

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 2024
Number of pupils in school	220
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	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Alice Aharon
Pupil premium lead	Finella Parmar
Governor / Trustee lead	Jane Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,340
Recovery premium funding allocation this academic year	£0
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	£64,340

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 an 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: £ 32,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Using adults to model and extend language and conversation and developing social skills	The EEF emphasises that TAs can significantly support disadvantaged pupils through well-structured and targeted interventions. Their impact is greatest when delivering small-group or 1:1 sessions aligned with classroom teaching and supported by high-quality training. Monitoring and integrating these interventions into broader teaching practices are crucial for success.	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 self regulatory approaches may have greater impact on disadvantaged and lower attaining pupils.	1
Writing Develop staff skills of teaching sentence structures to support writing. Teacher and teaching assistant training. Strategies to be used in class and during small group intervention.	Alan Peat sentences enhance children's writing by encouraging variety, improving vocabulary, and providing clear tools for creating engaging sentences. Techniques like "BOYS" and "2A sentences" boost creativity and confidence while developing editing skills. Noticeable improvements often appear within 6-8 weeks, with significant progress in writing quality seen in 3-6 months when consistently practiced.	1
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
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
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

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

Budgeted cost: £ 13,446

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
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 from 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

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

Budgeted cost: £ 18,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Drawing and Talking programme for our disadvantaged children	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
Curriculum enhancements	All pupils who are PPG will be offered the opportunity to attend trips with supported financial assistance.	2, 4 & 5
Parent support E.g.: family support worker, counselling,	Schools involving parents in supporting their children's academic learning. It includes: approaches to encourage parents to support their	2, 3, 4 & 5

Senior Leadership team, outside agency referrals, signposting.	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	
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

Total budgeted cost: £64,340

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 2023 to 2024 academic year.

1. Gap reduced between disadvantaged and non-disadvantaged pupils. Good progress from starting points, in reading, writing and maths.

In Maths across the school:

- 2.4% of PPG children are working at Pre-Key Stage, compared to 0% of non-PPG. This shows a slight gap, with disadvantaged children lagging in foundational skills.
- 9.5% of PPG children are below expected, compared to 3.2% of non-PPG. This indicates a significant performance gap at this lower end.
- 21.4% of PPG children are in this working towards expectations versus 8.1% of non-PPG children. The gap here also suggests PPG children are disproportionately represented in the "working towards" category.
- 54.8% of PPG children meet the expected standard, close to the 49.7% of non-PPG children. The gap here is relatively small, showing good parity at this level.
- The most striking disparity is in the percentage achieving greater depth, with only 11.9% of PPG children compared to 38.9% of non-PPG children. This suggests significant room for improvement in supporting PPG children to achieve the highest standards.

In Reading across the school:

- 7.1% of PPG at working at Pre-Key Stage, compared to only 0.5% of non-PPG children. This is a significant gap, suggesting a larger proportion of PP children start at the very lowest attainment level in reading.
- 11.9% of PPG children are below expected level, compared to 2.7% of non-PPG children. A marked gap at this level indicates PP children are overrepresented in the "below expected" group, highlighting a need for targeted intervention.
- 9.5% of PPG children are working towards expected level, compared to 15.1% of non-PPG children. The proportion of PPG children in this category is smaller than that of non-PPG children, which shows that the PPG children are progressing faster and benefiting from the targeted support.
- 50% of PPG children are working at expected level, compared to 40.5% of non-PPG children. PPG children are performing slightly better than non-PPG children at the expected level. This shows that intervention has been effective and strong progress has been made from starting points for many disadvantaged pupils.
- 21.4% of PPG children are working at greater depth, compared to 41.1% of non-PPG children. There is a substantial gap at the higher end, with non-PPG children twice as likely to achieve greater depth in reading compared to PP children. This points to a disparity in extending high-potential learners among disadvantaged groups.

In Writing across the school:

- 9.5% of PPG children are working at Pre-Key Stage level, compared to only 0.5% of non-PPG children. A significant gap exists here, indicating a larger proportion of PPG children lack foundational writing skills compared to non-PPG children.
- 2.4% of PPG children are working below expected level, compared to 1.6% of non-PPG children. A small gap exists here, but the percentage of PPG children in this category is relatively low, suggesting effective support for moving most children beyond this level.
- 28.6% of PPG children are working towards, compared to 18.4% of non-PPG children. A larger percentage of PPG children are in this category, indicating that while some are progressing, a significant number still require additional support to reach the expected standard.
- 54.8% of PPG children are working at expected level, compared to 60% of non-PPG children. The gap here is smaller, suggesting progress is being made in bringing many PPG children to the expected level, although non-PPG children still outperform PPG peers.
- 4.8% of PPG children are working at greater depth, compared to 19.5% of non-PPG children. There is a substantial gap at the higher end, with non-PPG children far more likely to achieve greater depth. This points to a need for more focused efforts on challenging and supporting high-achieving PPG pupils.

Taken from the Primary Assessment Profile: 2024 data shows, at the end of Year 6 , 61.5% of the 2024 disadvantaged pupils were working at or above the reading, writing and maths standard. This result is excellent when compared to only 46% in Hertsmere, 40.2% in Hertfordshire and 45.4% nationally of disadvantaged pupils were working at or above the reading, writing and maths standard. This tell us that we are not effectively supporting our disadvantaged pupils to achieve at the higher standard across reading, writing, and maths, suggesting more targeted support needs to be provided for high-potential disadvantaged pupils.

The same document also shows 0.0% of the 2024 disadvantaged pupils were working at a higher standard in reading, writing and maths, compared to 3.3% in Hertsmere, 2.5% in Hertfordshire and 3.1% nationally.

2. All pupils to be able to identify and communicate how they are feeling and how they can self-regulate.

Fair Field Junior School adopts a comprehensive approach to fostering emotional literacy and self-regulation through Drawing and Talking sessions led by trained staff, access to a school counsellor, and social skills groups to develop communication and interpersonal skills. The use of Zones of Regulation provides pupils with a structured framework to identify and manage their emotions, further supported by the Hub and Sensory Room, which offer safe spaces for self-regulation and emotional recovery. These interventions address a wide range of needs, promoting emotional awareness and resilience.

3. Improve parental engagement further so that children and families are able to take enhanced role in school life.

EdenRed Free school meals voucher scheme was offered to all our families to ensure that they had access to enough food over the holidays. We continue to make referrals and sign post families to outside agency support and our Family Support Worker. In

house pastoral support is provided for children ranging from their Class Teaching Assistant to SLT and beyond.

4. All pupils to have access to extra-curricular activities and learning experiences to support their academic learning.

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
Multiplication	Times Table Rock Stars
Maths intervention	Number Stacks
Phonics	Little Wandle
Accelerated reader programme	Renaissance

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.

Children are provided with enrichment in the form of a partnership with our local independent school – Haberdashers Girls and Haberdashers Boys. Through this enrichment programme they get the chance to be involved in a variety of Friday clubs and specialist teaching for greater depth children.