

Fair Field Junior School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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
Fair Field Junior School	October 2023
Number of pupils in school	227
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	14 December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Alice Aharon
Pupil premium lead	Sarah Usher/Arabella Mooney
Governor / Trustee lead	Jane Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,985
Recovery premium funding allocation this academic year	£ 8,555
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	£79,540

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide a broad and balanced curriculum for our pupils whilst striving for the children to reach their full academic potential. We have high expectations and are responsive to the needs of our pupils and their families to help them experience a sense of achievement.

We think creatively and responsibly, our support is personalised to maximise the social and educational development of the children who qualify for funding, 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
- Providing wider extra-curricular activities
- 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.

At Fair Field Junior School, we value the rich diversity of backgrounds and experiences which our children bring and seek to eliminate achievement gaps that might arise from any form of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<u>Academic attainment</u> Assessments and teacher observations show our disadvantaged pupils are academically behind their peers and require additional support to accelerate their progress in reading, writing and maths.
2	<u>Emotional self-regulation</u> Social, emotional and mental health needs are a significant barrier for many of our disadvantaged pupils. Our observations show many children lack the ability to cope with their emotions and find it difficult to self-regulate.
3	<u>Attendance</u> Current data shows attendance for disadvantaged pupils to be 4% lower than for non-disadvantaged pupils.
4	<u>Parental / Family Engagement</u> Improve parental / family engagement further so that children and families are able to take enhanced roles in school life. Families' financial constraints
5	<u>Financial constraints for families</u> To ensure that all children are able to be fully involved with a wide range of activities and they are able to make good progress social as well as academically.

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 - Gap reduced between disadvantaged and non-disadvantaged pupils. Good progress from starting points, in reading, writing and maths.	Early interventions addressing gaps, children have access to high level of Quality First teaching, parental engagement is high
2 - All pupils to be able to identify and communicate how they are feeling and how they can self-regulate.	Pupils show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
3 – Improved attendance of disadvantaged pupils	Disadvantaged groups' attendance is in line with the rest of children. Intervention for attendance is rapid and support is accessed where required, resulting in sustained improvement.
4 - Improve parental engagement further so that children and families are able to take enhanced role in school life	Increased partnership between PPG families and school. PPG families are confident to approach school when they require support and/or are open to the enhanced partnership that is on offer. Strong partnership and support from home is impactful on children's learning, therefore pupils are more engaged in learning and school life.
5 - All pupils to have access to extra-curricular activities and learning experiences to support their academic learning.	A broad enrichment curriculum, which goes beyond the school curriculum is in place. Children become more open-minded and have a broader range of experiences to draw from when making sense of the curriculum and the wider world. This enables them to be more successful when accessing the curriculum leading to assessments in line with age related expectations across all curriculum subjects. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 3580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics scheme and implementations: Little Wandle. Training for new staff across the school.	EEF suggest using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months.	1
Whole staff training on therapeutic thinking and supporting children with additional needs	EEF suggests that behaviour support can increase academic progress by +4 months.	1, 2, 3
Drawing and Talking training for staff.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (Children and Young People's Mental Health Coalition)	1, 2, 3, 5
Using adults to model and extend language and conversation and developing social skills		1, 2
Teaching staff to support and scaffold learning and provide effective feedback	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Feedback +7 months (primary) – can be verbal or written but oral feedback involving metacognitive and selfregulatory approaches may have greater impact on disadvantaged and lower attaining pupils.	1
Writing Develop staff questioning skills to support comprehension. Teacher training and Teaching assistant. Strategies to be used in class and during small group comprehension support.	EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. + 6 months	1
Parental engagement	Training held on Online Safety for children, maths workshop and reading workshop. Weekly newsletters from the HT. Communication from school office and class teachers. Termly SEND Review meetings	4

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

Budgeted cost: £ 27 005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics small group catch up: Use of Little Wandle rapid catch up programme.	EEF suggest using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months. As well as small group intervention, tuition results in around +4 months.	1
National Tutoring program interventions	School-led tutoring Employment of HLTA & teacher to assess and deliver the support. CPD needed for support staff carrying out intervention Education Endowment Foundation Toolkit (EEF, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.' 'Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.' In line with the School Improvement Plan, PPG pupils will have opportunities to access extra-curricular opportunities By providing maths, reading and writing catch-up interventions for identified children in the afternoons, we expect to close the gaps in core subjects.	1, 5
Priority reading for all PPG children	Children might not get the opportunity to read daily with an adult at home. Use of TA's to support this to ensure they are reading daily at school.	1
Feedback form teachers : Priority marker / Feedback	All PPG children will be priority markers twice a week and will also have an adult to support 'Next Steps'. Both verbal and written feedback can improve by around 7 months.	1 & 2
Teacher and Teaching Assistant support for mentoring, targeted academic support and well-being: EG: Social skills groups, catch up, 1:1 support, transition support, line of sight and pre teaching.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF , + 4 months.	1, 2, 3 & 4
Increase support of INCo in the management of the delivery of strategy for PPG	INCo remains non-class based and is able to take more time to lead/ monitor/ evaluate the success of PPG children.	1, 2, 3, 4 & 5

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

Budgeted cost: £ 49 861

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support with Social and Emotional. E.g.: social skills groups, play therapy and emotional literacy. Use of Jigsaw for PSHE, online support and resources.	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) Around +4 months.	1, 2, 3, 4, & 5
Curriculum enhancements	All pupils who are PP will be offered the opportunity to attend trips with supported financial assistance.	2, 4 & 5
Parent support E.g.: family support worker, counselling, Senior Leadership team, outside agency referrals, signposting.	Schools involving parents in supporting their children's academic learning. It includes: approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Around +4 months	2, 3, 4 & 5
Wider curriculum experiences, uniform, snacks, and trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils. Being able to have access to correct uniform fosters pupils' sense of belonging to the school community.	2, 4 & 5
Access to breakfast club and after school club	Families may need support for a wide range of reasons E.g. Supporting parents back into work, providing food and a calm start to the day for children where home may not be not as calm.	2, 3, 4 & 5
Inclusion Leader time	EEF states that teaching interventions can have an impact of 4+ months. The Inclusion leader is fundamental in ensuring that the interventions are informed and focused. Ensuring that all children eligible for PPG grant are identified.	1,2,3,4, & 5

Total budgeted cost: £ 77 781

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Narrow the gap in Reading, Writing and Maths

End of Year 6 data shows across Writing(11%), Reading(9%) and Maths there is still a gap between PPG and Non PPG achieving expected levels or above. Several facts can be attributed to this; SEND needs, New to English, attendance as well as the continued efforts to close the gap due to COVID. Some children have had access to holiday camps over the year to support English, Maths and SEMH needs. Children in Year 5 have had access to small group sessions for a period of 8 weeks, supporting Maths and English. This resulted in a reduction in the gap for PPG children's writing . Some children had 1:1 sessions for 6 weeks during the summer term, again to support closing the gaps in English and Maths.

Taken from the Primary Assessment Profile: 2023 data shows, at the end of Year 6 , 73.3% of disadvantaged (PPG) children were 'Working At or Above' in Reading, Writing and Maths. This result is excellent when compared to only 36.3% in Hertfordshire PPG or 44% nationally. The same document also shows 10.5% of the 2023 disadvantaged pupils were working at a higher standard in reading, writing and maths, compared to 2.6% in Hertfordshire and 3.2% nationally.

The data for the Assessment in Grammar, Punctuation and Spelling Standard (SPAG) showed 89.5% of the 2023 disadvantaged pupils were working at or above compared to 55.3% in Hertfordshire PPG and 58.9% nationally.

2. Provide pastoral support and or outside agency support at an individual level. Children and families are referred to additional support depending on need. e.g. Speech and Language, Educational Psychologist, family support worker, play therapy, nursing services and church food parcels.

This proved to be extremely successful, many of our families continued to receive food parcels as well as top up food from a local charity. We continue to make referrals and sign post families to outside agency support. In house pastoral support is provided for children ranging from their Class Teaching Assistant to SLT and beyond.

3. Ensure all children have access to the wider school opportunities. Subsidised trips and support with attending lunch / after school clubs.

Many families were financially supported for payments for swimming, trips (including residential trips), school uniforms, PE kit, breakfast and after school

clubs. No children were excluded due to lack of funding. Children had opportunities to take part in local sporting event and environmental outreach.

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
Children in receipt of Pupil Premium received+	

Service pupil premium funding (optional) N/A

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

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

Further information (optional)

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.