

Pupil premium strategy statement 22-23 – Fairfields Primary School

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	468 (September 2022)
Proportion (%) of pupil premium eligible pupils	10.25% (48/468)
Academic year/years that our current pupil premium strategy plan covers	22-23 23-24 24/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kelly Cursley
Pupil premium lead	Martin Gallop
Governor / Trustee lead	Nicolette Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,470
Recovery premium funding allocation this academic year	£ 4,495
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 34,965

Part A: Pupil premium strategy plan

Statement of intent

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.
- 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 - whole school level and bespoke, specific interventions for each pupil.

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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Outcomes in the core subjects Internal assessments, in school monitoring and discussions with pupils indicate that disadvantaged pupils have lower academic achievement upon entry.
2	Vulnerable families and pupils that need high academic, emotional and social support.
3	Children displaying low levels of 'resilience' and 'emotional literacy' entry to school.
4	Undiagnosed special educational needs upon entry and their impact upon diminishing the difference in core subject areas.
5	Lack of wider experiences e.g. access to reading books, technology, visits to places of cultural interest, sporting activities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 reading outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 writing outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improved maths attainment among disadvantaged pupils.	<p>KS2 maths outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 maths outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
To achieve and sustain improved emotional literacy for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of emotional literacy from 2024/2025 demonstrated in qualitative data from student voice, student/teacher observations:</p> <ul style="list-style-type: none"> Teachers and adults using Zones of Regulation as a way of de-escalating and supporting children that are showing a diminished resilience and engagement with school both academically and pastorally. All children to be able to be able to confidently talk about the zone

	they are in and share with their class teacher / key adults how they are feeling so that they are able to engage with school in a positive way.
Improved parental engagement among disadvantaged pupils.	<p>Sustained high participation of parental engagement from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • 100% parental attendance at parent consultations evenings • Minimum of 1 parental engagement school event each half term with a specific focus on inviting Pupil Premium parents and open to all parents. • Parents approached directly for enrichment opportunities, prior to general release. • Use of directed, pertinent forms of parental voice in order to further inform Pupil Premium Strategy and Initiatives.
All disadvantaged children entering the school will be assessed using SNAP assessment software to give a clearer contextual picture of both strengths and areas for development.	<p>An aspirational target of 100% of disadvantaged children with an undiagnosed SEND need being assessed using in house assessment tools.</p> <p>100% of subsequent recommendations from either the Pupil Support team or external specialists, such as the IFTL Educational Psychologist/SALT/ MK Council SEND Team shall be enacted through quality first teaching, as well as bespoke individual or group interventions.</p>
Improved aspirations, enrichment and extended opportunities attendance among disadvantaged pupils.	<p>Sustained high levels of aspirations from 2024/2025 demonstrated in qualitative data from pupil voice, student/teacher observations:</p> <ul style="list-style-type: none"> • A mixture of external and internal enrichment opportunities.

	<ul style="list-style-type: none"> • Exposure to people from different careers, backgrounds and cultures. • Links with key entities in the community police, firefighters, parish council, mayor etc. • Pupil Premium children targeted for extra-curricular and after school clubs with 1:1 conversations with children and parents to ensure they are accessing these and providing support as needed. • Pupil Premium children first to be selected for extra small group experiences • A wide range of residential opportunities locally and cross-curricular activities. These can be subsidised/discounted for our Pupil Premium pupils. Enabling Pupil Premium pupils to be included and have these valuable and memorable experiences.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £24,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff in QFT strategies to enhance provision in	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in	1,2

all classes across school.	<p>delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
Small 'set' teaching groups for Year six in core subjects	<p>Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2
Zones of Regulation Training for both staff and children through targeted throughout the day.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,3
Greater emphasis and opportunities for reading across the school within all core and non-core subjects at all levels; coupled with targeted mechanical and comprehension reading interventions across all year groups.	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading Comprehension EEF educationendowmentfoundation.org.uk</p>	1,2

Targeted academic support (for example - tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will be delivered in collaboration with our phonics scheme.</p>	<p>Some children need extra support from the beginning. Schools should identify such children as soon as they begin to fall behind their peers. To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf</p>	1,2
<p>To provide tuition, and for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>To purchase and utilise bespoke assessment and monitoring tools – with a specific focus upon SEND assessments</p>	<p>The yearly purchase and deployment of, 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>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A wider cross curricular approach to ensuring visits and visitors to enhance the school offer. Continuation of prioritising Pupil Premium children for clubs and supporting widely as necessary. Pupil voice of the Pupil Premium children to ensure clubs and activities they are interested in are on offer.</p>	<p>It is the right of all children to be given the opportunities for inclusion in extra-curricular activities and trips. Children should not be denied these experiences due to any home circumstances.</p> <p>“Cultural capital is the essential knowledge that children need to prepare them for their future success” (<i>Ofsted Inspection Handbook</i>)</p>	<p>5</p>
<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>Through observations and professional discussions it is noted that upon entry children have often moved school mid-term and this can affect their emotional wellbeing.</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, social media 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>Continual development and enhancement of Pastoral Lead role within the school. Pastoral Lead to work with vulnerable children and families presenting with a variety of support needs – attendance, attachment, bereavement, social skills, protective behaviours for example.</p>	<p>2</p>

Total budget spend: £ 48,007

Total £ received: £34,965

Part B: Review of the previous academic year – 21-22

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

There is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our observations and assessments demonstrated that pupil learning behaviour is a significant barrier for the disadvantaged. In addition to this, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider
TT Rockstars and Numbots	Maths Circle
Read Write Inc Phonics	Ruth Miskin
The Write Stuff	Jane Considine
Oxford Owl	Oxford University Press

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

References

The below references have been used to inform and to directly impact the Pupil Premium Strategy and associated initiatives at Fairfields Primary School for the academic year 22-23.

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