

Pupil Premium Strategy / self-evaluation (Fair Field Junior School)

| 1. Summary information | | | | | |
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| School | Fair Field Junior School | | | | |
| Academic Year | 2020-21 | Total PP budget | £56, 547 | Date of most recent PP Review (Audit) | 1.10.20 |
| Total number of pupils | 220 | Number of pupils eligible for PP | 41 | Date for next internal review of this strategy | 1.10.21 |

| 2. Current attainment | | |
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| Due to COVID 19 school closed from March 2020 – June 2020, the last data drop took place in March 2020. The data below represents pupil's attainment for a baseline in October 2020 | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| Y6 Reading ARE : Y6 Reading Progress from KS1: | 60% 60% | 60% 70% |
| Y6 Maths ARE: Y6 Maths Progress from KS1: | 40% 60% | 65% 63% |
| Writing – not assessed at this point. | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | PP status coupled with learning difficulties in English |
| B. | PP status coupled with lower Maths levels from starting point. |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| C. | Some lack of parental engagement and gaps in parenting skills. |
| D. | Some children may have suffered trauma, anxiety and or emotionally due to lockdown or circumstances. Increase in social services engagement during lockdown. |
| E. | Access to enrichment activities. |

| 4. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | Success criteria |
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| A. | <p>Progress and attainment gap being reduced in English</p> <p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identifying next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children, target use of catch up session. Access to additional support teacher during school in small groups. Access to additional support / booster in class, targeted use of catch up sessions.</p> | <p>i) Progress and attainment gap between PPG and Non PPG reduced in reading and writing.</p> |
| B. | <p>Progress and attainment gap being reduced in Maths</p> <p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identify next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children, target use of catch up session. Access to additional support teacher during school in small groups. Access to additional support / booster in class, targeted use of catch up sessions. Use of focused 'session' based on AfL.</p> | <p>i) Progress and attainment gap between PPG and Non PPG reduced in Maths.</p> |
| C. | <p>Lack of Parental engagement and gaps in parenting.</p> <p>Use of 'Teams' as for the virtual consultation evening, with the view that parents do not have to enter the school building which can often be a barrier.</p> <p>Continued open communications with all parents, continued support from the Family Support Worker.</p> <p>Ensure that class teachers make regular contact with parents, especially with reduced people onsite.</p> <p>Parents to be signposted to local parents groups / support / online training. During all SLT meeting, vulnerable families will be discussed and actions taken. Engage with parents and develop understanding relating to what the children are accessing online – what is age appropriate. Heads Up Kids programme to be used across the school to support Children's well-being with direct links to lockdown.</p> <p>Pupil progress meetings with evidence of progress in well-being.</p> | <p>i) Increase in parent evening attendance for PPG. Percentages to be recorded.</p> <p>ii)</p> |

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| <p>D</p> | <p>Some children may have suffered trauma, anxiety and or emotionally due to lockdown or circumstances. Increase in social services engagement during lockdown.</p> <p>Heads Up Kids programme to be used across the school to support Children’s well-being with direct links to lockdown.</p> <p>Pupil progress meetings with evidence of progress in well-being.</p> <p>Play therapist to support vulnerable children.</p> <p>Family support worker to support vulnerable parents.</p> <p>Continue to liaise with the Church to support vulnerable family regarding food parcels.</p> <p>Continued support / programme between schools at key transition points, to support the children.(Y2 – Y3 and Year 6 – Year 7)</p> | <ul style="list-style-type: none"> i) Family support worker working with PPG families ii) Online information shared with parents virtually. iii) Head up Kids programme taught in Autumn 1 and surveys completed iv) Transition Programme |
| <p>E</p> | <p>Access to enrichment activities</p> <p>Pupil progress meetings</p> <p>Teacher feedback</p> <p>Pupil voice</p> <p>Pupil Feedback</p> <p>Parent/ school discussion</p> <p>Attendance record to clubs and communication between school and clubs. The Sports Coach to offer 2 lunchtime clubs per year group per term.</p> | <ul style="list-style-type: none"> i) Using PPG funding to offer free lunchtime clubs – register to be kept. ii) Financial support for school trips recorded. iii) Financial support for after school club or sports clubs. |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2019-2020 (£53,425) | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Planning, monitoring, training | Achievement for all- Reduce the attainment gap between PPG and Non PPG children | Close tracking and monitoring of pupils and interventions were put in place. Regular meetings with staff, parents and children to ensure they are part of the process as part of the structured conversations element. | The format and structures relating to the 'structured conversations' shared with the staff were used positively and staff felt that they were able to use the opportunity to have deeper conversations with families. Even though the programme was structured in such a way that it was driven by the leadership, the delivery form the facilitator was not effective. | £ 15,325 |

| ii. Targeted support | | | | |
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| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| 1:1 Pupil Conferencing | Plug gaps in English and Maths and accelerate progress | Regular conversations between 1:1 teacher and class teacher to support the children took place. | To ensure that the children remember their learning and transfer the skills at all times. The work needs to be completed in their English or Maths books. | £ 6,625 |
| TA provision | Effective delivery of interventions that show a measured impact | Support staff had training however due to lockdown, data impact is unavailable. | Ensure that all support staff have regular training, which support learning and ensure that they have their support packs at hand. | £ 21,944 |
| iv. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |

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| Counselling | Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school | The impact of counselling for these children was very positive showing CORE scores improved after sessions were complete. Children were better equipped to manage their feelings and focus better in class. | Counselling to continue as this is valuable for our vulnerable children. It allows them to speak to a professional with expertise in this area. There has been a rise in families who have been referred to social services over lockdown, more support will be needed in the year ahead. | £ 5,195 |
| Family Support | Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings. | Parents/Carers and children have commented on the positive impact this has had. They feel listened too and where school can not go into the home it builds a link between home and school and bridges that gap. | Family support to continue with our worker basing herself at our school so that parents can drop in and discuss any support they need. There has been a rise in families who have been referred to social services over lockdown, more support will be needed in the year ahead. | £1,150 |

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| Clubs & Music | Children are given other opportunities to participate in clubs and play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem. | Children and parents/carers have enjoyed taking part in clubs offered and playing piano, guitar and violin. They have had opportunities to share their progress and perform to school and their peers. | These opportunities to continue to be available to these children so that they are not missing out. Sport club this year will be run in house by the coach, during lunchtime. Children will be offered 2 lunch clubs per week. | £1,486 |
| Trips (day and residential) | Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country. | Our children (especially vulnerable children) love our offer of trips and it is clearly an enjoyable experience for all. This is evidenced through parent/carer and pupil voice, photos taken and discussion had with the staff and children. | Continue these experiences for all the children offering part or full payments for trips to ensure that all children can participate. | £ 840 |

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| <p>School Meals and Uniform</p> | <p>Children have a warm healthy meal at lunchtime where they may not have in the evenings. Children feel they are the same as others wearing the correct uniform and PE kit.</p> | <p>Children are visually happy and enjoy a school dinner. Their focus is better in class and they do not miss out on PE due to lack of PE kit.</p> | <p>To continue to have this offer for those children who have high needs due to financial constraints or difficulties at home. This year we have supported with breakfast club, so we will extend the offer moving forward.</p> | <p>£151</p> |
| <p>Nurture support and training</p> | <p>Children feel safe, are happy and listened too by their school.</p> | <p>Children enjoyed these 1:1 sessions discussing issues at home and solutions to help them become more resilient.</p> | <p>This is an area that needs further development to increase the nurture role across the school. The needs are greater than what we could offer at this time. The role will be developed further.</p> | |

6. Planned expenditure

Academic year

2020-2021 (£56,608)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Planning, monitoring, training | Reduce the attainment gap between PPG and Non PPG children | Evidence shows that Quality First Teaching has the most impact for all pupils including PPG. Training will improve skills in teaching for all staff which in turn will have a positive impact on progress. Strategic planning will improve progress for all through close monitoring of teaching, pupil books and interventions | Close tracking and monitoring of pupils and interventions put in place, using the new interventions and tracking proforma. Termly discussions to take place to ensure accountability. | SLT | Termly |

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| <p>Social and Emotional support</p> | <p>To support all children in understanding their emotions and what the effects / impacts are during and after lockdown. To create a sense of togetherness and positive outlook.</p> | <p>EEF - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> | <p>Additional PSHE lesson in the Autumn using 'Head up kids' to support the whole school return after lockdown. INSET will be provided by LG , staff and pupil survey.</p> | <p>LG</p> | <p>End of Autumn term</p> |
| <p style="text-align: right;">Total budgeted cost</p> | | | | | <p>£13, 000</p> |

| ii. Targeted support | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| 1:1 (Pupil Conferencing) | Plug gaps in English and Maths and accelerate progress | Education Endowment Foundation – evidence that verbal feedback to children accelerates progress. | Close liaison between 1:1 teacher and class teacher. Regular meetings between staff and PPG lead Pupil voice Evidence in books | LG / SLT | Half termly |
| TA provision | Effective delivery of interventions that show a measured impact | Effective TA deployment research by the EEF. Match TA skills to interventions | Through observations of teaching assistants, meetings, training and appraisals. Weekly meetings to support and training. | LG | Weekly |
| Total budgeted cost | | | | | £ 34,310 |

| iii. Other approaches | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Counselling | Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school. | Increase in need for children to be supported emotionally as well as improve their mental health and well-being as this is a barrier to their learning. | Regular liaison with counselling service. Timely referrals through discussions with parents/carers and pupils. Communicate what is working well in the 1:1 sessions so that children can be supported in school too. | LG/ LB | Half termly. |
| Family Support | Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings. | Support for the family directly impacts on the child's well-being and learning in school. This is evidenced through pupil case studies that have shown clearly how this family support can make a difference to the child and their families. | Target parents/carers who are vulnerable and need guidance with setting boundaries and routines at home. In some cases, support for parents as COVID has impacted negatively on their mental health, which impacts on the children. Regular liaison with the family support worker. Targeted work which impacts on their learning at school and their well-being. | LG / LB | Half termly |

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| Clubs & Music | Children are given other opportunities to participate in clubs and play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem. | Extra-curricular opportunities increase children's self-esteem and confidence so that they are not only being judged in the core curriculum subjects. Children receive a wider range of opportunities so that their creative strengths can be shared. | Continue to employ music teachers and extra outside clubs to ensure wider opportunities. Meet with Finance Manager to ensure that all children are having these opportunities or being offered them. | LG & Finance Manager | Half termly |
| Trips (day and residential) | Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country. | Learning through real life experiences is more enjoyable and real for those children who find learning in a classroom setting difficult. Children often excel and show their capabilities in different exploration experiences like outdoor activities at Kingswood Residential Activity Centre. | Meet with Finance Manager to ensure that all children are having these opportunities or being offered them. Organise trips and experiences for all children. | LG, Finance Manager Teaching Staff and SLT | Half termly |

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| School meals and uniform | Children have a warm healthy meal at lunchtime as they may not have this in the evenings. Children feel they are the same as others wearing the correct uniform and PE kit. | Children are visually happy and enjoy a school dinner. Their focus is better in class and they do not miss out on PE due to lack of PE kit. | Class teachers to raise any concerns about uniform or food choices provided by parents/carers. | LG, Finance Manager | As needs arise- ongoing |
| Transition support (Y2 – Y3 and Y6 – Y7) | Effective support will ensure that the children are able and ready for learning at the transition points. | EEF - The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners | Class teachers to set up transitions plans. Additional support for vulnerable learners to be set up by LG and LB. For those who need 1:1 transition to take place. | LG / LB | During transition points. |
| Total budgeted cost | | | | | £ 9,298 |