



Inspiring Futures
Through Learning



Fairfields
PRIMARY SCHOOL

Pupil Premium Strategy

Proposed Strategy for 2020-21

Review of Strategy for 2020-21

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 –

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.

2.0 Our School Approach for Pupil Premium

Whole School Level:

Our whole school offer is deep rooted in academic research and years of staff experience in 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.

Pupil Voice surveys at the beginning of the academic year allow class teachers and SLT to gain a better understanding of each and every individual barrier to learning a child may have.

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

School	Fairfields Primary School				
Academic Year	2020-21	Total PP budget	£21,520	Date of most recent PP Review	IFTL – December 2020
Total number of pupils	298 (Sept 2020)	Number of pupils eligible for PP	13 <i>(taken from most recent census – but due to the increasing nature of our cohort, this number is liable to rise as the academic year progresses)</i>	Date for next internal review of this strategy	March 2021 (mid-year review) July 2021)

4.0 Current attainment KS1 – September 2020 Years 1 and 2. (data based upon end of year 2019-20 attainment and cohort make-up)

	<i>Pupils eligible for PP at FPS</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	50	77	<i>Data Unavailable</i>	<i>Data Unavailable</i>
% achieving ARE in reading	50	83	62	78
% achieving ARE in writing	50	86	55	73
% achieving ARE in maths	100	98	62	79

4.1 Current attainment KS2 – September 2020 Years 3, 4 and 5 (data based upon end of year 2019-20 attainment and cohort make-up). (No Year 6 on roll at data collection point.)

	<i>Pupils eligible for PP at FPS</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	58	77	51	71
% achieving ARE in reading	91	87	62	78
% achieving ARE in writing	58	81	68	83
% achieving ARE in maths	83	82	67	84

The National Data % is taken from the End of Year 2018-19 KS2 SATs data as an indicator of progress and attainment for PP V NONPP for illustration purposes only.

5.0 Barriers to future attainment

5.1 In-school barriers

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

5.2 External barriers

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| D. | Considerable number of families relocating to the area with English as an additional language |
| E. | Lack of wider experiences eg. access to reading books, technology, visits to places of cultural interest, sporting activities |
| F. | Impact of COVID19 school closure upon disadvantaged pupils. They may have missed, forgotten, or misunderstood key curriculum content required for progression in part due to lost learning time. |

5.3 Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<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. Attendance at Parents evenings, information sharing events and enrichment sharing events will be monitored by PP lead and office staff.</p> <p>100% of disadvantaged children's parents will attend parents evening and take an active interest in home learning, or remote learning (during potential lockdowns). Attendance of children in remote learning, weekly evidence of homework/reading by disadvantaged children will be monitored and any issues addressed immediately.</p> <p>Through the schools 'open door policy' - higher levels of communication between school and parents of those children with emotional concerns will be maintained in order to convey key progress and attainment information, both academically, but also socially and emotionally.</p>	<p>An aspirational target of 100% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p>An aspirational target of 100% 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 office team, SLT and Class Teachers dependent upon need.</p> <p>Regular 'open door', high quality discourse between teachers, support staff and parents of disadvantaged children.</p> <p>'Disadvantaged' children are discussed on a weekly basis at Key Stage Meetings – discussions include progress, barriers to learning, wellbeing and safeguarding. Any concerns are to be dealt with by the appropriate member of staff and monitored on a weekly basis.</p>

<p>B.</p>	<p>Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible members of the Fairfields community. The Wellbeing scores of each disadvantaged child are continually monitored by the school 'Wellbeing Lead', as well as individual class teachers – any patterns of lower than expected wellbeing are addressed immediately with parental involvement in discussions where required.</p> <p>Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers. The measurement of resilience will be monitored both through the tracking of 'Learning Power Pal' awards, and subsequent entry onto TrackIt lights Software, as well as measuring progress between annual 'Flourish Assessments'.</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. Coupled with this information; any disadvantaged child entering the school during the academic year will have a 'Flourish Assessment' conducted upon them within half a term of entry in order to give a clearer picture of their SMEH profile.</p>	<p>Thorough recording and analysis of wellbeing scores being reported by children will allow disadvantaged children, over time, will be able to express their wellbeing concerns (either in school, or at home) to an appropriate member of staff – with the knowledge that these wellbeing concerns will be addressed and monitored.</p> <p>All disadvantaged Children are able to confidently use the strategies taught during Theraplay sessions to build resilience to barriers in their own learning independently. Through formative assessment of resilience levels and discussions at a Key Stage level, all disadvantaged children, where 'resilience' has been identified as a priority areas will make progression over the course of the academic year.</p> <p>The confidence of disadvantaged children is improved over a period of an academic year regarding their own sense of 'self-worth'. 'Flourish' assessments can be used to provide baseline assessments of these wellbeing areas annually.</p>
<p>C.</p>	<p>The all disadvantaged children entering the school will be assessed using SNAP assessment software in order to give the receiving class teacher a clearer contextual picture of both strengths and areas for development in with an undiagnosed SEND need will be assessed and if necessary, signposted towards potential diagnosis avenues 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>100% of 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>
<p>D.</p>	<p>Improved speech and understanding of children, including those with English as an additional language (EAL). Using the NASSEA step assessment level descriptors, all disadvantaged children with associated EAL will be assessed at the beginning and the end of the academic year. Progress within NASSEA level descriptors will then be analysed and further recommendations made to either QFT Strategies, or Wave 2 provision. For disadvantaged/EAL children scoring less than 5 within the level descriptors – termly assessments will be conducted.</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 or external support required.</p>	<p>Evidence of continual progress within NASSEA assessment criteria on a termly basis for those disadvantaged/EAL children deemed as target children.</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>

<p>E.</p>	<p>Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural capital opportunities. Pupil Premium engagement with enrichment opportunities (such as residential and extra-curricular clubs) is to be monitored by both the Head of Pupil Support and Office Staff.</p>	<p>Outstanding awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child and family.</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 families (dependent upon individual discussions) to access enrichment opportunities, uniform supply, additional resources on a case by case basis.</p>
<p>F.</p>	<p>Recovery curriculum implemented across all year groups and resources purchased where required to further support pupil premium children.</p>	<p>Improved pupil mental health and reduction in anxiety. Monitored through Wellbeing Scores and Flourish Assessments. Additional interventions through Pupil Support team analysed through Provision Mapping Documentation. An aspirational target of 100% of disadvantaged children to record high levels of wellbeing, which is reflected in their progress and attainment.</p> <p>Improved pupil confidence and resilience towards learning activities monitored through TrackIt Lights Software and the awarding of Learning Power Pals.</p> <p>The COVID19 lockdown(s) should have no discernible numerical impact upon areas of diminishing different in academic attainment between pupil premium and non-pupil premium children.</p>

6.0 Planned expenditure

Academic year 2020=21

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? What are we expecting to see?	Staff lead	When will you review implementation?
A,B,C,D,F	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>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>High quality feedback (both verbal and written) for Pupil Premium pupils at all times.</p>	<p>Assessment of interventions through termly Provision Mapping analysis will show that ALL disadvantaged children have either met or made progress towards bespoke outcomes. Resources required for the successful implementation of interventions will be purchased, where necessary.</p> <p>All staff are trained to skilfully deliver maths mastery, RWI, write stuff, hooked on books ensuring a consistent whole school approach to raise attainment and progress in Maths, Writing and Reading.</p> <p>Provide CPD for leaders and staff delivering RWI programmes to ensure spelling and phonic learning is taught consistently well across the whole school.</p> <p>Spotlight Tours and teaching observations that will highlight examples of best practice and high-quality verbal and written feedback for Pupil premium children.</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> <p>Spotlight Tours</p>

A,B,F	Theraplay Sessions	<p>All children within the school, including those considered disadvantaged to receive weekly, dedicated 'Theraplay' sessions from the school Theraplay lead in order to improve mental health, wellbeing and learning behaviours.</p> <p>Theraplay lead teachers to deliver INSET training to all staff to develop a whole school understanding of the benefits of Theraplay so it can be deployed more widely across the school.</p>	<p>Purchase of the resources needed for the interventions to be successful.</p> <p>All staff are trained to skilfully deliver Theraplay sessions ensuring a consistent whole school approach to the delivery of content – ensuring a consistently high level of wellbeing being reported and recorded amongst disadvantaged children.</p>	AW/JK SLT All Teaching Staff	<p>Ongoing monitoring of Wellbeing Scales of individual PP children</p> <p>Flourish Assessment data analysis</p> <p>Ongoing analysis of staff INSET/CPD.</p>
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Total budgeted cost - £6020

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are we expecting to see?	Staff lead	When will you review implementation?
A,B,D,F	Targeted 'Wave 2' intervention sessions	<p>Responsive booster and intervention to boost academic attainment and progress of Pupil Premium children.</p> <p>A diminishing difference in core subjects between pupil-premium and non-pupil premium children across some year groups, but not all.</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 Pupil Support</p>	<p>Assessment of interventions (through termly Provision Mapping analysis) will show that ALL disadvantaged children have either met or made progress towards bespoke outcomes. Resources required for the successful implementation of interventions will be purchased, where necessary.</p> <p>All staff are trained to skilfully deliver maths mastery, RWI, write stuff, hooked on books ensuring a consistent whole school approach to raise attainment and progress in Maths, Writing and Reading.</p> <p>Intervention session observations by heads of KS and Head of Pupil Support to ensure outstanding progress</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>Through the deployment of various assessments available within school, the individual needs of 100% of disadvantaged pupils will be better understood and addressed through additional 'Wave 2' interventions by the end of their first year at Fairfield's Primary School.</p> <p>Through monitoring by both the Head of Pupil Support and SENCo, this will enable the children to access the curriculum appropriate to their requirements and removing any potential undiagnosed SEND barriers to learning, thus having a positive impact upon diminishing the difference.</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>
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Total budgeted cost - £9027

Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are we expecting to see?	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 that will ensure 100% of disadvantaged pupils access musical opportunities to the same levels as their non-disadvantaged peers.</p> <p>Provide self-esteem, wellbeing and mindfulness within timetabled curriculum so that (as an aspirational target) 100% of disadvantaged children show improvements in the 'Personal strengths' and 'Resilience' sections of a Flourish Assessment.</p> <p>A timetable of extracurricular opportunities provided prior to general 'release' to ensure they are available to disadvantaged pupils first so that a very high proportion of disadvantaged children partake in every enrichment opportunity available at Fairfield's Primary School.</p>	SLT KC Class Teachers	<p>Analysis of children's learning behaviours.</p> <p>Termly review through pupil progress meetings.</p> <p>Termly review of extracurricular opportunities.</p>

			The uniform of all disadvantaged children will be monitored weekly so that all PP children attend school in the required clothes. Should a disadvantaged family require financial support with the purchase of uniform, contact from a member of the Pupil Support team will be made.		
A,B,F	Greater involvement with families and school to support the social and emotional wellbeing of the pupils.	<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 so that all open lines of communication are maintained at all times to ensure both pastoral and academic progress is ensured.</p> <p>Increase opportunities to engage with trips and extracurricular activities through financial support. 100% of disadvantaged children will access all trips, residential and extra-curricular opportunities on the same basis as non-disadvantaged.</p> <p>If required - SEND plans/ behaviour plans/ attendance plans will be monitored collaboratively with pupils, parents and that ALL disadvantaged children will have either met or made progress towards bespoke outcomes.</p> <p>Regular reviews will monitor the effectiveness of any targets implemented to show that all disadvantaged children are on track to meet bespoke targets.</p>	SLT Class Teacher s	<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. Termly review through pupil progress meetings.</p>

Total budgeted cost - £6475

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 –

Quality of teaching for all - QFT

Desired outcome	Chosen action/approach	Impact:	Lessons learned for 21-22:	Cost
A,B,C,D,F	Diminishing the difference in attainment and progress due to high mobility into school	<p>Through data analysis of the 'End of Summer Term' teacher assessments on OTrack the following data picture emerges for Pupil Premium attainment and progress –</p> <p>Context In July 2021 Fairfield's Primary School had 31 children considered 'disadvantaged'. This is an increase of 18 on the published figures in September 2020 of 13.</p> <p>The reason for this high increase in disadvantaged numbers is largely in part due to the higher levels of mobility of children entering the school, and the impact that lockdowns have had on individual family circumstances.</p> <p>Therefore, in July 21, each disadvantaged child represents approximately 3.2% of the total number of disadvantaged children.</p>	<i>All Pupil Premium Children will be Flourish Assessed in Autumn Term 2021-22 in order to further highlight areas for QFT strategies and additional support.</i>	£7254

A,B,C,D,F

Quality First Teaching
Training and Resourcing

Resources that have been purchased this academic year have included, additional Lego for therapy sessions, books and online resources (including Nessy), as well as literature about anxiety, bereavement and emotions.

Throughout the year, 'spotlight' tours (including those conducted remotely) have been conducted by both members of the SLT, as well as middle leaders to assess the quality of the teaching on display at Fairfield. All lessons and learning activities observed have been at least of a 'good' level, with the vast majority being 'outstanding'. Where the teaching and learning within a classroom has not met the exacting expectations of the SLT, support plans have been enacted, co-teaching opportunities have been developed and further CPD has been delivered – for example the Head of Maths has supported one NQT teacher with their delivery of the mastery approach to maths with good progress witnessed during subsequent spotlight tours. The Head of English has also delivered and monitored further CDP in the teaching of high-quality phonics where required in EYFS.

Through all spotlight tours, Pupil Premium children have been a focus and as such it can be argued that class teachers, either in-situ, or via Zoom – have developed a thorough understanding of the disadvantaged children within their classes and what they can do as practitioners to help alleviate any potential, individual barriers to learning. During the 'Spotlight Tours' in Autumn 1/2 it was noted by all members of SLT that disadvantaged children were strategically positioned within the classroom to allow for the highest levels of pupil to teacher ratio. Those children considered to be disadvantaged have also been specifically targeted with verbal feedback prior to non-disadvantaged pupils. The impact of this can be seen in class books and higher level of green corrections being made by PP children.

During the most recent period of partial school closure, 24 laptop devices were given to families (including those considered disadvantaged) to allow them to access remote learning opportunities in line with their peers. Throughout the period of lockdown, data analysis suggests that 100% of disadvantaged children attended all of their core remote learning opportunities – and when any incidents occurred when a disadvantaged child was not present, telephone conversations were had between members of the SLT and parents to ascertain what more could be done to support them.

Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned for 21-22:	Cost
A,B,D,F	Targeted 'Wave 2' intervention sessions	<p>Through the termly assessment of interventions based upon the school's own 'Provision Mapping' analysis, it can be stated that during the time when schools were fully open in 20-21, 31 additional 'Wave 2' interventions were deployed between EYFS and Y6.</p> <p>Of these 31 interventions, 25 (80.6%) contained disadvantaged children. Within these interventions it can be argued that through the various strategies and interventions, 100% of disadvantaged children have either met the outcomes set at the beginning of the intervention, or have at least made some progress towards achieving their own bespoke targets. The numbers of interventions that were deployed this academic year in both Autumn and Spring has of course been lower due to lockdowns and rules relating the 'mixing of bubbles'.</p> <p>During the academic year, 71% of disadvantaged children have been in receipt of additional 'wave 2' interventions – as stated above, all of which have either met the outcomes set at the beginning of the intervention or have at least made some progress towards achieving their own bespoke targets.</p>	<p>To continue to priorities disadvantaged children when populating additional intervention time (based upon individual and group needs.</p> <p>To use newly deployed Provision mapping software to enhance the impact analysis of interventions deployed.</p>	8506
C	Bespoke Assessment and Monitoring Tools	<p>The yearly purchase and deployment of CoPs/LASS, SNAP, Nessy Assessment/Intervention, Flourish Assessment tools has so far enabled the early identification of any specific learning needs of disadvantaged children. Due to the high levels of mobility into school – an increase of 18 individual children since September 2020 – it has become apparent that further assessments and tests need conducting upon entry in order to better understand the cognitive profile of at least 5 disadvantaged children.</p> <p>At the beginning of the year all disadvantaged children were assessed using the in-house 'Flourish Assessment' tool. The assessment tool looks at areas of the children's wellbeing including 'Personal Strengths', 'Emotional Wellbeing', 'Positive Communication', 'Learning Strengths' and 'Resilience'. Upon test data analysis, the lowest of these areas for disadvantaged children was 'Learning Strengths' – with an average score of 24.5 / 40 (61.2%) when compared to an average of 29.4/40 (73.5%) for the other areas.</p> <p>The impact of the period of partial school closure may well have had a detrimental impact upon these figures by the end of the academic year, and as such will need to be considered moving forward into 21-22.</p>	Due to the potential impact of COVID 19 upon the wellbeing and mental health of the disadvantaged cohort – Flourish Assessments will again be deployed in order to baseline assess and highlight any individuals / trends within school.	

Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned for 21-22:	Cost
E	<p>Contributions to trips and other enrichment opportunities</p> <p>Contributions (on an individual basis) of uniform items</p>	<p>During the academic year - a total of £603 has been spent on supporting pupil premium children access a wider range of cultural capital (be that enrichment opportunities and extracurricular clubs). These children supported were able to experience the same level of involvement as their non-pupil premium peers and this outlay provided a worthy expense.</p> <p>During the academic year - a total of £1168 has been spent on supporting pupil premium children access wrap around care within school. The support this service provides to the families of pupil premium children is invaluable.</p> <p>During the academic year - a total of £682 has been spent on supporting pupil premium children and their families with the costs towards uniform. Although, this approach is not normally considered to have much of an impact upon pupil progress, through 'Pupil Voice' questionnaires conducted at the start of the year it was deemed a worthy use of a small proportion of the budget in order to support the families.</p> <p><i>Due to the impact of the COVID pandemic, there has been limited opportunities (to date) to deploy fully funded enrichment opportunities. Once schools reopen and community resources are welcoming school parties again, a full appraisal of opportunities will be conducted and investigated.</i></p>	<p>Due to the relaxing of numerous restrictions for the forthcoming academic year and the potential enhancement of the schools' enrichment program – developed lines of communication between families, school and enrichment providers needs to be considered to allow an enhanced level of access to cultural capital.</p>	6550

<p>A,B,F</p>	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>Throughout the academic year up to the end of the Summer Term, the school had 108 new starters (this includes the children who started at the start of the year) of this number 8.3% (9/108) have been deemed disadvantaged upon entry.</p> <p>In order to attain a smooth transition into the school, disadvantaged children were assigned a 'buddy' within their new classes in order to foster positive relationships.</p> <p>Parents of newly enrolled disadvantaged children were spoken with within the first two weeks of them starting within the school in order to gain further insight into how the individual children had settled.</p> <p>All disadvantaged children who have enrolled within the school to date have settled well, forged positive relationships from the start and displayed progress within their learning promptly.</p> <p>As a school we have been fully committed to supporting our pupils emotional and mental health and wellbeing. We have a strong focus on spiritual, moral, social and cultural development and have a strong wellbeing and values programme. Our children's access to our comprehensive programme of support for social, emotional and mental health was significantly hindered during lockdown. For many of our children, their place of safety, routine and security was closed to them. Some of our children were negatively affected by Covid-19 through bereavement of loved ones and/or long term illness. Many children will have had limited social contact with their peers for in excess of 5 months. Children will need support to re- establish their connections as well as process the life changing factors of the Covid pandemic. Many families have seen an impact financially due to the pandemic and family circumstances have changed.</p> <p>During the period of enforced partial closure, weekly phone calls, as well as twice daily Zoom sessions were provided for all pupils – there was a greater emphasis upon contacting disadvantaged children not in school. Where it was deemed that a disadvantaged child was 'struggling' to access the remote learning on offer, we extended the invitation to attend school in person.</p>	<p>To develop the role of the Pupil Support Pastoral lead in order to meet the ever changing needs of the disadvantaged cohort.</p> <p>To enhance the already embedded levels of communication between class teacher and disadvantaged families – more regular conversations are required in order to discuss progress and strategies that can be deployed in order to foster accelerated progress.</p>	
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8.0 End of Year Data – JULY 2021

Current attainment KS1

	<i>Pupils eligible for PP at FPS</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	75.0	79.3	No national data available at time of publication	No national data available at time of publication
% achieving ARE in reading	87.5	89.0	No national data available at time of publication	No national data available at time of publication
% achieving ARE in writing	75.0	80.2	No national data available at time of publication	No national data available at time of publication
% achieving ARE in maths	87.5	91.95	No national data available at time of publication	No national data available at time of publication

Current attainment KS2

	<i>Pupils eligible for PP at FPS</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	68.8	83.7	No national data available at time of publication	No national data available at time of publication
% achieving ARE in reading	81.3	86.5	No national data available at time of publication	No national data available at time of publication
% achieving ARE in writing	68.8	87.5	No national data available at time of publication	No national data available at time of publication
% achieving ARE in maths	77.1	89.1	No national data available at time of publication	No national data available at time of publication