

Fairfield First School 3 Year Pupil Premium strategy plan

What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

Our philosophy

At Fairfield First School we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their full potential. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching is in every class
- Ensuring there remains no attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as parental engagement and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Quality first teaching not present in every classroom	Lack of parental engagement in some families
Poor language and communication skills on entry	Poor behaviour of some children
Low levels of literacy on entry- basic reading and writing skills – compared to the National Average	Arriving at school hungry, late and not ready to learn
Lack of targeted support and staff to provide this	Lack of focus and confidence due to poor mental health and wellbeing
Lack of school readiness	Lack of wider experiences our children have access to
Lack of learning materials at home e.g books	Cultural expectations and lack of importance placed on education
Low levels of resilience and stamina in learning tasks	Increased numbers and potentially changing demographic of school

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at Fairfield First School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: Facilitating CPD opportunities for all teaching staff.

1. Professional development: PM targets used to develop quality first teaching across the school and up skill teachers/teaching assistants.
2. Professional Development for staff by attending targeted training courses and INSET.

Targeted academic support

At Fairfield First School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

1. Structured interventions: Continue speech and language interventions for pupils with poor oral language and communication skills.
2. Small group tuition: Use of intervention teacher and TA to target small groups and work closely with class teachers to deliver on going intervention which reduces/limits gaps.

Wider strategies

At Fairfield First School we aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support.

1. Readiness to learn: Continued development of learning behaviours.
2. Providing a wide variety of enrichment experiences for all pupils.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Assistant Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

How will the school measure the impact of Pupil Premium Funding?

- Scholar Pack assessment tools are used by class teachers to measure attainment and progress at regular intervals through the year
- The AHT is responsible for tracking the progress of Pupil Premium children. This information is collated and monitored by SLT.
- Attendance data is collected and monitored by the AHT.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the School Governor's meetings.
- Designated staff member in charge: Alison Paisley (Assistant Head teacher)

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium, a link to the school and college performance tables and the schools' performance table page on the school website.

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2020/2021		
CURRENT PUPIL INFORMATION [2020/21]			
Total number of pupils:	119	Total pupil premium budget:	£7580
Number of pupils eligible for pupil premium:	3% = 4	Amount of pupil premium received per child:	4 x PP at £1320 1 x £2300 for PLA
Money to be allocated to the targets as follows:	Targeted academic support £5000	Quality of teaching £2000	Wider strategies £800

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	1	25%
Girls	3	75%
SEN support	0	0
EHC plan	0	0
EAL	0	0

Assessment data 2018/2019

EYFS						
	Pupils eligible for PP 2/6 pupils	All pupils	National average	Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	100%	83%	71.8%	96%	75%	81%
Reading	100%	92%	76.9%	82%	91%	91%
Writing	100%	87%	73.7%	82%	68%	87%
Number	100%	96%	78.8%	82%	87%	96%

YEAR 1 PHONICS SCREENING CHECK

All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2015-16	2016-17	2017-18
23	0	81.9%	92%	92.6%	78.3%

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	0	74%	64.9%	86%	87.5%	82.6%
% making expected progress in reading	0	77.8%	74.9%	86%	100%	87%
% making expected progress in writing	0	88.9%	69.2%	88%	87.5%	95.7%
% making expected progress in maths	0	77.8%	85.6%	91%	91.7%	91.3%

END OF YEAR 4

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
	2/6 pupils	School average	National average	2015-16	2016-17	2017-18
% making expected progress in reading	100%	92%	NA	83%	95%	100%
% making expected progress in writing	100%	100%	NA	78%	100%	92%
% making expected progress in maths	100%	96%	NA	83%	95%	100%

PRIORITY 1: Quality of teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at Fairfield First School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: Facilitating CPD opportunities for all teaching staff.

1. Professional development: PM targets used to develop quality first teaching across the school and up skill Teaching assistants
2. Professional Development for staff by attending targeted training courses and INSET.

Member of staff responsible: HT & AHT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Professional development: PM targets used to develop quality first teaching across the school and up skill Teaching assistants	CT targets to be set to develop QFT TA targets to be set to up skill, using new guidance from EEF Targets to include opportunities for CPD for all	CTs TAs	October 2020 – PM review date Set new targets to continue TA review Jan 2021 Review	PM meetings CTs & HT PM meetings TAs & AHT EEF guidance on effective use of teaching assistants	All classroom practice to be judged as 'high quality' during monitoring activities across the year.
2. Professional Development for staff by attending targeted training courses and INSET.	Subject leads/teachers/TAs to attend high quality training courses and then disseminate to all staff High quality and relevant INSET to be delivered to all staff using visiting speakers Following a review of data, cohort requirements and staffing a similar approach will be amended and then adopted.	SLs CTS TAs	March 2021	Subject leader courses, when available EEF guidance documents for TAs and Teachers INSET and staff meeting time Data reviews	Staff training attended and being implemented by all, ensuring 'quality' teaching and learning taking place in every classroom.

PRIORITY 2: Targeted academic support

At Fairfield First School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

1. Structured interventions: Continue speech and language interventions for pupils with poor oral language and communication skills.
2. Small group tuition: Use of intervention teacher and TA to target small groups and work closely with class teachers to deliver on going intervention which reduces gaps.

Member of staff responsible: HT, AHT, SENDco

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Structured interventions: Continue speech and language interventions for pupils with poor oral language and communication skills.	<p>Continue to work with SALT team to provide speech and language interventions where needed – whole class or 1:1 sessions. Start with EYFS in autumn term.</p> <p>SALT team to provide CPD for teachers to continue the support</p> <p>Identify and address any S&L needs from early on, using MY Plans (IMPs)</p>	SALT CTs SENDco	<p>Review SALT July 2020</p> <p>Autumn, Spring and Summer 2020-21</p>	<p>SALT</p> <p>My Plan Documents</p> <p>SENDco support</p> <p>INSET/Staff meeting time</p>	Speech and language barriers identified promptly and actions put in place to address these, therefore limiting their impact on future learning.
2. Small group tuition: use of intervention teacher and TA to target small groups and work closely with class teachers to deliver on going intervention which reduces gaps.	<p>Pupils identified and targeted for weekly one to one/ small group interventions. SENDco monitor impact</p> <p>Teachers work closely with intervention teacher, to ensure current needs are being addressed straight away</p> <p>TAs and CTs address needs within and after lessons, where possible, to stop any gaps developing</p>	<p>SENDco</p> <p>Intervention teacher</p> <p>CTs TAs</p>	<p>Review July 2020</p> <p>Review Spring 2021</p>	<p>Intervention teacher and timetable</p> <p>Time for Ts to liaise with intervention teacher regularly</p> <p>T/TAs work closely to address needs on an ongoing basis</p>	Gaps reduced for all children. All children making good progress with good levels of attainment, in all classes.

PRIORITY 3: Wider strategies

At Fairfield First School we aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support.

1. Readiness to learn: Continued development of learning behaviours.

2. Providing a wide variety of enrichment experiences for all pupils.

Member of staff responsible: HT, AHT, Subject Leaders

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Readiness to learn: Continued development of learning behaviours.	Successful learning to be promoted across the school.	AHT/CTs	Review Spring 2021	Staff meeting time to train teachers on SL	Children will demonstrate good learning behaviour in all classes, becoming increasingly independent and resilient.
	Good learner assemblies to continue termly	HT & AHT		Half termly assembly	
	Changes to curriculum to develop this resilience (part of school vision).	ALL		Curriculum development time – staff meetings	
	SEND assistant to refer children for additional help.	SENDco/CTs			
	Early help offer used when needed.	HT			
	Mental health school awareness with Mental Health First Aiders	RO		MHFA training and resources	

<p>2. Providing a wide variety of enrichment experiences for all pupils.</p>	<p>Staff will organise a range of visits (partial payment for PP) and visitors to enrich and enhance curricular provision.</p> <p>forest school programme for all children to continue</p> <p>Gardening club targeted at specific children</p> <p>Fit club targeted at specific children</p>	<p>CTS</p> <p>RO</p> <p>RO/HY</p> <p>JE</p>	<p>Review July 2021</p>	<p>Forest school provision</p> <p>Staff to lead clubs</p> <p>Teachers to organise trips</p>	<p>All children will have access to a wide range of enrichment experiences, both in school and outside of school/</p>
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