



# Pupil Premium Strategy 2020-2023



## **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.

## **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 adaptation

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 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: 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.

## **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.
- 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.

## **Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium Grant. 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, a link to the school and college performance tables and the schools' performance table page on the school website.

### Summary information

|                                |  |                                   |                |
|--------------------------------|--|-----------------------------------|----------------|
| <b>School:</b>                 | Fairfield Primary School (part of The Learning For Life Trust) |                                   |                |
| <b>Academic Years:</b>         | 2020-2023  | <b>Total Pupil Premium Grant:</b> | £38900         |
| <b>Reviewed:</b>               | October 2020   | <b>Next Review:</b>               | October 2021   |
| <b>Total Number of Pupils:</b> | 388 (2020-2021)  | <b>Number of Pupils Eligible:</b> | 25 (2020-2021) |

### Current attainment

| <b>Year 6<br/>(2019-2020)</b>                                     | <b>Disadvantaged Pupils<br/>(Fairfield Primary School)</b> | <b>Disadvantaged Pupils<br/>(National Average)</b> |
|---|--|--|
| % reaching age related expectations in Reading, Writing and Maths | 100%   | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in reading                            | 100%   | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in writing                            | 100%   | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in maths                              | 100%   | N/A (no data due to Covid-19 pandemic)             |
| <b>Year 2<br/>(2019-2020)</b>                                     | <b>Disadvantaged Pupils<br/>(Fairfield Primary School)</b> | <b>Disadvantaged Pupils<br/>(National Average)</b> |
| % reaching age related expectations in Reading, Writing and Maths | 75%  | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in reading                            | 75%  | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in writing                            | 75%  | N/A (no data due to Covid-19 pandemic)             |
| % meeting standard or above in maths                              | 75%  | N/A (no data due to Covid-19 pandemic)             |

### Intervention planning in full

|                                  |  |                             |                             |
|----------------------------------|--|-----------------------------|-----------------------------|
| <b>Intervention:</b>             | 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.  |                             |                             |
| <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 2020- July 2023  | <b>Responsibility:</b>      | Subject Leads<br>SLT        |
| <b>Implementation:</b>           | <p><b>How we will implement this intervention in 2020/21:</b></p> <ul style="list-style-type: none"> <li>- On a rota, subject leaders will be released half-termly to monitor and develop teaching and learning. This will be facilitated by creative use of HLTAs.</li> <li>- A trial coaching rota will be devised in order to allow subject leaders to team-teach alongside their colleagues in order to improve pedagogy.</li> </ul> | <b>2021/22:</b>             | <b>2022/23:</b>             |
| <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>2020/21:</b><br>£4800   | <b>2021/22:</b>             | <b>2022/23:</b>             |

|                          |  |  |  |
|--------------------------|--|--|--|
| <b>Intervention:</b>     | Professional development: staff participating in targeted training courses 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>• Every teacher has been judged highly effective by internal assessment</li> <li>• Staff 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</li> </ul> |  |  |

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|----------------------------------|--|-----------------------------|-----------------------------|
| <b>Dates:</b>                    | September 2020- July 2023  | <b>Responsibility:</b>      | Subject Leads<br>SLT        |
| <b>Implementation:</b>           | <p><b>How we will implement this intervention in 2020/21:</b></p> <ul style="list-style-type: none"> <li>- Subject Leaders to attend high quality training courses and then disseminate to all staff.</li> <li>- High quality and relevant INSET to be delivered to all staff using visiting speakers, including Phonics Training and Accelerated Reader Training.</li> <li>- Implement 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>2021/22:</b>             | <b>2022/23:</b>             |
| <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>2020/21:</b><br>£3900   | <b>2021/22:</b>             | <b>2022/23:</b>             |

|                          |   |                        |                     |
|--------------------------|---|------------------------|---------------------|
| <b>Intervention:</b>     | Structured interventions: introducing speech and language interventions for pupils with poor oral language and communication skills and introducing a structured intervention for phonics   |                        |                     |
| <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 in-line with their wider cohort, in statutory phonic assessments</li> <li>• Children successfully access all areas of the curriculum</li> </ul> |                        |                     |
| <b>Dates:</b>            | September 2020- July 2023   | <b>Responsibility:</b> | Phonics Lead<br>SLT |
| <b>Implementation:</b>   | <b>How we will implement this</b>   | <b>2021/22:</b>        | <b>2022/23:</b>     |

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|                                  | <b>intervention in 2020/21:</b><br>- Increase the Screening of Reception, Y1 and Y2 pupils to identify gaps in speech, language & communication skills.<br>- Begin to integrate the new Phonics Intervention, Rapid Phonics, with practitioners trained on its delivery.<br>- Structured daily phonic targeted intervention activities for children in Years 2 and 3.<br>- Phased phonics groupings in Reception and Year 1.<br>- Pupils identified and targeted for weekly one to one/ small group interventions. |                             |                             |
| <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>2020/21:</b><br>£4,000  | <b>2021/22:</b>             | <b>2022/23:</b>             |

|                          |  |                        |                                       |
|--------------------------|--|------------------------|---------------------------------------|
| <b>Intervention:</b>     | Small group tuition: introducing targeted English and Maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs 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 in-line with their wider cohort, in statutory assessments</li> </ul> |                        |                                       |
| <b>Dates:</b>            | September 2020- July 2023  | <b>Responsibility:</b> | Classteachers<br>Support Staff<br>SLT |
| <b>Implementation:</b>   | <b>How we will implement this intervention in 2020/21:</b>   | <b>2021/22:</b>        | <b>2022/23:</b>                       |

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|                                  | TAs and other staff will be deployed to provide extra support and intervention groups for targeted pupils, including:<br>-IDL Maths<br>-IDL Literacy<br>-Structured Reading & Spelling<br>-Reading Intervention Programme<br>-Reading fluency<br>-Comprehension<br>-SATs Booster Groups |                             |                             |
| <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>2020/21:</b><br>£10,500  | <b>2021/22:</b>             | <b>2022/23:</b>             |

|                          |   |                        |   |
|--------------------------|---|------------------------|---|
| <b>Intervention:</b>     | Social and emotional support: further strengthening our pastoral care provision, including all children participating in well-being workshops to aid mental health and 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 2020- July 2023   | <b>Responsibility:</b> | Pastoral Team<br>Classteachers<br>SLT<br>SENDCo |
| <b>Implementation:</b>   | <b>How we will implement this intervention in 2020/21:</b><br>-Pastoral care strengthened through more pupils engaging with: school counselling (across the school) and Nurture Group (in EYFS and KS1).<br>-Referrals will be made to the Nurture Group based on the Boxall profiles that have been completed. | <b>2021/22:</b>        | <b>2022/23:</b>                                 |

|                                  |   |                             |                             |
|----------------------------------|---|-----------------------------|-----------------------------|
|                                  | - On a rota, Years 1-6 engage with well-being workshops.<br>- Staff participate in CPD in relation to supporting children's Mental Health.<br>- Regular meetings to take place between the Pastoral Team to discuss the impact of sessions. |                             |                             |
| <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>2020/21:</b><br>£8,950   | <b>2021/22:</b>             | <b>2022/23:</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 of a variety of extra-curricular activities (including Sports/The Arts/Homework/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 2020- July 2023   | <b>Responsibility:</b> | Subject Leads<br>Forest School Lead<br>Admin<br>SLT |
| <b>Implementation:</b>   | <b>How we will implement this intervention in 2020/21:</b><br>- All children in receipt of pupil premium, will have access to one free, extra-curricular club per week.<br>- Staff will organise a range of day visits (free to PP) and visitors to enrich and enhance curricular provision.<br>- Our trained forest school facilitator will deliver a programme for specifically targeted children.                      | <b>2021/22:</b>        | <b>2022/23:</b>                                     |

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|                                  | - 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). |                             |                             |
| <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>2020/21:</b><br>£6,850   | <b>2021/22:</b>             | <b>2022/23:</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 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 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.”

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. 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 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.

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.

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 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 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. 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 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, 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 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 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 implementing the provision within KS1.

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.