



Fairfields
PRIMARY SCHOOL

Pupil Premium Strategy Statement
and Impact Review

2018-19

1.0 Contextual Information

School	Fairfields Primary School				
Academic Year	2018-19	Total Budget	£2300	Date	Oct 2018
Number of Pupils on Roll	97	Number of Disadvantaged Pupils (%)	6 (6.19%) Currently only receive funding for 1 PP+.	Date of final review	July 2019
Staff Information	<ul style="list-style-type: none"> • The Headteacher is Mr Matthew Shotton • The strategic Pupil Premium lead in school is Mr M. Gallop (SENCo); however day to day contact can also be made through the your child's class teacher. 				
Setting Information	<ul style="list-style-type: none"> • Fairfields Primary School opened in 2017 and has 127 Pupils on roll. • Expansion plans year on year are to add an additional 30 children. • 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. • The number of pupils entitled to Free School meals is 2 (33.33%). • However, these percentages are liable to fluctuate throughout the year due to changes in cohort demographics and higher than average mobility. • <i>We currently only receive funding of £2300 due to the funding formula being based on the previous year's census and therefore not recognising pupil premium pupils for our new children. However, we are fully committed to supporting these children both academically and culturally.</i> • <i>These percentages were correct at the time of publication – October 2018.</i> 				

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 Barriers to attainment and desired outcomes

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

4.0 Planned Initiatives 2018-19 – Whole School

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
Diminishing the difference in attainment	All staff to receive CPD input on the delivery of Maths Mastery by IFTL Academy SLE for Maths.	Pupil Progress meetings and ongoing data trend analysis will	£350	ALL TEACHERS

<p>and progress – Maths and Reading</p>	<p>Reading CPD and ongoing support for all teachers. Reading 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>show a diminished difference between disadvantaged and non-disadvantaged children in both Maths and Reading.</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>MS/DT</p> <p>SUBJECT LEADS</p>
<p>Diminishing the difference in attainment and progress – Writing.</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</p>	<p>£350</p>	<p>ALL TEACHERS</p> <p>MS/DT</p> <p>SUBJECT LEADS</p>

		<p>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>		
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4.1 Planned Initiatives 2018-19 – Personalised and Targeted Provision

Initiative	Proposed Action	Impact measure	Estimated Cost (£)	Staff Lead
Greater involvement with families and school to support the social and emotional wellbeing of the children.	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.	Higher levels of social and emotional wellbeing seen and reported amongst any families highlighted.	£ 1200	MG/MJ
	Use expertise from across the IFTL regarding the emotional wellbeing of disadvantaged children.	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.		MG/MJ
	Financial support for uniforms / enrichment opportunities – Fairfield School will, on a case by case basis, assist all			MS/KC

	disadvantaged pupils to be fully integrated into the school community	Ensure that all disadvantaged children are given their first choice extracurricular club		
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.	£ 400	ALL TEACHERS MG/MJ
Notes	Our plans are adapted throughout the year and reviewed termly in conjunction with the headteacher, Assistant Head Teacher, SENCo 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
<p>Notes</p>	<p><i>As the number of children currently in receipt of Pupil Premium funding (1 - £2300) is extremely small, the analysis of impact is not statistically viable. However, the details contained below contain the general data trends, as well and any notable improvements seen.</i></p>	
<p>Diminishing the difference in attainment and progress – Maths and Reading</p>	<p>In Maths, the percentage difference between the disadvantaged and non-disadvantaged attaining ‘AT’ or ‘Greater Depth’ has diminished by 17.6% from 25.9% in Autumn 1 to 8.3% Summer 2. The embedding of the Maths mastery curriculum across the school, coupled with the focus on PP children within verbal feedback given could be argued to be having a positive impact upon the difference in attainment seen.</p> <p>In Reading, the percentage difference between the disadvantaged and non-disadvantaged attaining ‘AT’ or ‘Greater Depth’ has diminished by 14.5% from 32.8% in Autumn 1 to 18.3% Summer 2. This again could be argued to be as a result of quality first teaching strategies, alongside a focus upon verbal feedback for pupil premium children.</p> <p>Provision map data of interventions using exit data has also shown to have a positive impact on pupils learning and progress toward individual targets.</p> <p>Interventions are rigorously tracked and personalised for pupils needs. QFT teaching for all pupils across the school has improved - this has been observed during ‘spotlight tours’ and staff observations. MG and MS also completed a spotlight tour for differentiation and meeting the needs of vulnerable groups with a particular focus on the most able, PP and SEND. It was felt that Fairfields</p>	<p>Moving forward into 19/20 progress and attainment of all disadvantaged children will be monitored closely, across all subject areas.</p> <p>If any areas of development are highlighted (either by class teacher, senior leaders or the SENCo), money from the PP budget can be accessed through the panel process in order to implement further provision.</p>

	<p>provided an inclusive environment for pupils to achieve. Differentiation was observed and pupils were supported and challenged appropriately.</p>	
<p>Diminishing the difference in attainment and progress – Writing.</p>	<p>In Writing however, the percentage difference between the disadvantaged and non-disadvantaged attaining 'AT' or 'Greater Depth' has broadly maintained it's level from 21.3 % in Autumn 1 to 21.8% Summer 2. This is obviously not at the same level of diminished change compared to Maths and Reading. Therefore, moving forward into next academic year, a high level of monitoring will need to be enacted in order to analyse the impact of the 'Write Stuff' further on attainment and progress for disadvantaged children.</p> <p>Provision map data of interventions using exit data has also shown to have a positive impact on pupils learning and progress toward individual targets.</p> <p>Interventions are rigorously tracked and personalised for pupils needs. QFT teaching for all pupils across the school has improved - this has been observed during walk rounds and staff observations. MG and MS also completed a spotlight tour for differentiation and meeting the needs of vulnerable groups with a particular focus on the most able, PP and SEND. It was felt that Fairfields provided an inclusive environment for pupils to achieve. Differentiation was observed and pupils were supported and challenged appropriately.</p>	<p>Moving forward into 19/20 progress and attainment of all disadvantaged children will be monitored closely, across all subject areas. As mentioned, this will be very important for the Head of English and Assessment Lead to monitor the impact of whole school writing initiatives upon the diminishing difference in Writing.</p> <p>If any areas of development are highlighted (either by class teacher, senior leaders or the SENCo), money from the PP budget can be accessed through the panel process in order to implement further provision.</p>
<p>Greater involvement with families and school to support the social and emotional wellbeing of the children.</p>	<p>The engagement of all disadvantaged parents has been a key focus throughout the year. Of the 6 children considered to be disadvantaged, parental engagement in parents evening was raised from 83.3% (5/6) to 100% (6/6) between the Autumn Term and the Summer Term. All class teachers reported beneficial relationships between themselves and the parents of their disadvantaged children. Disadvantaged families were contacted by the school</p>	<p>Moving forward into 19/20 the school will continue to monitor the levels of engagement of 'hard to reach families'. This can be done through monitoring parental</p>

	<p>in order to secure first preference on timings for parental appointments, this can be argued to have a beneficial impact upon attendance.</p> <p>Disadvantaged children accessing enrichment opportunities proved to be more challenging. When questioned upon the reason as to 'why' the children were not actively taking part in any of the enrichment opportunities on offer, only 16.6% (1/6) stated that it was the financial implications having a detrimental effect. The general trend was that the children not taking part were just choosing not to.</p> <p>With regard to % attendance, both disadvantaged and non-disadvantaged children had attendance at school broadly in line with each other (Non-disadvantaged 97%– compared to disadvantaged 96%) Should this situation change in 2019-20, personalised approaches and initiatives will need to be considered.</p>	<p>engagement in a child's learning through a class teacher level, to actively approaching disadvantaged families with offers of support, signposting or information concerning their child's progress.</p> <p>The attendance of disadvantaged families at parents evening, as well as the attendance of disadvantaged children in enrichment activities will continue to be closely monitored.</p> <p>The use of Pupil Voice will also be encouraged when after school enrichment opportunities are being planned termly.</p>
<p>Improve speech and understanding of children, including those with English as an additional language.</p>	<p>The NASSEA Assessment framework was deployed for all children within the school, from Y1 upwards - including those considered disadvantaged (1). Upon publication of this document, the school had 30.73% of children considered to be EAL. Whereas only 1 of the children considered to be disadvantaged also had EAL. This child scored 7 on the NASSEA assessment framework, therefore needed no further support or intervention regarding their EAL understanding –</p>	<p>Moving forward into 19/20, the use of NASSEA assessments will continue as a way to highlight and support any new children to the school considered to have EAL. This may include children</p>

	<p>however monitoring at a QFT level was still implemented to ensure understanding of new 'topic specific' vocabulary.</p> <p>Provision mapping tracking shows all disadvantaged pupils either achieved, or made good progress towards achieving their bespoke targets within 'Wave 2' interventions. Where children did not achieve their targets, provision was altered in order to further attempt to meet their needs during the following cycle.</p>	<p>who are also considered to be disadvantaged or vulnerable.</p>
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7.0 End of Year Data

Current attainment KS1 – Years 1 and 2.

	<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>
% achieving in reading, writing and maths	53.3	89.5	-	
% achieving ARE in reading	40.0 (2/5)	90.1	<i>n/a</i>	75.0
% achieving ARE in writing	40.0 (2/5)	88.2	<i>n/a</i>	70.0
% achieving ARE in maths	80.0 (4/5)	90.1	<i>n/a</i>	76.0

Current attainment KS2 – Years 3 and 4. 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>
% achieving in reading, writing and maths	66.6	81.6	-	65.0
% achieving ARE in reading	100.0 (2/2)	86.2	60.0	73.0
% achieving ARE in writing	50.0 (1/2)	72.4	50.0	78.0
% achieving ARE in maths	50.0 (1/2)	86.2	58.0	79.0