# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Fairfield Primary School | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget**  Funding for the period April 2020 – Mar 2021 is £89,630.  (£92,200 was the amount of funding received for the financial year April 2019 – March 2020) |  | **Date of most recent PP Review** | Dec 2019 |
| **Total number of pupils** | Currently 406 from reception to year 6  (25 in nursery, Sept 2020, but will forecast to rise to 78) | **Number of pupils eligible for PP** | 57 | **Date for next internal review of this strategy** | December 2020 |

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| 1. **Current attainment and progress** | | | | | |
|  | | | *Pupils eligible for PP (2018-19 – no data 2020 due to Covid )* | | *Pupils not eligible for PP (national average)* |
| **KS1 % achieving expected standard or above in reading, writing & maths** | | | **14% (Non PP in school = 64%)**  **67% (Non pp in school = 70%** | | *Nat result not available (LA = 74%)* |
| **KS2 % achieving expected standard or above in reading, writing & maths** | | | **67% (Non PP in school = 70%)** | | *Nat Non PP = 71%* |
| **KS2 Reading Progress** | | | **-2.1 (Non PP in school = -0.5)** | | Nat Non PP = 0.3  P = 1.3 |
| **KS2 Writing Progress** | | | **-1.6 (Non PP in school = 0.1)** | | Nat Non PP = 0.3 |
| **KS2 Maths Progress** | | | **-2.0 (Non PP in school = 0)** | | Nat Non PP = 0.4 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Some children, including those who receive PP need support for their emotional health. | | | |
|  | | Some children, including those who receive PP read less out of school and are falling behind their peers by the time they leave reception. | | | |
| **C.** | | Some children have limited speech and language, which is more apparent in Early Years. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Some families need extra support outside of the school setting. | | | |
| **E.** | | Attendance overall for PP children was 1.17% less than non PP children in school last year. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Children with poor speech and language will catch up with their peers and at the end of reception will have received the expected outcomes for speaking and listening. | | | Children’s speech will be clear and this will support their phonic outcomes.  At least 80% of children will be at Rec W+/S for speaking at the end of reception. | |
|  | In Reception, a robust system of phonics that is fast-paced will ensure that the vast majority of children will achieve expected outcomes by the end of reception. Children who are falling behind, especially PP children, will be identified and further intervention given in order that gaps are closed. Teaching of phonics in KS1 will also follow a fast-paced plan and children will make good progress in phonics | | | PP children will be at least in line with their peers at the end of reception (Rec w+/s for word reading).  PP children will be in line with their peers in the Phonics Screening Check in Y1. | |
|  | Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services, will be able to use the strategies they have been taught. | | | All children who receive PP funding will receive counselling within 3 months of being identified, or will have access to PSA for one to one sessions. | |
|  | Parent Support Advisor will continue to engage with families who require support. This will be reflected in school in settled, happy children. | | | Immediate contact from PSA with families who request support. | |
|  | Monitor attendance of all children (Office staff and PSA) especially PP children in order that gaps between PP children and Non PP children’s attendance closes and this is in line with or better than National expectations of 97%.  (However, it should be noted that Covid-19 is likely to have a significant effect on attendance so this year’s attendance figures are not directly comparable to previous years). | | | Communication between staff and parents will happen quickly if attendance starts to drop. Weekly meetings with PSA and office staff as to which families are causing concern.  Attendance of non PP children will improve and be in line with National expectations. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2020-21** | | | | |
| 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 | | | | | | |
| 1. **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 outcomes for all children, especially PP children through high quality teaching. | Teachers will use Teaching Assistants first and foremost for the children who receive PP funding. (TAs adopt strategies as introduced by Driver Youth Trust training).  Reading to remain a priority – staff to implement training given in September around Reading comprehension.  A whole school approach to teaching different question strands and identifying a ‘common’ way to teach key concepts to be developed.  To achieve the above, non SEN-funded teaching assistants will be dedicated PP TAs – their primary focus will always be the PP children in their care. Teachers will work with PP TAs and direct work to support/challenge PP pupils.  Additional teacher employed to focus support on phonics and reading across school. | | Ensuring that PP children are identified and prioritised has proved to have positive benefits.  EEF recommends that Teaching Assistants are used to help pupils to develop independent learning skills and manage their own learning. This is vitally important for PP children as well as non PP children.  EEF extensive research demonstrates that teaching reading comprehension strategies through modelling and supported practice has very positive outcomes.  Previous experience in school shows that interventions led by teachers have a very positive impact. | Through regular monitoring of children’s work and learning walks. Monitoring pupil progress termly.  Monitoring through observation. Staff meetings to share good practice.  Book scrutinies to look for evidence of the teaching of reading.  Monitoring of standardised tests – termly to ensure progress is positive for PP children. Follow this up with question level analysis and intervention if necessary. | AR/AD | December 2020 |
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| **Total budgeted cost** | | | | | | **£95,000** |
| 1. **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?** |
| Improve the Speech and Language of children in Early Years and KS1. | Direct small teaching provided by a TA experienced in delivering Speech and Language programmes. Advice given from a Speech and Language practitioner.  20% of total SEN TA cost = £3,200  20% of total SALT support = £684 | | Children require good speech and language in order to be good readers and writers.  Specific intervention will target the areas that are problematic to ensure speech is corrected. | Regular monitoring of progress through discussion with staff responsible for the children. Regular monitoring by specialist speech and language practitioner. | AD/RD | December 2020 |
| The vast majority 85%+ children will achieve expected for reading at the end of reception and will be confident in phase 2,3 and 4 sounds.  Over 90% of children will pass the phonic screening test at the end of year 1. | A robust plan for the teaching of phonics that is line with the pace suggested by Letters and Sounds.  Daily teaching and intervention for those who are falling behind. Continuous assessment which is acted upon. | | Children need to be good readers in order to access the whole curriculum.  For the vast majority of children, phonics is the best way to learn how to read. | Monitoring of lessons and regular assessment opportunities which are fed back to class teachers will ensure that children are targeted in a timely manner. Intervention can then be put in place to support PP children and others who are falling behind. | AD/SD | December 2020 |
| Children will have improved mental health in and out of school. | Children will have access to Circles school counselling service, with priority given to those children who have PP funding.  The Headlight project will support further children in either groups or through individual therapy.  PSA will also support those children who find some aspects of school/home challenging.  40% of counselling costs = £3,600 | | If children’s mental health is not prioritised, they will not be fully ready to learn.  We understand that the mental health of children is worsening and, at Fairfield, we wish to address this to enhance the outcomes of our children and families. | Through discussion with school counsellor and regular monitoring of the children accessing the service.  Through the number of incidents logged on CPOMs involving ‘emotional’ behaviours.  We report this to governors on a termly basis. | AR/AD | December 2020 |
| **Total budgeted cost** | | | | | | **£7,484** |
| 1. **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?** |
| The attendance of children receiving PP funding will be in line with the rest of the school and at national expectations. | A close monitoring system to be put in place that will highlight children and inform parents quickly about their child’s falling attendance | | Regular focus on attendance and timely intervention will ensure that pupils do not have unnecessary absences. | Attendance officer and PSA will have weekly/fortnightly meetings to focus on the attendance of vulnerable children, amongst others.  Parents informed as soon as attendance becomes an issue. | NW/JR/AD | December 2020 |
| All children will have access to out of school experiences. (Subject to Covid-19 restrictions) | Educational and residential visits will be subsidised for those who receive PP funding.  Any clubs that are run after school will target PP children first and foremost.  £3,000 budgeted for subsidies | | Children who receive PP funding are less likely to visit places that will increase their cultural capital and therefore future life chances.  In school, we will provide the opportunities that may not happen out of school for some children. | Office staff to keep a record of children who access clubs and residential trips.  The attendance at clubs will also be monitored carefully. | AD | December 2020 |
| Families of children who receive PP funding will have a positive experience while their children attend Fairfield Primary School. | PSA to work closely alongside the families of children who receive PP funding.  20% of PSA time = £1,160 (in the past, nearly 100% of PSA time has been spent supporting PP families but this proportion of the budget has been reduced to reflect the changing nature of our PP cohorts). | | If support is given to families, a positive relationship will be built that will impact on the child in school. | Regular meetings with PSA around the families that she is working with. | AR/AD | December 20 |
| **Total budgeted cost** | | | | | | **£4,160** |
| **Total amount budgeted to support PP children during the academic year 2020-21** | | | | | | **£106,644** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-20** | | |
| 1. **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) | **Cost** |
| Improve the quality of teaching and learning for all | Regular monitoring of books of PP children compared to non-PP children.  CPD for staff around effective teaching of reading and creating a framework for the teaching of comprehension (provided by FFT Literacy (£1,050)  Plan for phonics delivery made more ambitious and pace increased.    Staff meetings around teaching techniques to improve outcomes especially in reading.  New systematic synthetic phonic reading schemes purchased for EY and KS1 (£2,700) | Phonic outcomes  Due to Covid-19, children did not take Phonics Screening Check. However, children across Reception and Year 1 were making more rapid progress than in previous years. Subsequent screening since lockdown ended showed that children were secure in the sounds that they had learnt up to the point at which school closed in March 2020.  (Update this information once phonics screening checks have been completed at the end of the Autumn term – Dec 2020)  KS1 Outcomes  Due to Covid-19, children did not sit KS1 assessments. Most Y2 children did not attend school during lockdown. 50% of the PP children in this cohort were below Age Related Expectations (ARE) at the end of the Spring term 2020. This cohort will continue to need a significant amount of support in the academic year 2020-21 (Y2 specialist teacher leading teaching in Y3 to support; very experienced full-time TA working with Y3 to provide interventions; experienced teacher employed to provide interventions during Spring term 2021 – using Covid Catch-up Funding) | In Reception, staff were pleased with the results of the increased pace of the phonics programme – children made better progress in EY.  Reception staff also audited all existing home reading books and ensured that books only used sounds/exception words that the children had learnt. We also purchased a new systematic synthetic phonic reading scheme – this enabled children to benefit more from home reading practice.  This year we will continue with first quality teaching of phonics. All children will access phonics at their age expectations.  Teaching staff have reviewed their delivery of phonic and will deliver in shorter, more regular bursts. This will ensure that children remain focused throughout the sessions.  Children who are falling behind will have further intervention.  Children who are on the PP register will continue to be closely monitored by teaching staff and Teaching Assistants are directed to work with this group.  The children who do not pass the phonic screening test at the end of the Autumn term in Year 2 will access further intervention in order that they pass at the end of Year 2. KS1 will receive additional support from a newly employed teacher who is specifically targeting reading. |  |

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|  | Dedicated PP TAs employed across school to support PP children in class (£108,000) | KS2 outcomes  2020 KS2 Teacher Assessment Data:  **All pupils**:  Reading 84% Exp+; 36% GDS  Writing 83% Exp+; 14% GDS  Maths 92% Exp+; 36% GDS  **Pupil Premium Pupils**:  Reading 86% Exp+  Writing 71% Exp+  Maths 86% Exp+  Due to Covid-19, most of our Year 6 pupils did not attend school from 20/03/20 to 05/06/2020. They did not sit their KS2 SATs. However, in school data shows that (at the expected level) our Year 6 PP pupils performed largely in line with all pupils. PP pupils were less likely to be on track to achieve GDS.  Across school, staff felt much more confident when teaching reading (particularly comprehension). EY and KS1 staff reported faster progress in phonics once our phonics programme was in place (particularly when supported by improved home reading books). | Some additional funding was spent on an extra teacher to provide booster support to Year 6. This was effective in targeting gaps and enabling most PP children to catch up. We intend to do this again. |  |
| **Total budgeted cost** | | | | **£111,750** |
| 1. **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) | **Cost** |
| To improve the Speech and Language of children in Early Years and Key Stage 1. | Direct small group teaching from experienced TA (cost included in Quality of Teaching for All).  (50% of SP and Lang SLA costs and time dedicated to PP children - £1750) | Due to Covid-19, our Reception children were not assessed against the ELG at the end of Reception. However, by Spring 2020, all of the PP children had made good progress from their starting points. None of our PP children in Reception were below ARE in Speaking by Spring 2020. 81% of our PP children were securely at or above ARE in Speaking, compared to 93% of our non-PP children.  This support was also directed at children other than those receiving Pupil Premium funding and these children also received positive outcomes. | This approach will continue with outside support from a Speech and Language practitioner using the ‘Let’s Talk’ approach.  The advice given to teaching staff and teaching assistants has been extremely useful and we will be continuing with this approach this academic year. |  |
| To improve the mental health and well-being of children in school. | Access to Alliance School counselling service (40% of chn who use counselling typically PP chn – cost £4800)  Access to PSA for support. | All pupil premium children who were referred into Alliance school counselling were given therapy sessions. (10 children) All of these children made positive progress in terms of their emotional well-being.  A further group of children also accessed this support and experienced success.  See CPOMs records for information if applicable.  PSA has worked closely with some families who were eligible for PP funding. As a result attendance improved for some children. | The school places positive mental health and well-being as a high priority and we know from attitudes of pupils and parents that this is a valuable resource.  We will continue with this approach and have also accessed further counselling services provided by the Headlight Project for the coming year in order that more children will benefit from this approach.  (We have changed our counselling provider from Alliance to Circles for the 2020-21 academic year) |  |
| To improve outcomes at the end of KS2 for PP children. | Booster classes to enable specific skills to be taught and to fill gaps in knowledge (£2,400)  Use additional teacher and HLTA to support classes and reduce class size by taking groups of children for targeted sessions (included in costs for Quality of Teaching for All)  Purchase Reading Plus programme for Year 6 (and Year 5 – summer term) – total cost of £5,450 for 43 licences.  All PP children to access Reading Plus in Y6 over next 3 years (or have small group tuition from teacher instead). £5450 over 3 years = £1,817 per year | See above for figures. Our pupil premium children performed well at Exp+ (but were less likely to reach GDS).  Other children in the group who were not eligible for PP funding also reaped the same benefits and outcomes were positive.  The Reading Plus programme has had a huge impact on the fluency and reading comprehension of the children. | For this year’s cohort of children, we do not anticipate splitting classes into three smaller groups.  There are less children who require small group support and less children eligible for PP funding in this cohort. (7 compared to 16 last year)  We will continue to invest in Reading Plus as this has had positive outcomes for all children.  For children who are not reading at home, this also gives a structured approach to reading independently. (During lockdown, children who used Reading Plus regularly typically made excellent progress in reading) |  |
| To provide support for families who experience difficulties at in the home. | Employ a part-time PSA to work alongside school and families (approximate cost - £5,800) | A high level of emotional and practical support has been provided for some families. This has been around attendance and supporting life at home.  Positive changes have been noticed and good relationships have been formed that impact on the child in school.  This has also had increased rates of attendance for some children. | The PSA will continue to work alongside families who require the extra support as this has had positive outcomes, especially noticeable in school.  The vast majority of the PSA’s time is spent with families eligible for PP funding. |  |
| **Total budgeted cost** | | | | **£16,567** |
| 1. **Other approaches** | | | | |
| **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** |
| To increase the opportunities/ experiences available to all children in school | Improve provision/ breadth of school clubs. Subsidise trips and experiences (including residential trips).  £3000 for subsidising trips/clubs.  Year 4 Wilderness School (training already paid for in 2018-19 – additional costs for staff cover to be absorbed by general budget). | Half of our Year 4 children accessed Wilderness school before lockdown which supported PP children alongside their peers. Pupils told staff that they had positive experiences and outcomes (such as writing) were improved. The remaining Y4 children who did not attend will access Wilderness School in Y5 (Covid restrictions allowing).  All PP children accessed day trips from school, at a reduced or no cost.  Some PP children had their residential trip at the start of the academic year subsidised. Unfortunately, due to Covid-19, our Year 6 residential trip was cancelled during the summer term. The residential trip planned for LKS2 in September 2020 has also had to be cancelled. | We will continue to provide out of school activities, such as residential experiences at a reduced cost to children who are PP.  We believe that some children may not access museums, theatres and other cultural establishments out of school, and feel this is vital to ensure equality amongst peers.  We will monitor more closely, the numbers of children accessing after school clubs who are eligible for PP funding and will encourage them to participate. |  |
| **Total budgeted cost** | | | | **£3,000 (if trips go ahead)** |