

# Fairfield First School 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 First School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	2020
Date on which it will be reviewed	2021/22/23
Statement authorised by	Scott Smith
Pupil premium lead	Alison Paisley
Governor / Trustee lead	Lynn Ball

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,760
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3260

# Part A: Pupil premium strategy plan

## Statement of intent

### 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

## Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching not present in every classroom
2	Poor language and communication skills on entry
3	Low levels of literacy on entry- basic reading and writing skills – compared to the National Average
4	Lack of learning materials at home e.g books
5	Low levels of resilience and stamina in learning tasks
6	Lack of parental engagement in some families

7	Arriving at school hungry, late and not ready to learn
8	Lack of focus and confidence due to poor mental health and wellbeing
9	Increased numbers and potentially changing demographic of school
10	Cultural expectations and lack of importance placed on education

## 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
<p><b><u>Quality of teaching</u></b></p> <p><b>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.</b></p> <p><b>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.</b></p>	<p>Encouraging self-led professional development: Facilitating CPD opportunities for all teaching staff.</p> <ol style="list-style-type: none"> <li>1. Professional development: PM targets used to develop quality first teaching across the school and up skill teachers/teaching assistants.</li> <li>2. Professional Development for staff by attending targeted training courses and INSET.</li> </ol>
<p><b><u>Targeted academic support</u></b></p> <p><b>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.</b></p>	<ol style="list-style-type: none"> <li>1. Structured interventions: Continue speech and language interventions for pupils with poor oral language and communication skills.</li> <li>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.</li> </ol>
<p><b><u>Wider strategies</u></b></p> <p><b>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.</b></p>	<ol style="list-style-type: none"> <li>1. Readiness to learn: Continued development of learning behaviours.</li> <li>2. Providing a wide variety of enrichment experiences for all pupils.</li> <li>3. Provide support for families such as food vouchers during the holidays, trip payments and breakfast.</li> </ol>

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Professional development: PM targets used to develop quality first teaching across the school and up skill Teaching assistants	<p>CT targets to be set to develop QFT</p> <p>TA targets to be set to up skill, using new guidance from EEF</p> <p>Targets to include opportunities for CPD for all</p> <p><b>All classroom practice to be judged as 'high quality' during monitoring activities across the year.</b></p>	1, 2, 3, 8
2. Professional Development for staff by attending targeted training courses and INSET.	<p>Subject leads/teachers/TAs to attend high quality training courses and then disseminate to all staff</p> <p>High quality and relevant INSET to be delivered to all staff using visiting speakers</p> <p>Following a review of data, cohort requirements and staffing a similar approach will be amended and then adopted.</p> <p><b>Staff training attended and being implemented by all, ensuring 'quality' teaching and learning taking place in every classroom</b></p>	1, 2, 3, 8

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>	1, 2, 4, 10

	<p>Identify and address any S&amp;L needs from early on, using MY Plans (IMPs)</p> <p><b>Speech and language barriers identified promptly and actions put in place to address these, therefore limiting their impact on future learning</b></p>	
<p>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>	<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><b>Gaps reduced for all children. All children making good progress with good levels of attainment, in all classes.</b></p>	1,2, 4, 10

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Readiness to learn: Continued development of learning behaviours.</p>	<p>Successful learning to be promoted across the school.</p> <p>Good learner assemblies to continue termly</p> <p>Changes to curriculum to develop this resilience (part of school vision).</p> <p>SEND assistant to refer children for additional help.</p> <p>Early help offer used when needed.</p> <p>Mental health school awareness with Mental Health First Aiders</p> <p><b>Children will demonstrate good learning behaviour in all classes, becoming increasingly independent and resilient.</b></p>	2, 3, 4, 5, 6, 7, 8, 9, 10
<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><b>All children will have access to a wide range of enrichment experiences, both in school and outside of school</b></p>	6, 8, 10

<p>3. Provide support for families such as food vouchers during the holidays, trip payments and breakfast.</p>	<p>Food vouchers provided to families during the school holidays</p> <p>Breakfast bought by school and provided to those children who require it.</p> <p>Laptops bought by school and provided to families with no devices at home.</p> <p>Trips paid for when needed.</p> <p><b>All families are supported and enabled to access the full school offer.</b></p>	<p>4, 7, 8, 9, 10</p>
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**Total budgeted cost: £8800**

## 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.

### Teacher Assessment data 2020/21

EYFS						
	Pupils eligible for PP 2/8 pupils	All pupils	National average	Data from previous 3 years		
				2017-18	2018-19	2019-20
Good level of development (GLD)	100%	93%	N/A this year	81%	100%	N/A
Reading	100%	93%	N/A this year	91%	100%	N/A
Writing	100%	93%	N/A this year	87%	100%	N/A
Number	50%	93%	N/A this year	96%	100%	

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2017-18	2018-19	2019-20
22 82% pass (18/22)	3 100% pass	N/A this year	78.3%	-	N/A

END OF KS1						
	Pupils eligible for PP 3/8 pupils	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2017-18	2018-19	2019-20
% achieving expected standard or above in reading, writing and maths	100%	83%	N/A this year	82.6%	-	N/A
% making expected progress in reading	100%	79%	N/A this year	87%	-	N/A
% making expected progress in writing	100%	75%	N/A this year	95.7%	-	N/A
% making expected progress in maths	100%	83%	N/A this year	91.3%	-	N/A

END OF YEAR 4						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2017-18	2018-19	2019-20
% making expected progress in reading	0	71%	NA	100%	100%	N/A
% making expected progress in writing	0	71%	NA	92%	100%	N/A
% making expected progress in maths	0	71%	NA	100%	100%	N/A

## 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*

<b>Programme</b>	<b>Provider</b>
Power of 2 = 1:1 coaching system for maths success	123Learning
Toe by Toe = Highly structured multi-sensory reading manuals	Toe by Toe

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	3	37.5%
Girls	5	62.5%
SEN support	2	25%
EHC plan	0	0
EAL	0	0