

Pupil premium strategy statement

1. Summary information					
School	Fairholme Primary School				
Academic Year	2021-22	Total PP budget	£197,715		
Total number of pupils	501	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Autumn 2021

2. Current attainment		
This is data from summer 2019 as no new data is available due to the pandemic	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+ in reading, writing and maths (KS2)	31%	70%
progress in reading	-1.71	0.03
progress in writing	-0.15	0.03
progress in maths	-1.79	0.03

3. 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.	Oral language skills are lower for PP pupils than for other pupils. This has an impact on their ability to construct grammatically correct and interesting sentences both orally and in writing.
B.	PP children fall behind their peers in their learning of phonics. This impacts their progress in reading and writing in subsequent years.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates for PP children are lower than their peers
D.	PP pupils do not receive the additional opportunities outside of school in order to widen their experiences.
E.	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.
F.	Many of our PP children do not receive the support at home to enable them to practice key skills and knowledge learnt at school.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	PP children have opportunities to extend their knowledge and experience outside of the normal school day.
	<i>Success criteria</i>
	More PP children attend our after school clubs. Local clubs are promoted within our school community. All children in KS2 are able to learn a musical instrument.

B.	Increased attendance rates for PP children.	Reduce the number of PP children whose attendance is below 96%.
C.	Increased phonic knowledge is supported in the lower phases of the school.	<p>A higher percentage of PP children pass the phonics test at the end of Y1. 2019 73% of PP children passed the phonics test compared to 79% of non-PP children; a gap of 6%. Aim to reduce this gap to 4%.</p> <p>Y2 retake of phonics test for the 27% of PP children who didn't pass is successful and shows that by the end of Y2 90% of children in the cohort have passed the phonics test.</p>
D.	The gap for PP children in reading and writing decreases in all year groups from Y1-6.	Tracking of PP children in pupil progress meetings shows a decrease in the gap between them and their peers.

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve teaching of reading across the school	See School Development Plan Appointment of a Reading Leader TLR post	The development of reading teaching is a whole school focus – data from end of KS2 shows that we need to ensure all year groups are teaching key skills.	Evidence of improvement will be seen in lesson observations, drop ins, planning and reading progress and attainment data will improve.	Reading Leader & DHT	Autumn 2021
Improve phonics teaching across the lower phases of the school.	Develop phonics leader post English Hub Phonics review	A sound understanding of phonics is essential for improving reading and writing. Children have missed 7 months in school over the last 12 months and so there are huge gaps to make up in the teaching of phonics across EYFS, Y1, Y2 and Y3	Phonics Leaders and DHT will meet regularly to monitor phonics provision.	Phonics Leader & DHT	End of summer 2021
Number of PP children passing the phonics test in year one will increase. The gap between PP and their peers will be no more than 4%.	EYP/TA provision provide opportunity to teach phonics in small groups in EYFS and Year 1	Children are at varying stages of phonics learning and being able to split them accordingly will allow them to be challenged appropriately.	Monitor the provision of phonics sessions, discuss phonics progress at termly PPM.	HT	Termly at PPM

The gap between PP children and their peers will decrease across all subjects.	EYP/TA time in classrooms to provide additional in class support for children who need to make additional progress.	Having an additional adult allows opportunities for children to get more focused support either during a lesson or as part of an intervention.	Discussion in PPM	HT	Termly at PPM
Total budgeted cost					£150,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified children will have their emotional needs met so that they are more prepared for learning.	Nurture Group Provision & Play Therapy	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.	Provision is monitored by the SENCO	SENCO	Annually
Families are better able to support the needs of their children.	Family Support Worker & Family Engagement Officer	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.	Provision is monitored by a DHT	DHT	Annually
Increased attendance rates for PP children.	Pastoral Support Officer	Children who are often absent or late miss out on key learning and fall behind their peers.	Attendance data will be tracked termly	HT	Annually
Total budgeted cost					£44,715
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children have opportunities to extend their knowledge and experience outside of the normal school day.	Free places in after school clubs	Some of our children would not be able to access the variety of high quality clubs we run at school if it is not subsidised.	Termly spreadsheet that compares take up in clubs	HT	
Total budgeted cost					£3,000

6. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

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)

ii. Targeted support

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)

iii. Other approaches

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