

Pupil premium strategy statement 2023-2024

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	405
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Kelly Hamilton
Pupil premium lead	Max Davie
Governor / Trustee lead	Rosemary Lovatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,165
Recovery premium funding allocation this academic year	£23,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£260,800

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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	Attendance 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.
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. Some families in this area struggle financially and have limited resources such as books and opportunities to develop wider experiences, limiting cultural capital.
5	Regular reading and homework Our teachers report that a large barrier for our PP children is the lack of regularity of completing homework and reading. Our pupil voice showed that the PP children largely identify as 'never' or 'rarely' read at home. Our

	<p>outcomes showed that only 56% of the PP children are on track for reading, our biggest gap to national. Of the children working significantly below, 57% are PP. KS2 outcomes this year were lowest in reading, with only 43% of disadvantaged pupils meeting the expected standard in reading. Last year, the % of disadvantaged children meeting the standard was 62% and for our school it was 53%.</p>
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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
<p>1. Improve attendance to be 94.5% (or in line with national) and reduce persistent absence (PA) to be 14% or at least in line with national and to be in line with “all pupils”</p>	<p>Improved attendance rates for PP children (from 2022-2023) to be in line with national (94%)</p> <p>Reduction in PA rates for PP children (from 2021-2022) to be in line with national or 14%</p>
<p>2. Improve speech and language skills through targeted speech therapy and through NELI programme.</p>	<p>Improved outcomes from speech and language.</p> <p>Children meet targets.</p> <p>Impact report from speech and language therapist.</p>
<p>3. Improve emotional awareness and regulation.</p>	<p>Increased confidence, enjoyment and a reduction in behaviour incidents.</p> <p>Impact on attendance – improved attendance.</p>
<p>4. Meet KS2 end of year national expectations</p> <p>Meet KS1 end of year national expectations</p> <p>Meet national expectations for GLD in reception</p> <p>Meet national expectation in phonics check</p> <p>Meet national expectation in multiplication check</p>	<p>Data milestones met</p>
<p>5. Improve engagement with home reading and homework, to further improve outcomes and accelerate progress</p>	<p>Increased % of children will read regularly at home and complete homework.</p> <p>Progress of PP children will be in-line with their non PP peers</p> <p>Improved outcomes for reading.</p>

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: £84,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant headteacher to improve Teaching and Learning and to lead as raising standards leader Teacher to cover phase release to improve standards- £78,872	Addressing educational disadvantage in Essex EEF guide to pupil premium	4, 5
Subscription to RWI phonics online and training day to improve early reading - £1,500	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
Access to Cornerstones resources and for purchasing additional resources or Cornerstones launch lessons £2,000	Resources to support QFT	4,5
Subscription to Thrive includes training for practitioners.	Thrive testimonials Addressing the Disadvantaged in Essex	3,5

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

Budgeted cost: £13,725

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

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+ LSA delivering S_L interventions including NELI programme for EYFS £(support staff total below)		
Thrive subscription and training to support most vulnerable pupils with SEMH - £3,000	Addressing disadvantage in Essex	3, 5
Thrive practitioner to diagnose need and lead therapies and interventions £(support staff total below)	Ofsted – The Pupil Premium (page 20)	3, 5
3x HLTAs to provide targeted interventions within KS1 and KS2 – £(support staff total below)	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: £10,155 + support staff total of £152,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist for identified pupils - £5,000	EEF – wider strategies	3
Transport to alternative provision for SEMH £2,410	Addressing disadvantage in Essex	3
Music tuition to offer wider opportunities (everyone learns to play and instrument) - £1,280	Addressing disadvantage in Essex	
Contribution to trips £1,500	EEF – wider strategies	1,2,3
Attendance officer + pastoral support staff £(support staff total below)	Ofsted – The Pupil Premium (page 20)	1, 3, 5
Support staff total £152,548		

Total budgeted cost: £260,800

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.** Whole school attendance was 93.5%. This was close to the national 94%. PP was at 91.6%. PA in the whole school was 17.6%, slightly above the national figure of 17.2%. Targeted work was effective in raising the attendance of a small number of pupils, but PA for PP children remained high – 62% of all the PA (compared with 38% non PP)
2. **Communication.** 21 PP children receive 1:1 S+L from our trained LSA. 16/21 have made good or better progress against their targets. Several more children work with the speech therapist and have made good progress against their targets.
3. **Self / emotional regulation.** There are 38 children (29 are PP/ 76%) 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. All internal and external monitoring visits, including Ofsted, have noted the calm learning environment with minimal distractions
4. **Improve attainment.**
 - Whole school attainment for PP children for writing and maths is in line with national outcomes for disadvantaged children (based on 2022 KS2 SATS).
 - EYFS GLD for PP children is 45%. Last year's national was 49% for PP children
 - Phonics assessment saw 61% of PP children passing. Last year's national for PP children was 62%
 - The average progress (measured by RWI groups) for PP children in Year 1 was 3.7 groups, compared to 3.1 groups of non PP children, as a result of regular targeted interventions
 - The progress of PP children in the phonics assessment was good. The average score for PP children in March was 29. This jumped 3 marks to 32 in June. For non PP this jumped 1 mark
 - In year 2, 6/8 children who re-sat their phonics test passed
 - KS1 SATS showed a gap of 1% between PP and non PP passing reading and maths and progress for PP children in line with non PP for these subjects.
 - In the year 4 multiplication times table check, last year's average score for PP children was 17.9. This year, our PP children scored an average of 19. There was strong progress for 20 children receiving regular interventions, including 11 of these children passing and clear progress from the others.
 - Reading interventions in year 3 and 4 have seen an average improvement in test scores from 2.6/30, to 7/30 and an improvement of 3 RWI colours progress.
 - In year 6 writing, the attainment of PP children is 50%. Last year's national for PP children was 55%. Progress of PP children in writing was very strong

compared to non PP. 87% of PP children made good or better progress compared to 85% of non PP children. Additionally, 30% of the PP made accelerated progress compared to 0% of non PP children.

- The training of a maths specialist and implementation of NCETM prioritised curriculum in year 3 has shown rapid progress for PP children. 38% have made accelerated progress vs 30% of non PP. It was also implemented in year 1, where progress for the two groups was similar.
 - In KS2, last year's national combined for RWM for PP children was 43%. Our PP children achieved 48% combined.
 - Whole school progress in writing and maths for PP children is similar to that of non, exceeding it slightly in maths.
5. **Confidence.** The OPAL project has hugely impacted children's lunchtime experiences, with the majority of pupils enjoying lunchtime, recognising that there is lots to do and reporting feeling safe. This has improved overall confidence at school, with pupil voice showing the majority of children feeling confident with their work and their abilities at school. Club take-up has been at around 31% for PP children. However, PP children have represented the school at competitions, the school and eco council and trust events.

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

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