

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Fairlands Primary School |
| Number of pupils in school | 681 |
| Proportion (%) of pupil premium eligible pupils | 218 (32%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | 1 September 2023 |
| Date on which it will be reviewed | 1 September 2024 |
| Statement authorised by | Robert Staples, Headteacher |
| Pupil premium leads | Julie Jeffries, Assistant Headteacher & SENDCo |
| Governor / Trustee lead | Coleen Houlihan, Co-opted Governor |

Funding overview

| Detail | Amount |
|---|-------------------|
| Pupil premium funding allocation this academic year | £316,028 |
| Early Years Pupil Premium | £6,000 (estimate) |
| Recovery premium | £31,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0,000 |
| Total budgeted income for this academic year | £353,493 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | n/a |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by pupils experiencing other vulnerabilities, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A commitment to 'great teaching' and 'great learning' for all is at the heart of our approach at Fairlands, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The correlation between special educational needs and disadvantage within our school context, including speech & language difficulties & delay |
| 2 | The impact of complex social, emotional, and mental health needs on the attainment of our disadvantaged pupils |
| 3 | Low parental engagement and aspiration for our disadvantaged pupils |
| 4 | The attendance of our disadvantaged pupils |
| 5 | The ongoing legacy impact of the pandemic on attainment of disadvantaged pupils |

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 |
|---|--|
| To accelerate the progress and attainment of disadvantaged pupils with SEND | Increased proportions of disadvantaged children with SEND making and exceeding expected progress |
| To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school. | PPG case studies and longitudinal studies demonstrate impact of key interventions. |
| Attendance of disadvantaged pupils will improve across the school | Absence rates of disadvantaged pupils will reduce by 0.5% from September 2023 to September 2026. |

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: £50,574 pupil premium + £3,000 recovery premium

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Leadership of standards and pupil premium – 1 day per week for each DHT/AHT | High-performing primary schools, regardless of socio-economic context, have highly developed evidence of: <ul style="list-style-type: none"> strong & visionary school leadership shared sense of purpose engaging parents and carers high quality teaching | 1,2,3,4,5 |
| Continued professional development for teachers and support staff | <u>School cultures and practices: supporting the attainment of disadvantaged pupils - A qualitative comparison of London and non-London schools Research Report</u> DfE, May 2018 | |

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

Budgeted cost: £292,791 pupil premium + £28,008 recovery premium

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Speech, language & communication assistant & therapist - Provision of targeted support for children in Reception & KS1 with speech & language difficulties.</p> | <p>Speech, language and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p> | 1 |
| <p>Additional tuition for KS2 Provision of targeted 1-1 support during school and additional after school tuition opportunities for children in Upper KS2.</p> | <p>1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Providing training to the staff that deliver small group intervention is likely to increase impact.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> | 2,5 |
| <p>Executive Assistant</p> <ul style="list-style-type: none"> 7.5 hours per week <p>Provide professional and administrative support to DHTs in relation to disadvantaged pupils with SEN and inclusion needs, including:</p> <ul style="list-style-type: none"> Education, Health & Care Plan applications Health care plans 'Team around the Family' meetings Single service requests | <p>Recommendations are made that SEND pupils make greatest progress when schools:</p> <ul style="list-style-type: none"> create a positive and supportive environment for all pupils without exception build an ongoing, holistic understanding of pupils and their needs understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. <p><u>Special Educational Needs in Mainstream Schools, Guidance Report EEF March 2020</u></p> | 1,2,3,4 |
| <p>School family worker - Parent support worker who provides a wide range of support to vulnerable families; improving standards of behaviour, attendance and parental engagement.</p> | <p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><u>Parental engagement toolkit, EEF 2020</u></p> | 2,3 |

| | | |
|--|--|------------|
| <p>Counselling service - Provision of therapeutic counselling services two mornings a week for identified children.</p> | <p>Specialised therapeutic intervention targeted at children with emotional, behavioural or learning difficulties</p> <p><u>Improving social and emotional learning in primary schools</u>, EEF 2020</p> | <p>2</p> |
| <p>The Brilliant Club – Scholars Programme Provides pupils with an experience of university-style learning through seven tutorials and two trips to highly-selective universities, supported by a PhD tutor.</p> | <p>Provide stretch and challenge before Key Stage 2 SATs or support transition to secondary school</p> <p>Develop key university readiness skills, including critical thinking and meta-cognition.</p> <p>Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019)</p> <p>Robust impact reports showcasing progress towards national education targets</p> <p>Cited as an effective use of Pupil Premium by Ofsted</p> | <p>3</p> |
| <p>Targeted teaching assistant support & training</p> <ul style="list-style-type: none"> • to deliver high quality one-to-one and small group support using structured interventions • to deliver inclusion support provision of targeted support to meet social, emotional and mental health need • to deliver phonics based interventions – enabling teacher-led and teaching assistant-led targeted small groups | <p>252 hours of TA time = 14 hours per class per week Y1-Y6</p> <p>This use of teaching assistants shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p><u>Guidance on use of teaching assistants</u> EEF, 2021</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><u>Improving social and emotional learning in primary schools</u>, EEF 2020</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>2,5</p> |

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

Budgeted cost: £13,311 pupil premium + £1,500 recovery premium

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance Improvement</p> <ul style="list-style-type: none"> • 1 day per week <p>Additional professional and administrative support in relation to attendance of disadvantaged pupils</p> | <p><u>Improving School Attendance</u> DfE 2021 advises that significantly reduced levels of absence and persistent absence can be achieved with investment in:</p> <ul style="list-style-type: none"> • leadership and management • relationships and communication • systems and data • intervention | 4 |
| <p>Fruit for schools - Provision of free fruit snack to every PPG child across EYFS – KS2; school subsidises this to ensure all children are included.</p> | <p>Performance is most clearly affected [by poor diet] when tasks are more mentally demanding, when they involve working memory (storing and manipulating information in the short term), and in the case of children who are poorly nourished in general.</p> <p><u>Diet makes a difference to learning</u> Centre for educational neuroscience, UCL 2012</p> | 2,4 |
| <p>National School Breakfast Programme</p> <p>Provision of breakfast for all children EYFS-KS2</p> | | |
| <p>Games Library</p> <p>Initiative to improve home learning opportunities</p> | Purchase of additional resources to support home learning | 2 |

Total budgeted expenditure: £389,184

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, including the implementation of a high quality remote learning offer. During periods of lockdown, we prioritised the most vulnerable children to receive on-site provision, although there was variable engagement from our most disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

| CHOSEN APPROACH | EVALUATED IMPACT | LESSONS LEARNED | IMPACT RAG |
|--|--|-----------------|------------|
| Teaching (for example, CPD, recruitment and retention) | | | |
| Leadership of standards and pupil premium – 1 day per week for each DHT/AHT | Case studies evidence high impact of: <ul style="list-style-type: none"> maintaining high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal detailed tracking of achievement of disadvantaged pupils, including through pupil progress meetings reviewing provision and intervention to accelerate attainment & progress securing targeted and specialist support for disadvantaged pupils with complex vulnerabilities e.g. attendance; child protection; family support overseeing initiatives which have an impact on outcomes for disadvantaged pupils reporting to local governing body on outcomes for disadvantaged pupils | Maintain | |

| | | | |
|--|---|----------|--|
| Continued professional development for teachers | Targeted training to develop great teaching, with a focus on closing gap for disadvantaged. | Maintain | |
| Targeted academic support (for example, tutoring, one-to-one support structured interventions) | | | |
| Speech, language & communication assistant & therapist - Provision of targeted support for children in Reception & KS1 with speech & language difficulties. | Wellcome screening analysis evidences impact of provision for children in Reception & KS1 with speech & language difficulties. | Maintain | |
| Booster groups for KS2 - Provision of targeted 1-1 support for children in Upper KS2. | Individual case studies demonstrate improved attainment. <ul style="list-style-type: none"> • 0.5 x teacher to provide targeted 1:1 support and tuition during the school day • 3 x teachers delivering after school tuition opportunities for children • 5 x teachers delivering Year 1 Phonics groups • Year 2&3 tuition • Year 6 booster groups | Maintain | |
| Executive Assistant <ul style="list-style-type: none"> • 7.5 hours per week • Provide professional and administrative support to DHTs in relation to disadvantaged pupils with SEN and inclusion needs, including: <ul style="list-style-type: none"> • Education, Health & Care Plan applications • Health care plans • 'Team around the Family' meetings • Single service requests | Case studies evidence impact, including development of: <ul style="list-style-type: none"> • Education, Health & Care Plan (EHCP) applications • single service requests • medical needs plans | Maintain | |
| Counselling service - Provision of therapeutic counselling services | Case studies evidence impact of provision of therapeutic counselling services | Maintain | |

| | | | |
|--|---|----------|--|
| two mornings a week for identified children. | | | |
| <p>The Brilliant Club – Scholars Programme Provides pupils with an experience of university-style learning through seven tutorials and two trips to highly-selective universities, supported by a PhD tutor.</p> | <p>Case studies evidence impact of:</p> <ul style="list-style-type: none"> • delivery of planned interventions to support disadvantaged pupils • pupil voice reflects impact on individual aspirations | Maintain | |
| <p>Targeted teaching assistant support & training</p> <ul style="list-style-type: none"> • to deliver high quality one-to-one and small group support using structured interventions • to deliver inclusion support provision of targeted support to meet social, emotional and mental health need • to deliver phonics based interventions – enabling teacher-led and teaching assistant-led targeted small groups | <p>252 hours of TA time = 14 hours per class per week Y1-Y6</p> <p>Case studies evidence impact of:</p> <ul style="list-style-type: none"> • delivery of planned interventions to support disadvantaged pupils • pre and post assessment activities to support quality first teaching • strengthening communication between teaching assistant and class teacher • Impact of support on social, emotional and mental health needs • delivery of planned interventions to support disadvantaged pupils • There is an ongoing need to maintain high quality phonics provision to address gaps created by pandemic | | |
| <p>Inclusion support – provision of targeted support to meet social, emotional and mental health need</p> | <p>Case studies evidence provision of targeted support to meet a wide range of social, emotional, and mental health needs.</p> | Maintain | |

| | | | |
|--|---|--------------------|--|
| School family worker - Parent support worker who provides a wide range of support to vulnerable families; improving standards of behaviour, attendance and parental engagement. | Case studies evidence a wide range of support to vulnerable families; maintaining standards of behaviour, attendance and parental engagement and preventing poor outcomes through early intervention | Maintain | |
| Games Library - initiative to improve home learning opportunities | Case studies demonstrate impact on access to quality learning resources for families at risk of economic exclusion | Maintain | |
| Wider strategies (for example, related to attendance, behaviour, wellbeing) | | | |
| Attendance Improvement Additional professional and administrative support in relation to attendance of disadvantaged pupils | Case studies evidence impact of: <ul style="list-style-type: none"> • Rigorous monitoring of attendance through intensive liaison with parents & carers, especially of disadvantage pupils • There is an ongoing need to maintain rigorous monitoring of attendance | Maintain | |
| Fruit for schools provision of free fruit snack to every PPG child across EYFS – KS2 | Individual case studies can demonstrate impact on concentration, and hence outcomes. | Maintain | |
| National School Breakfast Programme Provision of breakfast for all children EYFS- KS2 | Good impact of improving children's access to quality learning resources Need to develop this further to include access to reading & phonics resources next year – Lending Library | Maintain & enhance | |

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 |
|--------------------|--------------------|
| Scholars Programme | The Brilliant Club |