# Pupil premium strategy statement – Fairburn Community Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 88 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | E Cornhill |
| Pupil premium lead | E Cornhill |
| Governor  | E Mohanns |

## Funding overview

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| **Detail- (2022-23)** | **Amount** |
| Pupil premium funding allocation this academic year | £ 21,055 |
| Recovery premium funding allocation this academic year | £ 2,530 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £23,585 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **What are our ultimate objectives for our disadvantaged pupils?**Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve well in across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to the best of their ability including children who already achieve highly.We will also consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers. The plan will cater for them as well whether they are disadvantaged or not.From the wealth of evidence around including the EEF reports, we know that high-quality teaching is key to ensuring that all children make clear, sustained progress. Our school invests a considerable amount of time and resources on ensuring that all staff receive the best standard of CPD so that all of our children will receive the highest standard of education possible. 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 strategy complements wider school plans for education recovery following the COVID-19 pandemic. Pupils who remain behind their peers despite our efforts to maintain educational achievement during our provision during the pandemic, will receive targeted support to address this. Given the size of the school, and in line with our overall approach to teaching all of our pupils, we will be addressing individual needs so that everyone achieves highly. Pupil premium objectives* To close any attainment gap between disadvantaged and non-disadvantaged pupils
* To ensure disadvantaged pupils at Fairburn Community Primary School achieve or exceed nationally expected rates of progress for disadvantaged pupils
* To support our pupils’ physical and mental health to ensure they are ready to learn and achieving their full potential
* To ensure any barriers to pupils being able to engage in learning are overcome
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. As there are so few pupils, this may only apply to one child in our school.

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| Challenge number | Detail of challenge  |
| 1 | Closing the attainment gap in reading: a small number of children are working below the age related expectation in reading |
| 2 | Closing the attainment gap in writing: two children are working below the age related expectation in writing |
| 3 | Closing the attainment gap in maths: two children are working below the age related expectation in maths |
| 4 | Emotional well-being and specific behaviour issues |
| 5 | Physical well being |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (2022- 2025) and how we will measure whether they have been achieved.

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| Intended outcome (2024/25) | Success criteria |
| The attainment gap in reading has closedDisadvantaged pupils develop high levels of phonic knowledge, language capacity, fluency and reading for pleasure | Pupil reading and vocabulary deficits highlighted as early as possible. Interventions put in place in reception (or the year group the child has entered) to ensure pupils keep up to Little Wandle Phonics Scheme* Half termly tracking evidences the success of this approach

In KS2, any pupil not in line with their peers or who has reading fluency issues, undergoes the KS2 reading Comprehension programme and reads daily.Pupils are exposed to high quality texts as they move through school, in English lessons and independent reading* Pupils share a love of reading through school.

Lessons and classroom environment have a vocabulary focus* Pupils are clear about the technical vocabulary linked to different curriculum areas. Pupil interviews show pupils have a good understanding of vocabulary they have been taught.

Outcome – at least 75% of pp children are working at ARE in reading across school |
| The attainment gap in writing has closedDisadvantaged pupils develop high levels of vocabulary, spelling, handwriting and composition competence | Pupils access quality first teaching in writing, driven by powerful texts and drama following the Talk4writing approach.* Triangulation of work scrutiny, observation and data analysis shows the impact of this approach
* Evaluation and impact meetings show pupil data is moving towards ARE or GD (as appropriate for child)

Lessons are driven by dialogic talk, with pupils developing their thought processes and spoken language before writing* EEF evidence shows the impact of dialogic talk approaches. Pupil interviews and lesson observations show that pupils are engaged in dialogic talk sessions.

Outcome – at least 75% of pp children are working at ARE in writing across school |
| The attainment gap in maths has closed | Pupils access quality first teaching and intervention in maths supported by the Number Fun approach* Data at evaluation and impact meetings each term shows pupils are making progress towards ARE or GD in maths (as appropriate for the child)

Pupils see themselves as mathematicians, having a positive approach to maths* Pupil interviews show pupils have a positive self perception

Outcome – at least 75% of pp children are working at ARE in maths across school |
| Pupils well-being and mental health is prioritised | All children have access to the Thrive Programme and it is supported by staff across the school.* Thrive tracking assessments and documents show progress being made against targets.

Children who also have SEND as well as PP have appropriate support from the school SENCO* Evidence from SEND pupil passport shows pupil making progress against agreed targets

•A significant increase in participation in enrichment activities, particularly among disadvantaged pupils  |
| Attendance continues to remain the same level as non-disadvantage pupils | * Attendance reports will show improvement
* Underlying issues for persistent absence are being addressed
* Any issues addressed straightaway.
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## Activity in this academic year: 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

In developing our approach, we have used this document https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium to help to identify best practice and impact.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. | 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1,2 |
| Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially for new staff.This will include teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD based on NCETM and Number Fun approach | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 3£1,750 train new staff to deliver high quality maths teaching across school. |
| Continue to provide comprehensive social and emotional (SEL) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and emotional learning PDF | 5, 6 |

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

Budgeted cost: £17.600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Little Wandle Catch up 7+) | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1,2 |
| Additional teaching sessions for pupils who are working below ARE for Maths with a specialist maths consultant | See maths EEF report | 3Included in the amount below.  |
| Additional targeted support in class/small groups to enable all pupils to remain in line with their peers and to support those needing additional input. | MITRE- Impact of Teaching Assistants- research by Rob webster | 1,2,3,4,5,6£17,600 |
| Additional reading sessions using Comprehension Express delivered to all Y4/5/6 pupils | EEF report- Reading Comprehension strategies. Very high impact (up to 6 months) for very low cost. The Reading intervention is based on research. | 1,2See above- included in this amount |

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

Budgeted cost: £1,705.64

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support for pupils who cannot access school trips/ milk/ after school clubs |  | 5,6£1,705.64 |
| Staff to attend training about best practice attendance strategies. | Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. | 1,2,3,4,5,6, |
| Thrive Programme: Whole school approach to Thrive to continue to support all children’s mental health & wellbeing. | See Thrive Approach - https://www.thriveapproach.com/ | 5,6 |
| A contingency fund for emergencies | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1,2,3,4,5,6 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.We strongly discourage comparing your school’s 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. KS2 Attainment: 1 PP pupilReading GD- 100% (1PP included) 22% higher; Maths GD- 67% (1 PP child not achieved) Writing GD- 78% (1 PP not achieved)KS1 Assessments:2 PP pupilsBoth pupils remain working towards EXP.Phonics Check: 0 PP pupilsFeedback and triangulation meetings show that all PP pupils made progress. Attendance: National Average: 93% Fairburn: 94% No PP pupil was below 90%. The lowest was 93% and the highest was 97%. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Letters and Sounds Revised | Little Wandle |
| White Rose Maths | White Rose  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| The funding for our 1 pupil was spent on catch up support. |
| **The impact of that spending on service pupil premium eligible pupils** |
| The catch up support helped the pupil to make good progress and improve their confidence. They were not behind their peers academically.  |

# Further information (optional)

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| *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.* |