

# Pupil Premium Strategy Statement



**Fairfields**  
PRIMARY SCHOOL

2018-19

## 1.0 Contextual Information

<b>School</b>	Fairfields Primary School				
<b>Academic Year</b>	2018-19	<b>Total Budget</b>	£2300	<b>Date</b>	Oct 2018
<b>Number of Pupils on Roll</b>	97	<b>Number of Disadvantaged Pupils (%)</b>	6 (6.19%) Currently only receive funding for 1 PP+.	<b>Date of final review</b>	July 2019
<b>Staff Information</b>	<ul style="list-style-type: none"> <li>• The Headteacher is Mr Matthew Shotton</li> <li>• The strategic Pupil Premium lead in school is Mr M. Gallop (SENDCo); however day to day contact can also be made through the your child's class teacher.</li> </ul>				
<b>Setting Information</b>	<ul style="list-style-type: none"> <li>• Fairfields Primary School opened in 2017 and has 127 Pupils on roll.</li> <li>• Expansion plans year on year are to add an additional 30 children.</li> <li>• The percentage of pupils known to be eligible for Pupil Premium funding is 6.19%- of which 66.67% (4/6) are 'Looked After' or 'Post Looked After', 0% have a parent in the Armed Forces.</li> <li>• The number of pupils entitled to Free School meals is 2 (33.33%).</li> <li>• However, these percentages are liable to fluctuate throughout the year due to changes in cohort demographics and higher than average mobility.</li> <li>• <i>These percentages were correct at the time of publication – October 2018.</i></li> </ul>				

## 2.0 Fairfields Primary School Strategic Vision

Our key ethos and aims include -

- Fairfields Primary School adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Premium Governor.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.

At Fairfields Primary School our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

#### Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the Fairfields Primary School community.
- Enrichment is key to our success at Fairfields Primary School. We offer over 120 places each week in extracurricular provision where Pupil Premium pupils are targeted and supported to attend. Inevitably, as with any residential trips, holiday clubs or opportunities we offer, we will assist our parents financially if necessary.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Diminishing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through our school.

#### Bespoke provision for individual pupils:

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- As we cannot compartmentalize pupils into specific boxes, we have created a referral system that engages all relevant stakeholders before any additional provisions are introduced. This ensures that no child slips through the net.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing.

### 3.0 Current attainment - July 2018 - EYFS

	Disadvantaged Pupils	Non Disadvantaged Pupils	Difference – Dis V non Dis	National Average (2017/18)	Fairfield V National (2017/18)
% achieving in reading	100%	82%	+18%	79%	
% achieving in writing	100%	82%	+18%	76%	
% achieving in maths	100%	82%	+18%	82%	

### 3.1 Current attainment July 2018 – Year 1

	Disadvantaged Pupils	Non Disadvantaged Pupils	Difference – Dis V non Dis	National Average (2017/18)	Fairfield V National (2017/18)
% achieving in reading	0	76.92%	n/a	-	n/a
% making more than expected progress in reading	0	23%	n/a	-	n/a
% achieving in writing	0	61.54%	n/a	-	n/a
% making more than expected progress in writing	0	8%	n/a	-	n/a
% achieving in maths	0	84.62%	n/a	-	n/a
% making more than expected progress in maths	0	15%	n/a	-	n/a

### 3.2 Current attainment July 2018 – Year 2

	Disadvantaged Pupils	Non Disadvantaged Pupils	Difference – Dis V non Dis	National Average (2017/18)	Fairfields V National (2017/18)
% achieving in reading	0	90.71%	n/a	75%	n/a
% making more than expected progress in reading	0	9%	n/a	26%	n/a
% achieving in writing	0	72.73%	n/a	70%	n/a
% making more than expected progress in writing	0	9%	n/a	16%	n/a
% achieving in maths	0	90.91%	n/a	76%	n/a
% making more than expected progress in maths	0	18%	n/a	22%	n/a

### 3.3 Current attainment July 2018 – Year 3

	Disadvantaged Pupils	Non Disadvantaged Pupils	Difference – Dis V non Dis	National Average (2017/18)	Fairfields V National (2017/18)
% achieving in reading	0	77.78%	n/a	-	n/a
% making more than expected progress in reading	0	33%	n/a	-	n/a
% achieving in writing	0	77.78%	n/a	-	n/a
% making more than expected progress in writing	0	33%	n/a	-	n/a
% achieving in maths	0	77.78%	n/a	-	n/a
% making more than expected progress in maths	0	33%	n/a	-	n/a

## 4.0 Barriers to attainment and desired outcomes

Barrier to attainment	Desired Outcome	Success Criteria
<ul style="list-style-type: none"> <li>Vulnerable families and pupils that need high emotional and social support</li> </ul>	<p>Greater involvement and collaboration with families and school to support the social and emotional wellbeing of the children.</p>	<p>Evidence of improved school / parental relationships through parental questionnaire responses.</p> <p>Vulnerable children displaying higher levels of emotional understanding and resilience through school's own assessment tools.</p>
<ul style="list-style-type: none"> <li>High mobility into school that has an impact on the consistency of lessons</li> </ul>	<p>Children who enter the school mid-year to settle quickly and begin to diminish any differences in attainment and progress.</p>	<p>Evidence of good / outstanding progress in books.</p> <p>Data evidence showing good and outstanding progress within first term of entering Fairfields.</p>
<ul style="list-style-type: none"> <li>Considerable number of families relocating to the area with English as an additional language</li> </ul>	<p>Improved speech and understanding of children, including those with English as an additional language (EAL).</p>	<p>Evidence of good / outstanding progress within NASSEA assessment criteria on a termly basis.</p>

## 5.0 Planned Initiative 2018-19 – Whole School

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
<p>Diminishing the difference in attainment and progress – Maths and Phonics</p>	<p>All staff to receive CPD input on the delivery of Maths Mastery by IFTL Academy SLE for Maths.</p> <p>Phonics CPD and ongoing support for all teachers. Phonics intervention groups to be initiated across the school.</p> <p>Small group intervention with class teacher or learning support assistant with identified disadvantaged pupils who require further support and provision.</p>	<p>Pupil Progress meetings and ongoing data trend analysis will show a diminished difference between disadvantaged and non-disadvantaged children in both Maths and Phonics.</p> <p>Baseline testing for all new pupils upon entry to school against age related expectations are to be utilised to show higher levels of progress in comparison to non-disadvantaged children.</p> <p>Scrutiny of assessment data and children's books to ensure progress is made and, where necessary, rapid improvements are evident.</p>	<p>£300</p>	<p>ALL TEACHERS</p> <p>MS/DT</p> <p>SUBJECT LEADS</p>

<p>Diminishing the difference in attainment and progress – Writing and Phonics.</p>	<p>All staff to receive CPD input on the delivery of 'Big Write' teaching strategy. Disadvantaged pupils, as a 'vulnerable cohort' to be directly targeted through planning and questioning during learning activities in order to promote higher levels of engagement and progress</p>	<p>Pupil Progress meetings and ongoing data trend analysis will show a diminished difference between disadvantaged and non-disadvantaged children in Writing.</p> <p>Baseline testing for all new pupils upon entry to school against age related expectations are to be utilised to show higher levels of progress in comparison to non-disadvantaged children.</p> <p>Scrutiny of assessment data and children's books to ensure progress is made and, where necessary, rapid improvements are evident.</p>	<p>£350</p> <p>£165</p>	<p>ALL TEACHERS</p> <p>MS/DT</p> <p>SUBJECT LEADS</p>
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## 5.1 Planned Initiatives 2018-19 – Personalised and Targeted Provision

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
<p>Greater involvement with families and school to support the social and emotional wellbeing of the children.</p>	<p>Higher level of communication and bespoke, individual support from members of the Pupil Support Team for disadvantaged families highlighted in need of further provision or signposting</p>	<p>Higher levels of social and emotional wellbeing seen and reported amongst any families highlighted.</p>	<p>£700</p>	<p>MG/MJ</p>
	<p>Use expertise from across the IFTL regarding the emotional wellbeing of disadvantaged children</p>	<p>IFTL Wellbeing leads to be contacted for advice, where necessary. Flourish Assessments to be used, when necessary, to provide a baseline assessment on a child's emotional wellbeing.</p>	<p>£340</p>	<p>MG/MJ</p>
	<p>Financial support for uniforms / enrichment opportunities – Fairfield School will, on a case by case basis, assist all disadvantaged pupils to be fully integrated into the school community</p>	<p>Ensure that all disadvantaged children are given their first choice extracurricular club</p>	<p>£445</p>	

				MS/KC
Improve speech and understanding of children, including those with English as an additional language.	Small group intervention with class teacher or learning support assistant with identified disadvantaged pupils who require further support and provision regarding EAL.	When necessary, NASSEA assessments to be conducted upon entry to school to provide a baseline.  Evidence of good / outstanding progress within NASSEA assessment criteria on a termly basis.	£30	ALL TEACHERS  MG/MJ
Notes	Our plans are adapted throughout the year and reviewed termly in conjunction with the headteacher, Assistant Head Teacher, SENDCo and class teachers. The adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher.			

## 6.0 Impact Analysis - July 2019

Initiative	Impact	Lessons Learned for 19-20

## 7.0 Data Analysis

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