

Pupil premium strategy statement 2022-2023

As a school we have taken direction from 'Addressing disadvantage in Essex' and the 'Education Endowment Foundation' in the creation of our Pupil Premium Strategy. We have also identified where practice has been successful in the past. We use barrier mapping to ensure that any actions and plans are bespoke to a child's needs.

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
School name	Fairhouse Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	20.7.2022
Date on which it will be reviewed	9.23
Statement authorised by	Kelly Hamilton
Pupil premium lead	Max Davie
Governor / Trustee lead	Heena Finch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,295
Recovery premium funding allocation this academic year	£24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£255,510

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- Our ultimate objective is to reduce the gap between disadvantaged and non disadvantaged children to ensure that any barriers to learning do not affect a child's ability to learn or their future life chances
- Our plan recognizes children's barriers and aims, where possible, to put the most effective intervention in place that meets their needs. Early reading is also a driver for the success of disadvantaged children.
- We have high expectations of all our children. Quality 1st teaching is paramount to the success of our pupil premium strategy and as such is reflected in our allocation of resources.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> <i>Attendance is an issue for many of our community, particularly persistent absence. Poor health, including mental health of children and families can affect day to day attendance. Access to income also means that families take children out of school for holidays as they cannot afford to go during term time. For some families, there is a history of poor attendance.</i>
2	Communication Many of our children come to school with difficulties in communication and language either due to speech, language and communication needs or because English is an additional language.
3	Self-regulation / emotional regulation Many of our families do not access Early Years education before starting school. For others, early childhood experiences mean that children in our school have difficulty in regulating their emotions. This can be displayed through challenging behaviour, withdrawal from social interaction or anxieties.
4	Attainment (low attainment and attainment gaps) Many of our children enter our school well below average. They do not always get the early education experience that other children may have. Families in this area often struggle financially and have limited resources such as books and opportunities to develop wider experiences, limiting cultural capital.
5	Confidence Due to life experiences and family situations, many of our children do not have confidence in them self. They are often fearful of not succeeding. Pastoral

	support is important in supporting children and we need to provide them with opportunities to develop their self-confidence.
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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
1. <i>Improve attendance to be in line with national (96%) and reduce persistent absence (PA) of PP children to be (14% or at least in line with national</i>	Improved attendance rates for PP children (from 2021-2022) to be in line with national (96%) Reduction in PA rates for PP children (from 2021-2022) to be in line with national or 14%
2. Improve speech and language skills through therapy.	Improved outcomes from speech and language. Children meet targets. Impact report from speech and language therapist.
3. Improve emotional awareness	Increased confidence, enjoyment and a reduction in behaviour incidents. Impact on attendance – improved attendance.
4. Meet KS2 end of year national expectations Meet KS1 end of year national expectations Meet national expectations for GLD in reception Meet national expectation in phonics check Meet national expectation in multiplication check	Data milestones met
5. Improve children’s confidence, instilling growth mindsets and metacognition to support independence	Pupil voice to show improved confidence

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 (for example, CPD, recruitment and retention)

Budgeted cost: £84,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant headteacher to improve T+L and raising standards leader - £42,624	Addressing educational disadvantage in Essex EEF guide to pupil premium	4, 5
Teacher to cover phase release to improve standards- £31,359	Addressing educational disadvantage in Essex EEF	4, 5
RWI consulting support to improve early reading - £2,000	RWI testimonials and results,	4,5
Now Press Play to widen experiences and develop ideas and language - £2,000	Resources to support QFT	4,5
SATS companion to address gaps in learning and support with home learning (year 5 and 6) - £3,600	Resources to support QFT	4,5
Cornerstones to offer broad curriculum with good resources - £2,900	Resources to support QFT	4,5

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

Budgeted cost: £103,912

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapist to target pupils identified - £10,725	Ofsted – The Pupil Premium (page 20)	2
Thrive payment to support most vulnerable pupils with SEMH - £3,000	Addressing disadvantage in Essex	3, 5
School-led tutoring for identified pupils for catch up - £2,345	Government scheme	4, 5
Thrive practitioner to diagnose need and lead therapies and interventions - £19,918	Ofsted – The Pupil Premium (page 20)	3, 5
3x HLTAs to provide targeted interventions within KS1 and KS2 - £67,924	Ofsted – The Pupil Premium (page 11) EEF good practice, tiered guide to 2021	4, 5

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

Budgeted cost: £67,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
StudyBugs for parent communications and support in providing detail on illness to improve attendance - £3,500	Ofsted – The Pupil Premium (page 20)	1
Play therapist for identified pupils - £5,800	EEF – wider strategies	3
Rainbow provision for SEMH and taxi - £15,830 + £5,850	Addressing disadvantage in Essex	3
Play therapist within school - £7,500	Addressing disadvantage in Essex	3, 5

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Music tuition to offer wider opportunities (everyone learns to play and instrument) - £1,300	Addressing disadvantage in Essex	
Cookery club - £1,884		
Attendance officer + pastoral support staff - £25,451	Ofsted – The Pupil Premium (page 20)	1, 3, 5

Total budgeted cost: £255,510

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. **Attendance.** The attendance gap between PP and non-PP closed from 2.5% to 2.3%. Attendance at clubs was high and growing from Autumn to Spring term, with a slight dip in Summer.
2. **Communication.** 29/42 children receiving intervention are PP. 11/29 have now been discharged and are now in-line with their peers. Of the remaining 18, 11 have met all of their set targets and had their targets advanced. 3 of the 18 have not yet met targets but they have only recently been referred. 4 children have not made good progress. There are contextual reasons to some of these.
3. **Self / emotional regulation.** There are 26 PP children receiving some form of therapy to support their emotional well-being. The Thrive programme has had a big impact in reducing behaviour incidents and supporting the emotional development of children.
4. **Improve attainment.**
 - Overall attainment for PP children was steady but still not in line with non PP, but there was good progress in most areas.
 - Overall attainment (children on track for expected) has risen by 9% in reading and writing, and 13% in maths.
 - 85% of PP children made expected or above progress in reading and maths, with 87% in writing.
 - 62% of PP children passed the phonics screening check. The reading gap in year 1 reduced from 27% to 20%.
 - In Y6 SATS, the gaps reduced between PP and non in reading (by 7%) and maths (by 1%) and a slight reduction in the gap between PP and non (1%).
 - There has been a reduction in the gaps in EYFS reading, writing and maths.
 - Gaps for those with both SEN and PP have reduced slightly.
 - Despite poor attainment in year 2, 62% of PP children made expected or above progress compared to 60% of non PP.
 - There has been measurable and clear progress for the 16 PP children that regularly attended school-led tutoring in year 2, 4 and 5.
5. **Confidence.** Sensory circuit and PE circuit have given key children confidence to join in with PE lessons. There has been an opportunity to learn an instrument in years 4 and 5.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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Programme	Provider
Outdoor play and learning	OPAL
Childhood licensed practitioner course	Thrive