

Pupil premium strategy statement (primary)

1. Summary information					
School	Fairfield Primary School				
Academic Year	2019-2020	Total PP budget	£28,280	Date of most recent PP Review	Sept 2019
Total number of pupils	352	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Sept 2020

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.	Children's attainment is limited by low starting points and lack of learning skills and comprehension.	
B.	Attainment in phonics is limited by the low starting points of children.	
C.	Emotional difficulties and family circumstance (including poor self-esteem) can limit the children's ability to progress.	
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 make similar or better progress than their peers (nationally) from similar starting points in English and Maths.	Progress in line with or better than national.
B.	Disadvantaged achieve the pass mark in the Phonics Screening Check.	Phonics Screening Check success.
C.	Disadvantaged pupils have Improved social skills, self- esteem and confidence. Children also develop learning skills to enhance their progress.	Improvement to observed behaviours both socially and in learning styles.
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	2019 - 2020	
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?
Disadvantaged pupils make similar or better progress than their peers (nationally) from similar starting points in English and Maths.	<p>To ensure that there is high quality first 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>All staff are highly aspirational for their pupils and have high expectations of all.</p> <p>The performance and progress of PP children will be closely monitored and needs will be addressed throughout the year.</p> <p>There will be a range of high quality interventions (for all attainment levels) 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>	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>Barriers to learning are identified and strategies/intervention are put in place to help overcome the difficulties faced by Pupil Premium children. 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>Lesson Observations/School Monitoring</p>	SLT	Termly
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 achieve the pass mark in the Phonics Screening Check.	<p>To continue to employ support staff for targeted phonics intervention.</p> <p>Structured daily phonic targeted intervention activities for Pupil Premium children in Year 2.</p> <p>Phased phonics groups.</p>	High quality support/ intervention for pupils ensuring that they are provided with opportunities to make at least expected progress in phonics.	<p>Planning scrutiny.</p> <p>Observations of the teaching sessions.</p> <p>Monitoring of progress and identification of the impact of the intensive intervention programme.</p> <p>Performance of Pupil Premium children in phonic retakes increases.</p>	SLT. English leads.	Half termly.

			Progress in reading and writing improves.		
					Cost: £14,000
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?
Disadvantaged pupils have improved social skills, self-esteem and confidence. Children also develop learning skills to enhance their progress.	<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 activities 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>Children will receive more focus on learning skills and developing skills and attitudes for learning.</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>School Monitoring</p>	<p>Pastoral Team SLT SENCo</p> <p>LF/JS/HB/EC/parents/ children</p>	Termly and then main review in July 20.
Total budgeted cost					£12,780
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?
Enrichment within and	To identify barriers to learning and find a variety of ways to overcome them.	Pupils' confidence will improve as they are	Increased levels of participation of a variety of extra-curricular activities.	All staff	July 2020

beyond the curriculum for Pupil Premium children is developed.	Enrichment activities will be offered to Pupil Premium both during the school day and as extra curricula activities e.g. sports/ art/ music.	<p>given opportunities to be involved in musical performances and sports competitions.</p> <p>Pupils will benefit from additional support with homework activities which has a positive impact on their learning.</p>	Increased participation ensures pupil engagement and progress.		
Total budgeted cost					£1500

Review of expenditure				
Previous Academic Year 2019-2020				
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 make similar or better progress than their peers (nationally) from similar starting points in English and Maths.	<p>To ensure that there is high quality first 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>All staff are highly aspirational for their pupils and have high expectations of all.</p> <p>The performance and progress of PP children will be closely monitored and needs will be addressed throughout the year.</p> <p>There will be a range of high-quality interventions (for all attainment levels) 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 been delivered across EYFS and the key stages. Lesson observations and regular work reviews have been undertaken, targets/observations have been made and staff have acted on any recommendations. Governors have been involved in this process. Aspects of monitoring have been hindered due to the Covid-19 closure.</p> <p>Pupil progress meetings were undertaken in the Autumn and Spring term. 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. Interventions were impacted due to the closure.</p> <p>Teacher Assessments: Academic outcomes in writing 2019-2020: EYFS: 84% KS1: 85% (23% Greater Depth) KS2: 100% (48% Greater Depth) KS2 (SPaG): 100% (63% Greater Depth)</p> <p>Academic outcomes in Reading 2019-2020: EYFS: 88% KS1: 85% (28% Greater Depth) KS2: 97% (63% Greater Depth)</p> <p>Academic outcomes in Maths 2019-2020: EYFS: 86% KS1: 85% (28% Greater Depth) KS2: 97% (49% Greater Depth)</p>	<p>The barriers to learning plans will be replaced.</p> <p>A new three-year strategy will be implemented as the closure has helped to highlight that annually reviewing a one-year pupil premium plan and creating a new plan each year is time-consuming and ineffective. Our proposed three-year approach will allow us to dedicate more time up-front and introduce light-touch reviews annually.</p> <p>Our focus next year will be on reading and Maths-arithmetic. This will be reviewed by the SLT and subject leaders.</p> <p>Intervention before and after school has been successful and this will be further expanded next year, increasing the school day for identified pupils.</p>	£14,000

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
<p>Disadvantaged pupils achieve the pass mark in the Phonics Screening Check.</p>	<p>To continue to employ support staff for targeted phonics intervention.</p> <p>Structured daily phonic targeted intervention activities for Pupil Premium children in Year 2.</p> <p>Phased phonics groups.</p>	<p>Initial phonics screening test(s) demonstrate that our high teaching standards, from both teachers and support staff, have been very successful. Although there were no official screening checks in the Summer term, our predictions were in-line with last year's achievement of 88% as we expected 90% of all children to pass the phonic screening test. This was an increase of 2% from last year.</p> <p>Phonics, targeted intervention groups occurred in Year 2- thus enabling more pupils to pass their screening check.</p>	<p>A new, phonics intervention programme will be introduced to help with recovery.</p> <p>The model of specific, ability groupings, will continue as this has proven to be successful.</p>	<p>Included in the total above</p>
<p>Objective 2: To provide social and emotional support for Pupil Premium children.</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)	Cost

<p>Disadvantaged pupils have improved social skills, self-esteem and confidence. Children also develop learning skills to enhance their progress.</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 activities 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>Children will receive more focus on learning skills and developing skills and attitudes for learning.</p>	<p>The success criteria has been met. Pupils who attend nurture continue to greatly benefit from attending and this is reflected in the Boxall review which takes place termly. Again, this was impacted by the pandemic.</p> <p>The nurture provision is held in high regard by parents: the social skills and interaction with peers in the nurture group, within classes and during play and lunch times has improved.</p> <p>Pupils have attended the nurture activities on designated days. On these days, programmes have been devised (in-line with Boxall Profile outcomes) to cater for specific pupil need.</p> <p>Referrals have made by teaching and support staff.</p> <p>All pupils across the school have received more focus on learning skills and developing skills and attitudes for learning. This has been in-part, due to the successful implementation of our 'Skills and Attitudes for Life-Long Learning Log' and our bespoke assembly thematic approach.</p>	<p>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 year, we would like to expand our provision further to target more pupils.</p> <p>The profile of Nurture Group and Pastoral Care needs to be further increased across the school and within the parent body.</p>	<p>£12,780</p>
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<p>Objective 3: To develop enrichment within and beyond the curriculum for Pupil Premium children.</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>£1500</p>

<p>Enrichment within and beyond the curriculum for Pupil Premium children is developed.</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 pupils both during the school day and as extra-curricular activities e.g. sports/ art/ music.</p>	<p>Until the period of closure, additional sport and The Arts' clubs were being successful attended by pupils. Feedback from staff, pupils and parents is always positive in regards to our extra-curricular offer. During the pandemic, we offered online Music tutoring for pupils and devised a sports' plan of activities allowing all pupils to return to school for outdoor sport provision on our field.</p> <p>Forest school has developed this year and it now fully links to the curriculum. There have been extra sessions delivered for Pupil Premium children (in the Autumn and Spring term).</p> <p>Our full enrichment package is something we look forward to restoring in the next academic year.</p>	<p>We will continue to develop this provision next year as it is successful and pupils clearly benefit both academically and emotionally.</p>	
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<p>1. Additional detail</p>