

## Pupil premium strategy statement 2024-2025

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	418
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
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	£226,069
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£226,069</b>

Fairhouse Primary School PP strategy statement 2024-2025

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 improve outcomes for disadvantaged children, ensuring 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 1<sup>st</sup> 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	<p>Attendance</p> <p>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.</p>
2	<p>Communication</p> <p>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.</p>
3	<p>Self-regulation / emotional regulation</p> <p>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.</p>
4	<p>Attainment (low attainment and attainment gaps)</p> <p>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.</p>
5	<p>Engagement in wider curriculum events</p> <p>Our in-school tracking shows that disadvantaged children are not currently engaging in out of school activities as regularly as their non-disadvantaged peers. This includes clubs and events. Last year (2023-2024), 24% of our PP</p>

	children took part in a school club, and 67% of our PP children took part in an extra curricular activity. Increasing these numbers is a priority.
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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. Improve attendance to be 94.3% (or in line with national) and keep persistent absence lower or in-line with national	Improved attendance rates for PP children (from 2022-2023) to be in line with national (94%) Reduction in PA rates for PP children (from 2021-2022) to be in line with, or lower than, national
2. Improve speech and language skills through targeted speech therapy and through NELI programme.	Improved outcomes from speech and language. Children meet targets. Impact report from speech and language therapist.
3. Improve emotional awareness and regulation.	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 engagement with clubs and extra curricular activities	There will be an increase from the 24% that are represented at clubs  There will be an increase from the 67% represented at some form of extra-curricular activity or event  Pupil voice will show that PP children enjoy school and feel there are opportunities for them

## 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: £48,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to add capacity for reading lead to improve reading £37,063	Addressing educational disadvantage in Essex EEF guide to pupil premium	4
Subscription to RWI phonics online and training day to improve early reading - £2,500	RWI testimonials and results DFE approved scheme	4
Now Press Play to widen experiences and develop ideas and language - £2,000	Resources to support QFT	4
Subscriptions (Century+, Cornerstones) - £3,900	EEF Homework	5
Resources for Cornerstones launch lessons £1,500	Resources to support QFT	4
Subscription to Thrive includes training for practitioners - £1,500	Thrive testimonials Addressing the Disadvantaged in Essex	3

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

Budgeted cost: £146,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapist to target pupils identified - £11,020	Ofsted – The Pupil Premium (page 20)	2

Fairhouse Primary School PP strategy statement 2024-2025

+ LSA delivering S_L interventions including NELI programme for EYFS £16,484		
Thrive subscription and training to support most vulnerable pupils with SEMH - £3,000	Addressing disadvantage in Essex	3, 5
Thrive practitioners to diagnose need and lead therapies and interventions £53,080	Ofsted – The Pupil Premium (page 20)	3, 5
3x HLTAs to provide targeted interventions within KS1 and KS2 – £62,500	Ofsted – The Pupil Premium (page 11) EEF good practice, tiered guide to 2021	4

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

Budgeted cost: £31,522

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Play therapist for identified pupils - £8,316	EEF – wider strategies	3
Transport to events - £2,000	Addressing disadvantage in Essex	3, 5
Music tuition to offer wider opportunities (everyone learns to play and instrument) - £1,360	Addressing disadvantage in Essex	5
Contribution to trips £2000	EEF – wider strategies	1,2,3,5
Attendance officer + pastoral support staff  £17,846	Ofsted – The Pupil Premium (page 20)	1, 3, 5

**Total budgeted cost: £225,524**

## 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

- Attendance improved only slightly for PP children, from 91.7% to 92.2%. The PA for the disadvantaged group improved slightly, from 26% to 24.6%.

#### 2. Communication

- 26/58 children that received speech therapy were PP, with good levels of progress being reported

#### 3. Self / emotional regulation

- There was a decrease in the amount of children that received a fixed term suspension. There were no permanent exclusions. We were successful in accessing external provision for key pupils

#### 4. Improve attainment

- EYFS GLD improved for PP children, from 45% last year to 52% this year. The gap narrowed from 26% to 14%
- Year 1 phonics attainment improved for PP children, from 61% to 75%
- Year 2 phonics retakes were at 85% for PP children, outperforming their non-disadvantaged peers (76%)
- Year 2 outcomes for reading and writing improved: reading from 50% to 55%, and writing from 43% to 45%
- The average score for a PP child in the MTC improved from 19 to 21, with the gap narrowing and 46% of both groups receiving full marks
- KS2 SATS outcomes were considerably better for PP children. In reading, writing and maths respectively, outcomes increased from 43% to 55%, 50% to 69% and 53% to 55%.
- The % of PP children meeting the combined score in their KS2 SATS increased from 30% to 41%, with the gap narrowing from 42% to 27%

#### 5. Improve home reading.

- In-school monitoring showed that all children were read with regularly and that our lowest 20% of readers were heard reading in school at least 3 additional times per week.

### Externally provided programmes

Fairhouse Primary School PP strategy statement 2024-2025

*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*

<b>Programme</b>	<b>Provider</b>
Outdoor play and learning	OPAL
Childhood licensed practitioner course	Thrive