

Fair Field Pupil Premium Strategy Statement 2021 - 2022

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	Fair Field Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	31 st October 2021
Date on which it will be reviewed	10 th September 2022
Statement authorised by	
Pupil premium lead	Lana Gillam
Governor / Trustee lead	Jane Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51 860
Recovery premium funding allocation this academic year	£ 5 800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£58 188

Part A: Pupil premium strategy plan

Statement of intent

Our key principles are to provide a broad and balanced curriculum for our pupils whilst striving for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 student in receipt of the Pupil Premium Grant. 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 accordingly based on up to date research.

Challenges

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

Challenge number	Detail of challenge
1	Children often come into school with lower Reading than peers.
2	Children often come into school with lower Writing than peers.
3	Children often come into school with lower Maths than peers.
4	Some children are vulnerable and require high levels of pastoral support in order to be ready to learn and participate fully in school life.
5	Poor attendance, home circumstances, SEND needs as well as economic factors present significant obstacles for a small minority of children.

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
1. Narrow the gap in Reading	Gap reduced by 10%
2. Narrow the gap in Maths	Gap reduced by 10%
3. Narrow the gap in Writing	Gap reduced by 10%
4. Provide pastoral support and or outside agency support at an individual level.	Children and families have access to additional support depending on need. e.g. Speech and Language, Educational Psychologist, family support worker, play therapy, nursing services and church food parcels.
5. Ensure all children have access to the wider school opportunities.	Subsidised trips and support with attending lunch / after school clubs.

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

Budgeted cost: £24 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching phonics as catch up to close the gap.	EFF: 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. PPG children will be daily readers; this will support and develop reading, which integrates both decoding and comprehension skills as well as application of phonics. Additional phonics small group interventions will be put in place support the children. Support Staff have been training to deliver phonics lessons and will support those children from their starting points.	1 and 2
Develop pupils' speaking and listening skills and wider understanding of language.	The EEF Improving Literacy in KS2- Evidence consistently shows the positive impact that targeted academic support can have, including on those that are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide academic support including how to link structured one to one or small group interventions to classroom	1,2,3,4

	<p>teaching, is likely to be a key component of an effective Pupil Premium Strategy.</p> <p>Strategies to be shared with class teachers and support staff to ensure implementation in class based on speaking and listening to support writing development. Eg: Pre-teaching, speaking and listening based tasks, modelling, articulation of ideas prior to writing, activities based on extending vocab,</p>	
Teaching reading and comprehension	EEF – Evidence is strong to support the teaching of reading and comprehension in KS2 through modelling and supported practice. Teaching specific strategies; predication, questioning, clarifying and summarising.	1,2,3,4
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1,2,3

Targeted academic support

Budgeted cost: £ 18 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions provided by Support Teacher / Teaching Assistant in small groups	<p>EEF: ‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.’</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p>	1, 2 and 3

Wider strategies

Budgeted cost: £ 10 058

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1,2,3,and 4
Emotional literacy, social and emotional support	EEF: The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL	4

	<p>interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. Whole school revised PSHE linked to Jigsaw Scheme of work to be used across the school, weekly. Children have opportunities to reflect on behaviours, either individually or as a class in role play setting, talk it over with key adults. Educational Psychologist, family support worker, play therapy, nursing services, outside agency support and church food parcels.</p>	
Arts Participation	<p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently noted. Fair Field will take part in the Arts Mark.</p>	5
Working with parents to support the whole family.	<p>EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parents sessions will be set up based around the school development plan as well as wider interests.</p>	4 & 5

Total budgeted cost: £ 58 188

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.

The academic outcomes were to narrow the gap in English and Maths. With the continued National Lockdown this proved extremely challenging.

Mental health and well-being was and is still a focus. Some children have had exposure to trauma, experienced anxiety and or a decrease in emotional wellbeing due to the effects of Lockdown. Increase in social services engagement during lockdown was noted. 'Heads Up Kids' programme to be used across the school to support children's well-being with direct links to lockdown as well as an overall increase in PSHE lessons. The well-being and transition support provided a foundation to enable the children to return to school successfully. Nurture groups for some children were set up or 1:1 support was provided. Children continue to access play therapy and the family support worker was able to support vulnerable parents and their families. The Church continued to support vulnerable families regarding weekly food parcels. We were also supported by an additional charity who provided weekly food bags for some families.

Progress and attainment in English and Maths for PPG children still continues to show an overall gap. Bounce Back groups were implemented during the Summer term to support children, tailored to meet the needs of the individual child. Many PPG children were invited to attend these sessions. At the end of Year 6, 72% of PPG achieved the expected standard in Reading and Maths, as for writing only 27% of PPG obtained the expected standard grade.