



# Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	399 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	R Birtwhistle
Pupil premium lead	R Birtwhistle
Governor / Trustee lead	Mrs L Duncan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,645 for the year 2023/24
Recovery premium funding allocation this academic year	£12,904
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£146,004</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Fairfield Primary School staff aim to close the gap between those from disadvantaged backgrounds to those from advantaged backgrounds without prejudice or compromising equal opportunities. Pupil Premium recipients should not be further hampered by the legacy of Covid-19 or by the so called 'cost of living crisis'. Pupil Premium children need equality of opportunity and life chances through a broad and balanced curriculum that aims to raise attainment and progress. Through targeted support in small groups and 1:1 sessions, staff will provide quality intervention and direct instruction that significantly improves skills and ultimately life chances. The funding will support social, emotional, health and wellbeing by giving children access to opportunities, clubs, activities and experiences that may have otherwise been beyond their circumstances. As a research-informed school, this report has been influenced from a number of sources including the EEF, Middlewood and Abbott, Raffo et al 2007, Carpenter (2013) and Robinson (2016).

Research has shown that direct instruction from well-trained professionals has a great impact on the progress and attainment of children that are eligible for Pupil Premium. The diagram below informed the strategy and direction of travel of Fairfield Primary School's approach towards teaching. This is research from Middlewood and Abbott (2019). As a result of this, long-term solutions that are proven to be effective, are employed to give our children the very best start in life so that they can take advantage of social mobility and live happy, healthy futures. A significant proportion 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.

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.

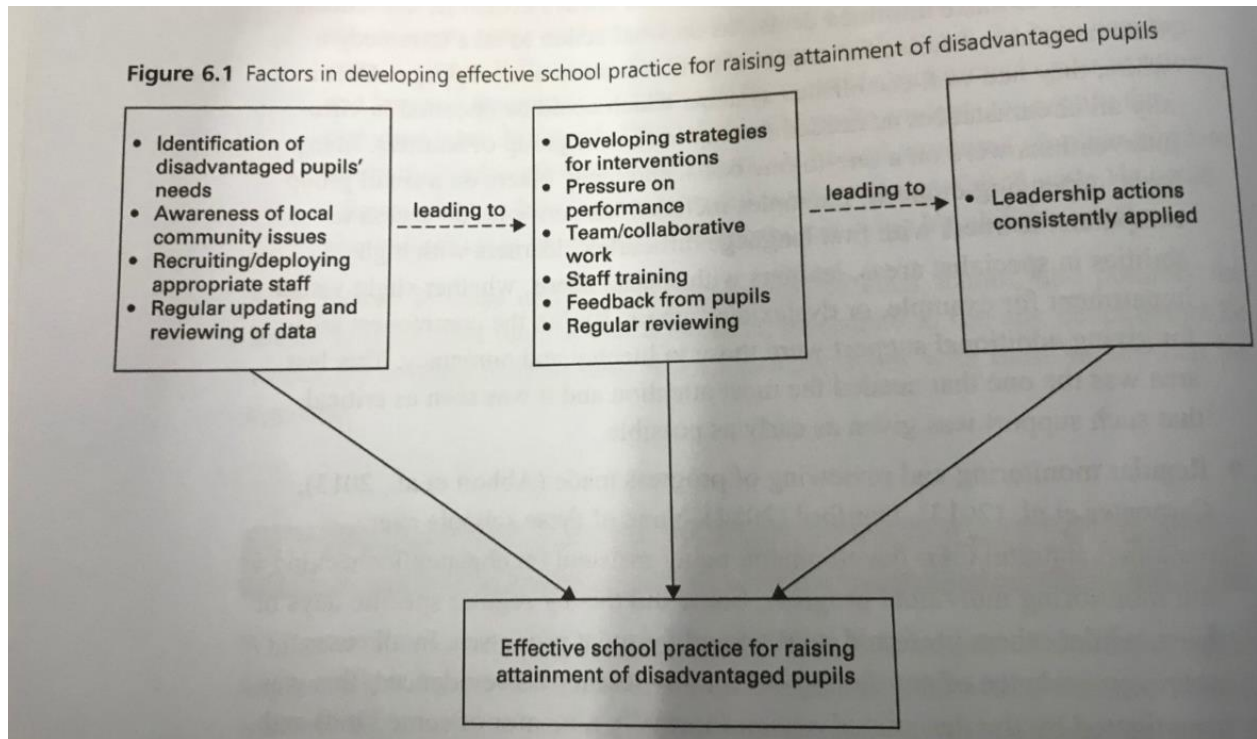
We have decided to invest specifically in additional teaching staff (in year three specifically) because research shows that teacher-led interventions are highly effective:

**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.”**



We have invested in a teacher to enable a three-way split in year three (one class has 33% of children who are PP) to enhance progress for this particular year group. 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. We employ a Speech and Language practitioner to intervene, especially in EYFS to provide support to children and staff within school.

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	<i>Issues with speech and language upon entry to school</i>
2	Issues with social, emotional, health and 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	Acquisition of reading skills in line with national expectations.

## 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 80% 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> <p>Identified pupil premium children will access the services of 'Getting Help' at CAMHS to discuss various children who experience mental health difficulties. Again, PP children are prioritised.</p>



Improving numbers of children making at least expected progress in KS1 and KS2 Reading, Writing and Maths.	Continuation of attainment gaps closing.
Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close.	Overall target of 85% of children to pass the PSC for summer 2024. The gap between disadvantaged and non-disadvantaged should be less than the 20% typically observed in school.  A full-time Teaching Assistant works in year one so that interventions can be carried out in the afternoons. The teachers also carry out their own interventions and use the TA to cover in class.
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)	More children will reach ARE expectations at the end of year and the gap between PP and non-PP children will close  Aspirational targets for Y2 in 2024 are: R – 85% EXS+ 35% GDS W – 75% EXS+ 20% GDS M – 85% EXS+ 25% GDS
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.
All disadvantaged children accessing all educational visits including residential visits.	100% of all disadvantaged children accessing trips. This will support reading as well as learning in other curriculum areas by supporting cultural capital and British Values.

## Key Principles at Fairfield

1. School Leadership is fundamental to success in raising attainment levels and putting an end to underachievement. Leadership at Fairfield is distributed and shared to maximise disadvantaged outcomes.



2. Collaboration is key. Within school, collaboration is vital amongst various professional colleagues but also within the Local Authority and our partner agencies. This allows staff to share ideas, good practice and to keep up with the latest research and CPD.
3. Staff Training and development. Fairfield has a strong commitment to training and development via research, social media, in-house training or across the Local Authority's training offer.
4. Community involvement. Fairfield makes a great effort, formally and informally, to engage with the community, parents and carers. Fairfield aims to go beyond the gates and works with partners, agencies and businesses for the benefit of the children.
5. Giving children the very best start to life and nurturing the whole child is a key driver for staff at this school.



## 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: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school Reading CPD including shared reading at EY, Guided Reading at KS1 and Group/whole-class reading at KS2</p> <p>Two days training for the whole staff</p> <p>Cost £1900</p>	<p>EEF collaborative learning. Moderate income for low cost.</p> <p><b>Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.</b></p>	<p><b>3,4,5</b></p>
<p>Provide training and support for staff re: speech and language.</p> <p>Cost detailed as part of SLA (outlined in Targeted academic support)</p>	<p>Purchase speech and language support for children (and CPD for staff).</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>	<p>1</p>



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund a part time teacher to support Catch up. Cost £ 3970</p>	<p>Reducing class size = moderate impact for high cost. Y3 focus</p> <p>Staff member focusing on academic success, small group work and building self-esteem and confidence.</p> <p><b>Small group tuition evidence in school having a dramatic impact last year with our disadvantaged pupils.</b></p>	<p><b>2,3,4,5</b></p>
<p>To fund Reading Plus for targeted reading intervention. Cost= £2,416</p>	<p>EEF digital technology report sees gains of +4 months. Feedback, built into this, has given gains of 8 months.</p> <p>Abbott et all (2013) and Carpenter (2013) discussing personalised intervention and then feedback to learners with direct instruction.</p>	<p><b>3,5</b></p>
<p>To fund 1:1 and small group work with Teaching Assistants in school for children needing support to catch up.  Cost £83,200</p>	<p>Low impact for high cost based on limited EEF evidence. Fortunately, in our setting we evaluate the provision to be high cost and high impact.</p> <p>Abbott et al (2013) and Carpenter on developing strategies for interventions targeting weaknesses on group and individual needs.</p>	<p><b>1,2,3,5</b></p>





<p><i>To fund an Educational Psychologist to support learning.</i> Cost £3000</p>	<p>Carpenter (2013) Dunford (2014) researching use of collection, updating and reviewing of data to target specific needs of disadvantaged learners.</p>	<p><b>2,3,4</b></p>
<p><i>To fund a speech therapist to support learning/speech, language development.</i> Cost £3800</p>	<p>Moderate outcome for relatively low cost according to the EEF.</p>	<p><b>1</b></p>
<p>DHT released from classroom to deliver and monitor phonics interventions and assessments. Also to provide pastoral care and support to children with social, emotional, health and wellbeing issues.  Cost £20,000</p>	<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: “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.”  Reducing class size = moderate impact for high cost. Small group tuition evidence in school having a dramatic impact last year with our Fairfield pupils.</p>	<p><b>2,3,4,5</b></p>
<p>Reading Lead appointed to oversee the fidelity of the scheme – release time from class needed.  Cost £2900</p>	<p>EEF collaborative learning. Moderate income for low cost.  Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.</p>	<p><b>5</b></p>
<p>HLTA in UKS2 to work with specific groups to target reading and maths  Cost £3500</p>	<p>Low impact for high cost based on limited EEF evidence. Fortunately, in our setting we evaluate the provision to be high cost and high impact.</p>	<p><b>3,5</b></p>
<p>TA in EY/KS1 to support pupils with speech and language, social skills, OT interventions</p>	<p>Moderate outcome for relatively low cost.</p>	<p><b>1,2,3,5</b></p>



Cost £1000		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist counselling services for children.  £10,000	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.  £3,800	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
Member of staff in school office assigned to role of attendance monitoring.  Cost £6000	Poor attendance at school is linked to poor academic attainment across all stages. Clear communication and the building of relationships is key to increasing the attendance of children.	4
Student Rewards to promote attendance, attainment, speech and wellbeing.  Cost £518	In-school evidence to suggest that rewards created a competitive, friendly culture of encouragement.	1,2,3,4,5

**Total budgeted cost: £**



## 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 2022 to 2023 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.	<p>Provide training and support for staff re: speech and language.</p> <p>Identify children with poor Speech and Language skills as they enter nursery and refer to services</p> <p>Buy in specialist speech and language support for children.</p>	<p>Children identified early but due to lack of resources within the Speech and Language service, some children were given appointments late.</p> <p>However, school buy in the provision of specialist support which 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.</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.	Buy in specialist counselling services for children.	The school counsellor was booked fully for the academic year, with a waiting list. Parents, staff and children reported positive outcomes for the children who accessed the support. The strategies the children were taught enabled them to focus in lessons and increase outcomes.
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.	<p>All teaching teams completed phonics training and progress was monitored at least half-termly. Interventions were adapted accordingly. However, despite this, not enough children passed the phonic screening test, some by one or two marks. An even more robust system of testing and adaptations to be made in the academic year 2023/24.</p> <p>Interventions to be taught by teachers who know the children's needs well.</p>



		Despite the red RAG rating, this is an outcome and an action/approach which <u>must</u> continue to be followed in school
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>Outcomes for academic year 2022/23 demonstrated a closing in gaps between pupil premium and non-pupil premium children, however outcomes overall were much less than in previous years.</p> <p>Covid has had an impact on this year group in particular.</p> <p>In 2023 – the Assistant Head, with experience of moderation, will teach in year two and use her expertise to close gaps, ensuring more children achieve ARE.</p> <p>Whole school training on Reading Comprehension in Jan '24.</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>	Gaps between disadvantaged and non-disadvantaged closed for certain children as a result of intensive work. Further work needed to build on this.

## 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



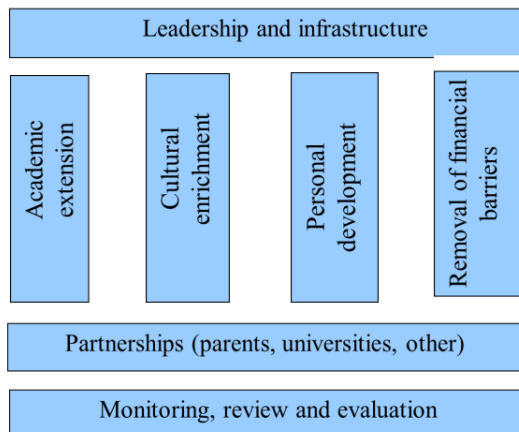
## Further information (optional)

### Research by Fairfield Primary and R Birtwhistle

Document: 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018'

#### Key Findings

Figure 1 Model of successful support for the most academically able disadvantaged pupils



- Sutton Trust research in 2015 said that 'Boys and particularly Pupil Premium boys, are most likely to be in the missing talent group.
- Pupils from disadvantaged backgrounds often lack mentoring and guidance. As a school we invest time in this. The Head, DHT, AHT all take time to talk to disadvantaged children regularly about goals, aspirations and mind set.
- No single solution to pupil premium fits all. Support will be tailored at Fairfield to support pupils' needs across a range of areas – academic support, cultural enrichment, personal development and addressing material poverty.
- A strong emphasis on training, support and CPD for staff is needed.

#### In Conclusion

Staff, leaders and the school community are passionate about overcoming barriers to learning for all of our children. We are keen to support children get the very best start in life so that they are in a strong position to take advantage of all the opportunities that life affords them. Social mobility is a key driver for school staff; with education, good teaching and supportive role models a unique selling point of Fairfield Primary School.

