

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

Detail	Data
School name	Fairfield Primary School
Number of pupils in school	392 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	15/09/2022
Date on which it will be reviewed	30/03/2023
Statement authorised by	A Ruffell
Pupil premium lead	A Ruffell
Governor / Trustee lead	L Emmerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,710 received for financial year 2022-23
Recovery premium funding allocation this academic year	£12,035 (based on an assumption that we will receive £145 for each PP child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130,745

Part A: Pupil premium strategy plan

Statement of intent

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 (including use of staff via the National Tutoring Programme) 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.

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	Across school, the attendance of disadvantaged pupils is typically not as good as non-disadvantaged pupils.
5	

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.

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.	<p>Children's speech will be clear and this will support their phonic outcomes.</p> <p>At least 85% of children will be at Rec W+/S for speaking at the end of reception.</p> <p>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.</p>
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.	<p>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.</p> <p>If our in-school service is over-subscribed, we will seek other options where necessary (e.g. emotional resilience team, alternative therapists, group work, additional play therapy)</p> <p>Records of incidents that are thought to stem from poor emotional wellbeing will reduce.</p>
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	<p>Overall target of 95% of children to pass the PSC for summer 2023. The gap between disadvantaged and non-disadvantaged should be less than the 20% typically observed in school.</p>

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)	<p>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.</p> <p>Aspirational targets for Y2 in 2023 are: R – 85% EXS+ 35% GDS W – 75% EXS+ 20% GDS M – 85% EXS+ 25% GDS</p>
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: £3,800 for speech and language support; £1,000 for phonics subscription; £3,000 for additional phonics resources to support staff and pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training and support for staff re: speech and language.	Purchase speech and language support for children (and CPD for staff). 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 ongoing training and support.	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: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT released from classroom to deliver and monitor phonics interventions and assessments	<p>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:</p> <p>"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy."</p> <p>And that:</p> <p>"Tuition delivered by qualified teachers is likely to have the highest impact."</p>	3
TA in LKS2 to work with specific groups to target reading and maths		
TA in UKS2 to work with specific groups to target reading and maths		
Additional TA time in KS1 to support transition and work with reading and maths groups		
SEN TA in EY/KS1 to support pupils with speech and language, social skills, and reading and maths		
Continue to use the NTP throughout the autumn term 2022		

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

Budgeted cost: £8,000 budgeted for 2022-23 for specialist attendance support; £9,000 for counselling services; £3,800 for specialist speech and language support for children and support for staff (cost already included in 'teaching' section above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist attendance support to monitor, identify, and work proactively with families who are struggling to maintain good attendance and punctuality.	Poor attendance is a key barrier to learning – children with better attendance typically make better progress and achieve better.	4

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.	<p>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.</p> <p>The EEF's Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.</p>	1

Total budgeted cost: £ 142,800

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 2021 to 2022 academic year.

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

Desired outcome	Chosen action / approach	Review/Impact
Children with poor speech and language skills will catch up with their peers and will not need long-term support with speech and language.	Provide training and support for staff re: speech and language. Buy support and training from Nuffield Early Language Intervention (NELI). Buy in specialist speech and language support for children.	NELI training was useful for raising the understanding of the impact of speech, language and communication on children's development. However, the programme proved difficult to implement during a year in which school experienced significant disruption and lots of staff shortages (Covid). The provision of specialist support was exceptionally useful. A speech and language technician was onsite every week to complete direct work with children and give advice and training to school staff. Children who needed support made demonstrable progress.
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.	Buy in specialist counselling services for children.	Children and parents report that the counselling support that school provided was very good and that this had a significant positive impact for the children who accessed it. Our counsellor was fully booked throughout the academic year. On top of the day a week that we purchased from our counsellor, school also organised support for children via the local emotional resilience team, play therapy, and in-school support from our PSA.
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	Implement new, approved systematic synthetic phonics scheme (including training). All teachers and TAs to receive training.	All teaching teams completed phonics training and the new system was implemented. In Y1, PP children performed slightly better than non-PP children but it is important to note that neither group did as well as we would have expected (had 2021-22 been a normal year with minimal disruption). Phonics results did not improve in Y1 due

		<p>to a significant amount of disruption that this cohort experienced (due to their own Covid-related absences and sickness absence of key staff). However, rates of progress and attainment improved for our Reception cohort (who had experienced much less disruption).</p> <p>Despite the red RAG rating, this is an outcome and an action/approach which <u>must</u> continue to be followed in school</p>
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)	<p>KS1 leader released from classroom to deliver and monitor interventions in KS1 and EY (3 days a week)</p> <p>Provide training on developing a reading comprehension framework. Support teaching staff to promote understanding and enjoyment of reading across school. (FFT Literacy Training)</p>	<p>Due to a significant amount of disruption across EY and KS1, our 2021-22 Y2 children did not perform as well as we would normally have expected. However, they do have well-developed characteristics of effective learning and are in a good position to catch up and keep up in LKS2.</p> <p>During last year, much of our KS1 leader's release time was redirected into providing emergency cover for the huge amount of sickness absence that school experienced when isolation guidance was relaxed and rates of Covid infection rapidly increased across school. This meant that we did not see the benefit of the money that was budgeted for extra support.</p>
By the end of KS2, gaps between disadvantaged and non-disadvantaged children in school will have diminished.	<p>LKS2 leader released from classroom to deliver and monitor interventions in KS2 (full time)</p> <p>Additional teacher taken on to provide in-house supply and interventions (4 days a week)</p>	<p>Despite having to redirect much of our LKS2 leader and our additional teacher's time to provide emergency sickness cover, our KS2 children typically coped better than our younger children with the disruption that the pandemic had caused.</p> <p>By the end of Y6, the in-school gaps between PP and non-PP children had shrunk:</p> <p>Reading gap: -2.3%</p> <p>Writing gap: -9.1%</p> <p>Maths gap: -0.8%</p> <p>In addition, our PP children performed in-line with all children locally in English, and were better than all children locally in maths. Our PP children out-performed PP children locally.</p>

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

Programme	Provider
n/a	n/a

Further information (optional)

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.

It is worth noting here that our PP funding has increased significantly since the start of the pandemic and many more of our children are now eligible for this support. This reflects the changing fortunes of our local area and the negative impact of the pandemic.

Although we were disappointed that the additional cover that we had budgeted for ended up being used to cover significant staff absence (particularly during late winter/early spring 2022), the extra capacity in school reduced some disruption by reducing our reliance on supply staff. This was a benefit to pupils by helping to maintain some limited continuity. In addition, it also saved money against what would have been a huge overspend on our supply budget which has helped leave the school in a healthier position going into the 2022-23 year.

Before the Covid disruption took hold, the staff who had been released were able to work effectively with vulnerable children and they made good progress. Some of our vulnerable children were already performing well academically; these children benefited from dedicated 1-2-1 mentoring time with a teacher to discuss other topics, concerns, or aspirations.

Last year, we launched a Junior Leadership Team to engage children in curriculum planning, review and monitoring. Our PP children took up a significant number of these leadership positions in school and have made a positive impact on the leadership of our curriculum already. Our PP children are not a group of children who are easily identifiable – they participate fully in school life and, by KS2, typically perform largely in line with their peers

Last year, to raise children's cultural capital, we also invested £3,500 on introducing chess as a new curriculum subject. This has had a significant impact on happiness and wellbeing in school, as well as teaching all children from Y3 to Y5 chess (by 2022-23, all children in KS2 will be able to play). Many children, as well as simply enjoying the game, went on to play successfully in local and regional competitions.

Last summer, we used an additional tutor (using our school-led tutoring funding) to help address some of the gaps that the disruption the pandemic had caused. This was very successful. We are continuing this strategy into 2022-23.