

Pupil premium strategy statement

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 2021 to 2022 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	410
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	10.9.21
Date on which it will be reviewed	9.22
Statement authorised by	
Pupil premium lead	Max Davie
Governor / Trustee lead	Heena Finch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680
Recovery premium funding allocation this academic year	£25,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£218,765

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

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. We expect all of our children to leave primary school ready for the next phase of their education.

Our plan recognizes children's barriers, and aims - where possible - to put the most effective intervention in place that meets their needs. This enables us to be responsive to the needs of our pupils.

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. We dedicate resources to ensure that staff have opportunities to provide the best education possible. Early reading is also a driver for the success of our disadvantaged children, and as such we prioritise this.

We have made full use of the national tutoring programme to help close gaps.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. Historic school data shows that the attendance of PP children is lower than non-PP. This includes a higher rate of persistent absence in PP children.
2	Communication. Observations and assessments show that the ability to communicate is a barrier for some children in their learning. This is predominantly through speech and language gaps. However, this also encompasses the ability to communicate their needs when they are in emotional distress. We have invested in the Thrive programme to help us understand where children have these gaps and how to support them.
3	Self-regulation / emotional regulation. Observations and assessments show that some children have gaps in their emotional intelligence. When they are in distress, they lack the skills and ability to regulate. This can have a big impact on their ability to learn.
4	Attainment (low attainment and attainment gaps). Assessments indicate that some children have low attainment rates. Others have gaps in their learning. These gaps will widen if not addressed through quality first teaching and interventions..

5	Confidence. Discussions with pupils show that poor attainment can lead to low confidence and low self-esteem, and in turn poor concentration and/or attitudes towards learning. Our barrier-mapping suggests that these are very real barriers for our children in accessing learning.
---	--

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. Improve attendance and persistent absence (PA) of PP children	Improved attendance rates for PP children Reduction in PA rates for PP children
2. Improve speech and language skills, through speech therapy and more oracy opportunities	Speaking and listening reports from the speech therapist and interventions Observations and monitoring show planned opportunities for speaking and listening
3. Improve emotional awareness	Increased confidence from pupil voice Improved enjoyment from pupil voice A reduction in behaviour incidents (whole school) A reduction in behaviour incidents (case studies)
4. Improve attainment	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
5. Improve children's confidence, instilling growth mindsets and metacognition to support independence	Pupil voice to show improved confidence and better awareness of their learning and targets. Observations to show that children are independent and know how to improve in lessons.

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: £98,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher £51,000	Addressing educational disadvantage in Essex EEF	4, 5
PiXL, cornerstones, RWI £7,300	RWI testimonials and results, PiXL	4
LSA RWI champion £7,000	Ofsted – The Pupil Premium (page 11)	4
HLTA PP interventions £30,500	EEF good practice, tiered guide to 2021	4, 5
Resources for launch lesson £1,350	Closing the gap – pupil premium strategies (cultural capital)	1, 4
Grammarsaurus £400	Resource to support quality 1 st teaching	4
EYFS books £500	NA	4

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

Budgeted cost: £43,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapist £5,000 and S+L LSA £2,160	Ofsted – The Pupil Premium (page 20)	2

Teacher supporting SENCO £9,800	Ofsted – The Pupil Premium (page 20)	3
LSA in pastoral role £4,800	Ofsted – The Pupil Premium (page 20)	3
Training £6,875	EEF guide to pupil premium	4
HLTA x2 directed time towards PP support	Ofsted – The Pupil Premium (page 18)	4
National tutoring programme and (school-led tutoring) £4,617 + £3,500	National Tutoring Programme	4
SATS companion £3,600	Resources	4
I-pads for Timestable Rockstars £3,168	Resources	4

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

Budgeted cost: £77,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist £6,500	Addressing disadvantage in Essex	3,5
Breakfast club £7,600	EEF guide to pupil premium	1
Studybugs £3,000	NA	1
Rewards £800	NA	1, 4, 5
Attendance officer £14,245	Addressing disadvantage in Essex	1
Rainbow alternative provision £14,000	Addressing disadvantage in Essex	3, 5
Thrive £2,900	Addressing disadvantage in Essex	2, 3, 5
OPAL £20,000	Closing the gap – pupil premium strategies	1, 2, 3, 5

Go Read (home reading app) £500	Resources	4
Councillor (1 day per week – 0.2) £7,020 Sensory equipment £630	Resources	2, 3, 5

Total budgeted cost: £218,765

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 2020 to 2021 academic year.

- Upon re-entry to school after lockdown, testing showed our PP children had not regressed much from starting points. This was due to our remote learning provision during lockdown (46% of PP children initially engaged, ending with 70% towards the end of lockdown)
- 73% of PP children passed the year 2 phonics check
- RWI interventions in EYFS showed 19/20 children made expected or better progress in word reading. In the RWI assessments between October and April, 10/19 PP children made expected or better progress
- In year 1 RWI interventions between October and May, 26/27 children made expected or better progress
- Attendance has increased from 91.6% to 93.1% for PP children, though PA has grown slightly
- PP champions have worked with targeted children and made discrete progress on areas such as handwriting, areas of maths, spelling and reading
- Year 6 Fresh Start intervention were effective with all 5 of the PP children completing the programme and joining whole class reading
- Year 6 arithmetic interventions showed an improvement in tests for 15/19 children
- There has been a reduction in the level of PP children working below for S+L
- Of the 3 PP children with challenging SEMH needs, displaying high level difficult behaviour frequently at the start of the year and at risk of permanent exclusion, all 3 have successfully reintegrated into the classroom.

Externally provided programmes

Programme	Provider
Outdoor play and learning	OPAL. This programme supports us with strategy aims 2, 3 and 5.
Childhood licensed practitioner course	Thrive