



# Pupil Premium Strategy 2023-2026



*"...pupils from disadvantaged backgrounds achieve well and are well prepared for each stage in their education."*

**Ofsted, 2023 (Fairfield Primary School)**

## **What is Pupil Premium?**

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4-year-olds.

## **Our philosophy**

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.

## **‘Poverty Proofing the School Day’**

At Fairfield Primary School, we are aware that the rising costs of living, job losses and other factors are placing a lot of pressure on family finances and that the recent pandemic has exacerbated this for many. Therefore, we are engaging with the ‘Poverty Proofing Initiative’ in order to help ease, where possible, the pressure on household income and to reduce the potential negative impact this may have on a child’s learning journey.

‘Poverty Proofing the School Day’ is a project that supports schools in understanding the barriers and challenges faced by pupils and families who are living in poverty. We have adopted a poverty-proofing approach to the school day to lessen poverty stress and the potential stigma associated with family income pressures. This involves taking practical steps to remove poverty-based exclusion and protecting children from disadvantage. To achieve this, we are working closely with the Child Poverty Commission and all staff have received the accredited awareness training.

## **Our implementation process**

We believe in selecting a small number of priorities in order to give all pupils 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: regular coaching sessions/ weekly subject leader monitoring activities to support teachers/TAs, with a particular emphasis on Maths, Early Reading and the wider curriculum.
- Professional development for staff by participating in targeted training courses and INSET, 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: introduce speech and language interventions for pupils with poor oral language and communication skills and introduce further structured interventions for phonics (including in Key Stage 2)

- Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations or for those working at Greater Depth. 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 expansion of 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.

### **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 through structured Pupil Progress Meetings- four per academic year.

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?**

- 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.
- 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. C. Jones.
- 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 is discussed with the Local Governing Board and all governors are aware of the need to consider disadvantaged pupils during their monitoring activities in school.
- Designated staff member in charge: Mr. J. Gale (Deputy Headteacher).
- Governor with Pupil Premium responsibility: Mrs. S. Sapsford.

### Accountability

The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider Pupil Premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the Pupil Premium funding and the school's performance table on the school website.

### Summary information

<b>School:</b>	Fairfield Primary School (part of The Learning For Life Trust)		
<b>Academic Years:</b>	2023-2026	<b>Total Pupil Premium Grant:</b>	£46,560
<b>Reviewed:</b>	October 2023	<b>Next Review:</b>	October 2024 (Strategy Review October 2026)
<b>Total Number of Pupils:</b>	396 (Autumn 2022 Census- excluding Nursery)	<b>Number of Pupils Eligible:</b>	40 (2023-2024) 10.1%

### Current attainment (2022/23)

<b>Year 6 (2022/23)</b>	<b>% Achieving Expect Standard (Greater Depth- shown in brackets)</b>	<b>Disadvantaged Pupils (Fairfield Primary School) [7 pupils]</b>
% reaching age related expectations in Reading, Writing and Maths	70%	33%
% meeting standard or above in Reading	83% (31%)	33% (17%)
% meeting standard or above in Writing	81% (25%)	50% (17%)
% meeting standard or above in Maths	80% (19%)	50% (17%)
% meeting standard or above in SPaG	80% (36%)	67% (17%)
% meeting standard or above in Science	90%	43%
<b>Year 2 (2022/23)</b>	<b>% Achieving Expect Standard (Greater Depth- shown in brackets)</b>	<b>Disadvantaged Pupils (Fairfield Primary School) [3 pupils]</b>

% reaching age related expectations in Reading, Writing and Maths	80%	67% (0%)
% meeting standard or above in Reading	85% (23%)	67% (0%)
% meeting standard or above in Writing	84% (21%)	67% (0%)
% meeting standard or above in Maths	82% (23%)	67% (0%)
% meeting standard or above in Science	90%	67% (0%)
<b>Phonics (2022/23)</b>	<b>% Achieving</b>	<b>Disadvantaged Pupils (Fairfield Primary School) [2 pupils]</b>
% achieving (Year 1)	95%	100%
<b>Multiplication Tables Check (2022/23)</b>	<b>Average Score (out of 25)</b>	<b>Disadvantaged Pupils (Fairfield Primary School) [4 pupils]</b>
Average Score (Year 4)	23/25	18
<b>Good Level of Development- GLD (2022/2023)</b>	<b>Overall %</b>	<b>Disadvantaged Pupils (Fairfield Primary School) [4 pupils]</b>
Overall % (Reception)	75%	50%

#### Intervention planning in full

<b>Intervention:</b>	<ul style="list-style-type: none"> <li>Professional development: regular coaching sessions/ weekly subject leader monitoring activities to support teachers/TAs, with a particular emphasis on Maths, Early Reading and the wider curriculum.</li> </ul>		
<b>Category:</b>	Quality of teaching		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Staff are fully supported in improving their knowledge and pedagogical skills in order to successfully deliver all areas of the curriculum</li> <li>Every teacher has been judged highly effective by internal assessment</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Subject Leads SLT
<b>Implementation:</b>	<b>How we will implement this intervention:</b> - On a rota, subject leaders will be released weekly to monitor and develop teaching and learning. This will be facilitated by the creative use of HLTAs.		

	- A coaching rota will be devised in order to allow subject leaders to team-teach alongside their colleagues in order to improve pedagogy.		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>
<b>Annual Spend:</b>	<b>2023/2024:</b> £4,800	<b>2024/2025:</b>	<b>2025/2026:</b>

<b>Intervention:</b>	Professional development: staff participating in targeted training courses (including from the Great Teaching Toolkit) and INSET, both in-person and via our virtual CPD platform.		
<b>Category:</b>	Quality of teaching		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Staff are fully supported in improving their knowledge and pedagogical skills in order to successfully deliver all areas of the curriculum</li> <li>• Teachers are able to question pupils effectively and deploy support staff appropriately and adapt lessons accordingly to meet the needs of all learners</li> <li>• Every teacher has been judged highly effective by internal assessment</li> <li>• The teaching body have successfully completed a range of relevant CPD, including aspects which they chose personally to aid their pedagogical targets and those which feed into the wider SIP (including questioning and support staff deployment)</li> <li>• Those delivering Phonics receive regular training on the effective delivery of the SPP in order to maintain the fidelity of the scheme and the high-quality teaching and learning experience</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Teaching Body SLT
<b>Implementation:</b>	<b>How we will implement this intervention:</b> <ul style="list-style-type: none"> <li>- Subject Leaders to attend high quality training courses and then disseminate to all staff.</li> <li>- The Teaching Body to engage with the Great Teaching Toolkit platform, with a specific whole school focus on the use of effective classroom questioning.</li> <li>- High quality and relevant INSET to be delivered to all staff using visiting speakers, including for Adaptive Teaching and Support Staff Deployment.</li> <li>- Continue to fully utilise the National College's virtual CPD platform and ensure it is accessible and used by all staff, including SLT, teachers, support staff, admin, midday supervisors and Governors.</li> </ul>		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>
<b>Annual Spend:</b>	<b>2023/2024:</b> £3,900	<b>2024/2025:</b>	<b>2025/2026:</b>

<b>Intervention:</b>	Structured interventions: introduce speech and language interventions for pupils with poor oral language and communication skills and
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	introduce further structured interventions for phonics (including in Key Stage 2).		
<b>Category:</b>	Targeted academic support		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Improved data as children progress through and complete the programmes</li> <li>Accelerated progress of the pupils in receipt of the intervention</li> <li>Overall attainment of disadvantaged pupils is at least in-line with their wider cohort, in the statutory phonics assessment</li> <li>Children successfully access all areas of the curriculum- early reading is the gateway</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Literacy Lead Phonics Team EYFS Team SENDCo SLT
<b>Implementation:</b>	<b>How we will implement this intervention:</b> <ul style="list-style-type: none"> <li>- Increase the screening of Reception, Year 1 and Year 2 pupils to identify gaps in speech, language &amp; communication skills.</li> <li>- Continue to fully implement all interventions and rapid catch-up sessions in relation to Little Wandle (SSP) in order to ensure no child is left behind.</li> <li>- Structured catch-up sessions through targeted intervention groups for children in Years 2, 3 and 4, as well as those with SEND in KS2.</li> <li>- Whole class Phonics teaching in Reception and Year 1, with effective use of the expertly trained support staff.</li> </ul>		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>
<b>Annual Spend:</b>	<b>2023/2024:</b> £4,560	<b>2024/2025:</b>	<b>2025/2026:</b>

<b>Intervention:</b>	Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations or for those working at Greater Depth. Creating additional teaching and learning opportunities using support staff by expanding the school day.		
<b>Category:</b>	Targeted academic support		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Improved data as children progress through and complete the programmes</li> <li>Accelerated progress of the pupils in receipt of the intervention</li> <li>Overall attainment of disadvantaged pupils is at least in-line with their wider cohort, in statutory assessments</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Teaching Body Support Staff SLT
<b>Implementation:</b>	<b>How we will implement this intervention:</b> <p>Support staff will be deployed to provide extra support and intervention groups for targeted pupils (fluid groups subject to assessment), including:</p> <ul style="list-style-type: none"> <li>-IDL Maths</li> <li>-IDL Literacy (including basic SPaG)</li> </ul>		



	-Targeted Maths (both expected and greater depth) -Times Table Boosters -Writing Workshops -Handwriting -Reciprocal Reading -Reading Intervention Programme -Reading fluency -Comprehension -SATs Booster Groups All staff facilitating the interventions will be trained in School-Led Tutoring programme, via the accredited DfE training.		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>
<b>Annual Spend:</b>	<b>2023/2024:</b> £10,500	<b>2024/2025:</b>	<b>2025/2026:</b>

<b>Intervention:</b>	Social and emotional support: further expansion of our pastoral care provision, including all children participating in well-being workshops to aid well-being.		
<b>Category:</b>	Wider strategies		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Children are happy, settled, engaged and are making expected progress</li> <li>All children in Years 1-6 participate in well-being activities and gain support to positively aid their mental health</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Pastoral Team Class teachers Mental Health Lead SENDCo
<b>Implementation:</b>	<b>How we will implement this intervention:</b> <ul style="list-style-type: none"> <li>Pastoral care expanded to add an additional afternoon for school counselling (5 afternoons per week)- this will include increasing the capacity for Draw and Talk Therapy, meeting with parents/guardians and offering 'drop-in' sessions for pupils.</li> <li>ELSA to be fully embedded in school, with a dedicated afternoon per week.</li> <li>Nurture Groups to be targeted in Reception, Year 1 and Year 2 (three separate groups).</li> <li>New staff facilitating Nurture Groups to be trained on the Nurture Principles.</li> <li>On a rota, Years 1-6 engage with well-being workshops (2:8 ratio, on a Friday afternoon).</li> <li>Staff participate in CPD in relation to supporting children's Mental Health.</li> <li>A Designated Mental Health Lead has been appointed and trained and a 5-year Action Plan is in place.</li> <li>Half-termly meetings to take place with the Pastoral Team to discuss the impact of sessions.</li> </ul>		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>

<b>Annual Spend:</b>	<b>2023/2024:</b> £15,950	<b>2024/2025:</b>	<b>2025/2026:</b>
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<b>Intervention:</b>	Providing a wide variety of enrichment experiences for all pupils.		
<b>Category:</b>	Wider strategies		
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Wider opportunities for all children will have a positive impact on the learning and attainment of all pupils</li> <li>• Increased levels of participation in a variety of extra-curricular activities (including Sports/The Arts/Language/STEM clubs)</li> <li>• All pupils have equal access to a wide range of extra-curricular experiences and enrichment opportunities</li> </ul>		
<b>Dates:</b>	September 2023- July 2026	<b>Responsibility:</b>	Subject Leads Forest School Lead Admin SLT
<b>Implementation:</b>	<b>How we will implement this intervention:</b> <ul style="list-style-type: none"> <li>- All children in receipt of Pupil Premium, will have access to one free, extra-curricular club per week.</li> <li>- Staff will organise a range of day visits (free to PP) and visitors to enrich and enhance curricular provision.</li> <li>- Our trained forest school facilitator will deliver a programme for specifically targeted children, where appropriate.</li> <li>- The daily experience of a Pupil Premium child in school will be enhanced through access to quality books through our school library and/or technology (when needed).</li> <li>- The school will support families with referrals to trusted charities to aid residential payments.</li> </ul>		
<b>Light-touch review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Annual review notes:</b>
<b>Annual Spend:</b>	<b>2023/2024:</b> £6,850	<b>2024/2025:</b>	<b>2025/2026:</b>

### Rationale and supporting research to our approach:

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.

Our plan to spend money on further phonics CPD 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 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." 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." As a Little Wandle Champion School, this CPD will ensure the fidelity of the SSP.

In accordance with 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. 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 accordance with 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.

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 we have invested in a range of intervention programmes and approaches in core areas of the curriculum. Research indicates, it is a recommendation that each pupil spends one hour a week on additional, tailored intervention. In order to accommodate this, we will continue (for a fourth year) to expand the school day to incorporate early morning sessions (8.20am-9am and 3.20am-4.00am) so the children can engage in the interventions. By expanding the school day, it means that the pupils 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/ direct message) 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 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.

Furthermore, mental health problems have been rising nationally and this is reflected in the increase in demand for our school pastoral care/counselling service. On a national scale, 1 in 10 children and young people are believed to have a mental health related need in a primary setting, with 70% of children and young people not having appropriate interventions available to them. We want 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.

The BACP claims the following benefits:

- 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.
- 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.
- School-based counselling helps with behaviour and learning.
- School-based counselling works as a parallel support alongside CAMHS and reduces referrals to these specialist and costly services.
- School-based counselling is cost effective. One session of CAMHS costs the same as five sessions of school counselling.

The DfE recognises that schools may need to allocate their funding to pastoral support to help disadvantaged pupils. In accordance with the EEF, on average, pastoral care/SEL interventions (including Well-Being Workshops and ELSA) have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress in attainment.

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 now implementing the provision within Reception, Year 1 and Year 2.

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 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.

### **School contact**

If you have any questions, or need support with applying for the Pupil Premium Grant, please contact the Deputy Headteacher and Pupil Premium Leader, Mr. J. Gale.