

Pupil premium strategy statement (primary)

Currently, with Fairfields Primary School being a new and growing school with a very small proportion of pupils eligible for PP funding, it is not appropriate to publish their data. Please contact the school directly (Head teacher), should you wish to obtain this information.

1. Summary information				
School	Fairfields Primary School			
Academic Year	2017/18	Total PP budget		Date of most recent PP Review
Total number of pupils	50	Number of pupils eligible for PP		Date for next internal review of this strategy
				July 2018

2. Current attainment		
On track to for KS1	<i>Pupils eligible for PP (3)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Vulnerable families and pupils that need high emotional and social support.
B.	High mobility into school that has an impact on the consistency of lessons.
C.	Lack of understanding and knowledge of Maths Mastery skills due to high mobility into school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Considerable number of families re locating to the area with English as an Additional language.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminishing the Gap in attainment due to high mobility into school	Evidence of progress in books, Data evidence showing good progress
B.	Greater involvement with families and school to support the social and emotional wellbeing of the children.	Reduce number of absences, increased confidence of children to participate in whole class activities and extra-curricular provision.

C.	Improve speech and understanding of children, including those with English as an additional language.	Intense phonic programme Grammar, punctuation and spelling sessions timetabled
D.		

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the Gap in attainment and progress due to high mobility into school	<p>All staff to receive support on the delivery of maths Mastery by Trust SLE for maths.</p> <p>Phonics training and support for all teachers-phonics groups across school.</p> <p>Small group intervention with class teacher or teaching assistant with identified pupils who need further support.</p>	<p>Due to high mobility into school, pupils have all had very varied experiences of maths mastery and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning.</p> <p>School timetable allows for a break between maths which supports the Mastery approach and phonics groups are planned across school.</p>	<p>Maths lead monitors maths across the whole school. Regular support and observations take place in class throughout the year with dates set by SLT.</p> <p>Training for all staff</p> <p>Baseline testing for all new pupils on entry against age related expectations.</p> <p>Observations of phonics sessions</p> <p>Scrutiny of assessment data and children's books to ensure progress is made and, where necessary, rapid improvements are evident.</p>	MS DT EC	Termly and half termly data collection points and pupil progress meetings.
Greater involvement with families and school to support the social and emotional wellbeing of the children.	Support for the children and their families from the pupil support team.	On entry children have often moved school mid-term and this can affect their emotional wellbeing. Many have relocated making big changes to home life as well as school life. EAL is often a common factor for the school also. Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities.	<p>Whole school has a strong ethos of wellbeing for all.</p> <p>Wellbeing chart in all classrooms</p> <p>Regular contact with home to support children and families.</p> <p>Increase opportunities to engage with trips and extra-curricular activities through financial support.</p> <p>Regular support and observations by Pupil Premium Lead.</p> <p>Community outreach worker to be based on site 1 day a week.</p> <p>Community links created early to ensure families know where they can</p>	MS	Ongoing

			go for additional support i.e. community action or Rowans family Centre.		
Total budgeted cost					£491
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the Gap in attainment due to high mobility into school	SLE Intervention Small groups	Small group interventions enable the pupils to have targeted support to ensure they are working towards expectation. Baseline data or previous school data highlighted the area of needs	SLE/ class teacher to monitor in line with attainment levels of pupils Regular observations in line with whole school policy and assessments scheduled across the year. Training for staff	MS	Termly
Greater involvement with families and school to support the social and emotional wellbeing of the children.	1:1 support pupils support team.	High anxiety levels on entry to the school, many moved mid school term leading to gaps in learning. Impact on self-esteem, support for both pupils and family to reduce anxiety and support with concerns at home.	Monitored for impact in class Regular contact with home	MS	Termly
Total budgeted cost					£526
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the Gap in attainment due to high mobility into school	Additional curriculum opportunities such as trips/ visits that link in with school topic.	Enrich opportunities for all pupils to experience learning out of the classroom. Engage the pupils in the topics through exciting visits/trips	Ensure trips are relevant and exciting. Share information on school website allowing for family support	MS	
Greater involvement with families and school to support the social and emotional wellbeing of the children.	Financial support uniform/ trips/ extra-curricular clubs	To aid all eligible pupils to be fully integrated in to the school community following the ethos of the school.	Ensure pp pupils get their first choice in extracurricular clubs Subsidise the uniform/trips/clubs- make families aware of financial support available form school	MS	
Total budgeted cost					£840

6. Review of expenditure

Previous Academic Year

Fairfields Primary School opened in September 2017 therefore there is no expenditure to review

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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

ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. Other approaches

Desired outcome	Chosen action/approach	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk