# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Fairfield Primary School |
| Number of pupils in school | 412 (plus Nursery) |
| Proportion (%) of pupil premium eligible pupils | 15.02% (based on last census but now increasing – up to 20% by October 2021) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22 |
| Date this statement was published | 30/09/2021 |
| Date on which it will be reviewed | 30/03/2022 |
| Statement authorised by | A Ruffell |
| Pupil premium lead | A Ruffell |
| Governor / Trustee lead | L Emmerson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £82,045 received for financial year 2021-22 |
| Recovery premium funding allocation this academic year | £9,280 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £91,325 (assuming level of funding for the summer term is comparable when the new funding for financial year 2022-23 is allocated) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Fairfield Primary School, we want our disadvantaged pupils to be able to leave our school on an equal footing with all of their peers. We intend to provide the support that we can to our disadvantaged children and their families that will help them to achieve their full potential.  We value the direct impact that trained professionals working with children can have. As such, the bulk of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services (such as speech and language support and counselling services) that we know will have a positive impact on children across school.  We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective:  **The EEF’s toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children’s learning. Their Covid support guide for schools also states:**  **“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”**  **And that:**  **“Tuition delivered by qualified teachers is likely to have the highest impact.”**  By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps in learning as quickly as possible.  Within the Early Years and Key Stage 1, we have seen that poor language skills are a key barrier to learning. Our investment in training, staff and external support shows a commitment to tackling this as early as possible.  Our guiding principle is that the care we take over our most vulnerable and disadvantaged children demonstrates most clearly the kindness that should lie at the heart of a school community. In supporting the most vulnerable, the whole community benefits. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Speech and language difficulties |
| 2 | Emotional wellbeing |
| 3 | The negative impact of the pandemic on progress and attainment (particularly in phonics and early reading) |
| 4 | In most year groups, the attendance of disadvantaged pupils is not as good as non-disadvantaged pupils. |
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Children with poor speech and language skills will catch up with their peers and will not need long-term support with speech and language. | 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.  Disadvantaged children in KS1 who continue to need support with their speech and language, will attain as well as non-disadvantaged children in the phonics screening check. |
| 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. The school curriculum will actively support children’s wellbeing and self-esteem. | 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.  Records of incidents that are thought to stem from poor emotional wellbeing will reduce. |
| Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close. | Overall target of 95% of children to pass the PSC for summer 2022. The gap between disadvantaged and non-disadvantaged should be less than the 20% typically observed over the last 3 years. (With small numbers of disadvantaged children in current Y1 cohort, this might be difficult to measure; therefore, an alternative measure could be the average score of disadvantaged children and we would aim for this average to go over 32) |
| By the end of KS1, an increased number of children will have caught up in reading, writing and maths and be working within Age Related Expectations (ARE) | After the pandemic, larger numbers of children (particularly within younger year groups) were working behind ARE. These children will have been identified and, through intensive support, will have made good progress towards ARE.  At the end of Year 1 (summer 2021):  Reading (27.3% were behind ARE, 72.8% were on track or higher, 25.5% were higher)  Writing (30.9% were behind ARE, 69.1% were on track or higher, 5.5% were higher)  Maths (36.4% were behind ARE, 63.6% were on track, 0.0% were higher)  By the end of Year 2 (summer 2022) we will expect to see fewer children working below ARE and more children working at a higher level. |
| By the end of KS2, gaps between disadvantaged and non-disadvantaged children in school will have diminished. | Internal tracking will show that gaps are closing within school. Our disadvantaged children will do as well as non-disadvantaged children nationally in KS2 assessments. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000 for NELI resources and training (including release time for staff); £3,000 for training and new resources for new phonics scheme; £1,200 for FFT Literacy training.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide training and support for staff re: speech and language. Buy support and training from Nuffield Early Language Intervention (NELI). | The NELI intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.  The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence. | 1 |
| Implement new, approved systematic synthetic phonics scheme (including training). All teachers and TAs to receive training. | The EEF’s Teaching and Learning Toolkit indicates that effective phonics interventions are very high impact for very low cost, based on extensive evidence. | 3 |
| Provide training on developing a reading comprehension framework. Support teaching staff to promote understanding and enjoyment of reading across school. (FFT Literacy Training) | The EEF’s Teaching and Learning Toolkit indicates that promoting reading comprehension strategies can have very high impact for very low cost, based on extensive evidence. | 3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £146,000 (Some of this cost may be offset by a reduction in our supply costs; however, this will still mean that we are investing more in supporting disadvantaged children to catch up than we receive. The balance is coming from our school budget).

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| KS1 leader released from classroom to deliver and monitor interventions in KS1 and EY (3 days a week) | The EEF’s toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children’s learning. Their Covid support guide for schools also states:  “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”  And that:  “Tuition delivered by qualified teachers is likely to have the highest impact.” | 3 |
| LKS2 leader released from classroom to deliver and monitor interventions in KS2 (full time) |
| Additional teacher taken on to provide in-house supply and interventions (4 days a week) |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1,500 for counselling services for disadvantaged children (real cost for full school is considerably higher); £3,500 for specialist speech and language support for children (including guidance for staff)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Buy in specialist counselling services for children. | Although there is no specific evidence listed by the EEF on the impact of specialist counselling, we have seen first-hand in school the positive effect of supporting children’s mental health. | 2 |
| Buy in specialist speech and language support for children. | We have found that an investment in speech and language support is a very effective use of time and funding – our children who access in-school speech and language support make good progress.  The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence. | 1 |

**Total budgeted cost: £** *156,200*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Impact judged to be successful |  |
| Impact judged to be partially successful |  |
| Impact judged to be unsuccessful |  |

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| **Desired outcome** | **Chosen action / approach** | **Review/Impact** |
| Improve outcomes for all children, especially PP children through high quality teaching.  (£95,000 allocated for this) | 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. | Despite the significant impact of the pandemic, PP children showed good progress in all subjects in much of KS2. Over the course of the year, gaps diminished in reading, writing and maths between PP children and non-PP children in Years 4, 5 and 6. In some subjects/year groups attainment was lower than in previous years (for all children). However, the support in place for PP children meant that they were more likely to maintain and improve their progress. PP children made increasingly good progress as they moved higher up KS2.  In Year 3, the gap diminished slightly in reading and writing, but not in maths.  In KS1, gaps diminished slightly in reading, but not in maths |
| 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 who were identified as needing Speech and Language interventions received support quickly. Staff received training and felt able to support children effectively.  Due to the pandemic, our SEN TA could not work with children for part of the year. However, other staff continued to deliver Speech and Language interventions.  88.3% of our Reception cohort were securely on track for speaking at the end of summer 2021. All PP children were securely on track for speaking at the end of summer 2021. |
| 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. | 71.7% of our Reception cohort were securely on track for word reading at the end of summer 2021. 88.3% were working within Age Related Expectations (16.7% were working at the bottom end of ARE and therefore at risk of falling behind). All PP children in Reception were working within ARE for word reading. |
| 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 | All children who were identified as needing support received it. Virtual counselling continued for those children/families who needed it during the pandemic. |
| 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 | The attendance of PP children is still poorer than that of non-PP children. However, the attendance of PP children has improved overall and the gap is closing. |
| 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 | Trips were postponed until September 2021. PP children received subsidies. |
| 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). | PSA continued to work during the pandemic and supported some families around their anxieties of returning to school. Although some children and families have needed this extra support, the culture of kindness and support within school has meant that our school community coped very well with the negative effects of the pandemic and the gradual return to normality. |

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| n/a | n/a |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |