premium Funding?**

- Pupil Report Cards and FFT assessment tools are used by class teachers/SLT to measure attainment and progress at termly intervals throughout the year.
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by the SLT.
- Pupil Progress Meetings are held regularly between class teachers and SLT to monitor impact and identify any concerns to be addressed- the report includes a designated section for disadvantaged children.
- Pupil Premium children are a focus when carrying out monitoring activities, including Work Reviews and Pupil Focus Groups.
- Attendance data is collated and monitored by the Headteacher, Deputy Headteacher and link Governor, Mrs. S. Sapsford.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the School Governor's meetings and is shared via the Head's Report.
- Designated staff member in charge: Mr. J. Gale (Deputy Headteacher).
- Governors with Pupil Premium responsibility: Mr. J. Brettle and Mrs. S. Wright.