



Inspiring Futures  
Through Learning



Fairfields  
PRIMARY SCHOOL

## Pupil Premium Strategy

Proposed Strategy for 2019-2020

Review of Strategy for 2019-2020

*We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.*

## 1.0 Our School Ethos for Pupil Premium

Our key ethos and aims include –

- Fairfield's 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 Fairfield's 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.

## 2.0 Our School Approach for Pupil Premium

### 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 Fairfield's Primary School community.
- Enrichment is key to our success at Fairfield's 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 Summary information

<b>School</b>	Fairfields Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£ 14,480  As a school, and due to the consistently changing nature of our cohort – we currently only receive funding for 8/14 children.	<b>Date of most recent PP Review</b>	TBC
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	14 (6.36%)	<b>Date for next internal review of this strategy</b>	July 2020

### 4.0 Current attainment KS1 – September 2019 Years 1 and 2. (data based upon end of year 2018-19 attainment and cohort make-up)

	<i>Pupils eligible for PP at FPS (5/56)</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National</i>	<i>Pupils not eligible for PP National</i>
<b>% achieving in reading, writing and maths</b>	53.3	89.5	-	
<b>% achieving ARE in reading</b>	40.0 (2/5)	90.1	n/a	75.0
<b>% achieving ARE in writing</b>	40.0 (2/5)	88.2	n/a	70.0
<b>% achieving ARE in maths</b>	80.0 (4/5)	90.1	n/a	76.0

### 4.1 Current attainment KS2 – September 2019 Years 3 and 4 (data based upon end of year 2018-19 attainment and cohort make-up). No Year 5 or 6 on roll at data collection point.

	<i>Pupils eligible for PP at FPS (2/31)</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National (End of KS2)</i>	<i>Pupils not eligible for PP National (End of KS2)</i>
<b>% achieving in reading, writing and maths</b>	66.6	81.6	-	65.0
<b>% achieving ARE in reading</b>	100.0 (2/2)	86.2	60.0	73.0
<b>% achieving ARE in writing</b>	50.0 (1/2)	72.4	50.0	78.0
<b>% achieving ARE in maths</b>	50.0 (1/2)	86.2	58.0	79.0

## 5.0 Barriers to future attainment

### 5.1 In-school barriers

<b>A.</b>	Vulnerable families and pupils that need high academic, emotional and social support
<b>B.</b>	Children displaying low levels of 'resilience' (both academically and emotionally) on entry to school
<b>C.</b>	Undiagnosed special educational needs upon entry and their impact upon diminishing the difference

### 5.2 External barriers

<b>D.</b>	Considerable number of families relocating to the area with English as an additional language
<b>E.</b>	Lack of wider experiences eg. access to reading books, technology, visits to places of cultural interest, sporting activities

### 5.3 Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The parents of all disadvantaged pupils will engage in their children's learning and school community the same way that we expect parents of non-disadvantaged children too.</p> <p>The majority of disadvantaged children's parents will attend parents evening and take an active interest in home learning.</p> <p>Higher levels of communication between school and parents of those children with emotional concerns to convey key progress and attainment information, both academically, but also socially and emotionally.</p>	<p>An aspirational target of 90% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p>Regular 'open door', high quality discourse between teachers, support staff and parents of disadvantaged children</p> <p>An aspirational target of 90% of disadvantaged families assuming an active role in any SEND discussions and documentation.</p> <p>Regular contact with those families deemed 'hard to reach' shall be maintained through members of the Pupil Support team, SLT, Class Teachers, dependent upon need.</p>
<b>B.</b>	<p>Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible members of the Fairfields community.</p> <p>Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers.</p> <p>Closer links fostered between Fairfields and any individual feeder school in order to provide support regarding resilience and mental health prior to transition.</p>	<p>Diminished 'on entry' occurrences of disadvantaged children accessing any 'Wave Two' resilience dominated interventions over a period of three academic years.</p> <p>Children in KS1 able to confidently use the strategies taught to build resilience to barriers in their own learning independently to a greater degree.</p>

	Greater emphasis upon 'Growth Mindset Theory' across the school, at all levels; coupled with Quality First Teaching strategies supporting mental health and wellbeing within the classroom.	The confidence of disadvantaged children is improved regarding their own sense of 'self-worth'. 'Flourish' assessments can be used to provide baseline assessments of these wellbeing areas.
<b>C.</b>	<p>The higher percentage of disadvantaged children entering the school with an undiagnosed SEND need will be assessed and if necessary diagnosed, within their first academic year at Fairfields Primary.</p> <p>Any undiagnosed special educational need can then be targeted through differing levels of provision within the school – or external specialist support can be sought to best meet the learning needs of all disadvantaged children with SEND at an earlier stage of their Fairfields journey.</p>	<p>An aspirational target of 100% of disadvantaged children with an undiagnosed SEND need being assessed using in house assessment tools (such as CoPs/LASS/SNAP/Boxall/Flourish)</p> <p>All subsequent recommendations from either the Pupil Support team or external specialists, such as the IFTL Educational Psychologist shall be enacted through quality first teaching, as well as bespoke individual or group interventions.</p>
<b>D.</b>	<p>Improved speech and understanding of children, including those with English as an additional language (EAL).</p> <p>Early identification, through in-house assessments of new entrants with EAL, to better inform quality first teaching strategies, as well as any potential additional interventions.</p>	<p>Evidence of good / outstanding progress within NASSEA assessment criteria on a termly basis.</p> <p>Any new child identified as having EAL to be assessed within the first half term of being a member of the school – progress through NASSEA steps to be closely monitored.</p>
<b>E.</b>	Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	<p>Outstanding awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child.</p> <p>Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences and develop cultural capital.</p> <p>Support for some families (dependent upon individual discussions) to access enrichment opportunities.</p>

## 6.0 Planned expenditure

Academic year

2019-20

### i. Quality of teaching for all (QFT)

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?
A,B,C,D	Diminishing the Gap in attainment and progress due to high mobility into school	<p>All staff to receive 'write stuff' training through English lead.</p> <p>All staff to receive CPD in reading for pleasure and head start initiatives within school through the English lead.</p> <p>All staff to receive support on the delivery of maths Mastery</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, writing, reading and phonics.</p> <p>Pupils have also arrived at different times in the school year which has resulted in gaps in their learning.</p> <p>Staff will be trained in whole school initiatives such as write stuff and 'hooked on books'. This will be vigorously monitored through observations, book scrutinise, learning walks by SLT and subject leads.</p>	<p>SLT</p> <p>Subject Leads</p>	<p>Termly and half termly data collection points.</p> <p>Pupil progress meetings.</p>
A,B,C,D	Quality First Teaching Training and Resourcing	<p>Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children.</p> <p>Providing high-quality CPD and support from Maths Subject Lead teacher to impact on all pupils.</p> <p>High quality feedback (both verbal and written) for Pupil Premium pupils at all times.</p> <p>Continuing establishing RWI for spelling support and phonics learning.</p> <p>Implementation of the 'write stuff' across the school to improve writing outcomes for pupils. Implementation of 'hooked on books' to improve reading comprehension outcomes for all pupils.</p>	<p>Assessment of interventions.</p> <p>Assessment of maths mastery through termly assessments.</p> <p>Staff training of maths mastery, RWI, write stuff, hooked on books.</p> <p>Provide CPD for leaders and staff delivering programmes.</p> <p>Purchase of the resources needed for the interventions to be successful.</p> <p>Lesson observations of these interventions.</p>	<p>SLT</p> <p>Subject Leads</p>	<p>Analysis of pupil progress.</p> <p>-Lesson observations.</p> <p>-Ongoing analysis of staff INSET/CPD.</p>

**Total budgeted cost - £4980.00**

**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?
A,B,D	Targeted 'Wave 2' intervention sessions	<p>Responsive booster and intervention to boost academic attainment and progress.</p> <p>A diminishing difference in core subjects between pupil-premium and non-pupil premium children.</p> <p>Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills</p> <p>High-quality intervention offered by qualified teachers, LSAs and teachers.</p>	<p>Assessment of interventions through half termly Provision Mapping Analysis</p> <p>Provide CPD for leaders and staff delivering programmes</p> <p>Intervention session observations</p>	SLT Class Teachers LSA's	<p>Termly cornerstones assessment</p> <p>After intervention cycle assessment to take place and progress monitored.</p> <p>Observations of intervention sessions.</p> <p>Analysis of pupil progress.</p>
C	Bespoke Assessment and Monitoring Tools	<p>The yearly purchase and deployment of CoPs/LASS, SNAP and Nessy Assessment/Intervention tools will enable the early identification of any specific learning needs of disadvantaged children.</p> <p>Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from staff.</p>	<p>Meeting the individual needs of 100% of disadvantaged pupils by the end of their first year at Fairfields Primary.</p> <p>This action will enable them to access the curriculum appropriate to their requirements and removing any potential undiagnosed SEND barriers to learning.</p>	SLT Pupil Support	<p>Termly cornerstones assessment</p> <p>After intervention cycle assessment to take place and progress monitored.</p> <p>Observations of intervention sessions.</p> <p>Analysis of pupil progress.</p>

**Total budgeted cost - £5500.00**

### 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?
E	<p>Contributions to trips and other enrichment opportunities</p> <p>Contributions (on an individual basis) of uniform items</p>	<p>Ensuring equal access to all areas of school life, in addition to being able to make some otherwise impossible opportunities viable.</p> <p>Increased involvement in out-of-school opportunities.</p>	<p>Employment of music services timetabled and delivering opportunities</p> <p>Provide self-esteem, wellbeing and mindfulness within timetabled curriculum.</p> <p>Extracurricular opportunities provided and a timetable of these will be issued prior to general 'release' to ensure a variety are available to disadvantaged pupils first.</p> <p>Children will show more willingness and be ready to learn through an enriched curriculum</p> <p>All children will be in uniform and (class teachers to monitor)</p>	<p>SLT</p> <p>KC</p> <p>Class Teachers</p>	<p>Analysis of children's learning behaviours.</p> <p>Termly review through pupil progress meetings.</p> <p>Termly review of extracurricular opportunities.</p>
A,B	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>On entry children have often moved school mid-term and this can affect their emotional wellbeing.</p> <p>Many have relocated making big changes to home life as well as school life.</p> <p>Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities.</p> <p>Encourage a greater home school link through open lines of communication, an open door policy, marvellous me to celebrate successes and through email/direct phone call.</p> <p>Invite parents in for enrichment days to encourage difficult to reach families to be part of our growing school community.</p>	<p>Regular contact with home to support children and families.</p> <p>Increase opportunities to engage with trips and extracurricular activities through financial support.</p> <p>Regular support and observations by Pupil Premium Lead.</p> <p>If required - SEND plans/ behaviour plans/ attendance plans will be monitored collaboratively with pupil, parents and teaching staff.</p> <p>Regular reviews will monitor the effectiveness of any targets implemented.</p>	<p>SLT</p> <p>Class Teachers</p>	<p>Termly review of opportunities to invite the wider community and parents into school.</p> <p>Monitoring pupil's readiness to learn through their resilience, emotional wellbeing and readiness to learn.</p> <p>Termly review through pupil progress meetings.</p>

**Total budgeted cost - £4000.00**

*Our plans are adapted throughout the year and reviewed termly in conjunction with the Head of Pupil Support, Pupil Support Team members and members of the Senior Leadership Team. 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 than that published here.*

## 7.0 Review of expenditure – July 2020

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

### ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

### iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

