

Pupil Premium Strategy Statement 2019 – 2022: Fairfield Primary Academy

Reviewed: November 2020

1. Summary Information							
School	Fairfield Primary Academy		Strategic Plan 2019 - 2022		Publication Date Nov 2019		Review Date Nov 2020
Academic Year	2020 - 2021	Total PP budget Service LAC & Post-LAC	£133,939.58 £671.67 £8,402.92 Total: £143,014.17		Total EY PP Budget: N/A		
Principal: Shamara Sadler Pupil Premium Lead: Sallyann Mitchell and Sam Miller PP Governor Lead: Andy Halpin and Paula Hunt		Total number of pupils	EYFS - Y6: 621		Number of pupils eligible for PP		EYFS - 6: 120 (19.3%)

2. Attainment for the Last Academic Year									
2019 – 2020	EYFS		KS1		KS2				
	PP	Non-PP (National-Non)	PP	Non-PP (National-Non)	PP	Non-PP (National-Non)	Progress Measures (PP)		
% working at the expected standard or above in reading, writing and maths /GLD	71%	85% (61.9%)	80% 0%	73% (69%) 15%	65% 18%	78% (71%)	+3% +9%		
% working at the expected standard or above in reading /ELG	71%	86.7% (69.4%)	90% 20%	82% (79%) 32%	78% 41%	88% (78%)	+5% +20%		
% meeting the standard in the Year 1 Phonic Check				% (84%)					
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)				% (85%)					
% working at the expected standard or above in writing /ELG	71%	85% (66.3%)	90% 0%	78% (73%) 17%	65% 18%	81% (83%)	-3% +6%		
% working at the expected standard or above in maths/ELG	86%	90% (71.1%)	80% 30%	83% (79%) 32%	71% 24%	81% (84%)	-0.9% +6%		
3.Strategy Aims for Disadvantaged Pupils					Target Date: September 2020-21				
Academic Performance for Disadvantaged Pupils change targets to be in line with national non or look at family of schools database on EEF / schools comparison website (DfE) to inform targets					EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD					74%			79%	73%
% working at the expected standard or above in reading / ELG					59%	85%	94%	88%	78%
% working at the expected standard or above in writing / ELG					64%			84%	81%
% working at the expected standard or above in maths / ELG					64%			89%	84%
Other Indicators									

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	Overall Attendance (All and PP)	National All Attendance	Persistent Absence (All and PP)	National All PA	National PP PA
Attendance	All= 97% PP= 96.1%	96.1%	All=4.7% PP=6.9%	8.8%	15.1%

Other Indicators Specific to School

Continue with a consistent approach to attendance, work hard with our persistent absence children and parents. Keep the attendance rewards appealing for the children. Keep the children and staff informed of attendance performance. Ensure all staff are promoting positive attendance. Raise the profile of FSM eligibility to parents, especially in EYFS and KS1.

4. Spending Priorities and Rationale for 3 year Strategic Plan

Teaching Priorities

Barriers to Learning	Some pupils lack awareness of themselves as learners and the strategies in becoming independent, resilient, self-regulated learners.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	<ul style="list-style-type: none"> Ensure Quality First Teaching has the greatest impact on outcomes for disadvantaged children. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Create self-regulated learners able to approach tasks, monitor and evaluate their learning Embed mastery across the curriculum and metacognitive talk. All teachers to have high expectations and teachers encourage children to always strive for challenge? – ‘Being better than your best! Children to receive feedback that is targeted to their level to close the gap in their learning and is this used to support next steps in their learning? 	
Priority 2	<ul style="list-style-type: none"> School culture – everyone a leader of learning and continuous professional development through collaboration and commitment to Practitioner Enquiry across the school 	
		Projected Spending for Current Academic Year £42,957

Targeted Academic Support

Barriers to Learning	Core literacy skills in reading and writing inhibit progress for some of the pupil premium pupils in achieving the expected standard. Poor oral language skills, including pupil’s limited range of vocabulary, linked to limited life experiences and availability of quality texts.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	<ul style="list-style-type: none"> Embed Fairfield Phonics approach Embed Rainbow Grammar Embed Sounds and Syllables Ensure fluency of number facts and procedural strategies alongside application to problem solving and reasoning. ‘Angels’ to lead lessons to enable class teacher to identify misconceptions and close gaps as they arise. 	
Priority 2	Language and reading is a pre- indicator of achievement. <ul style="list-style-type: none"> Enable fluent and confident readers who are able to navigate different genres with confidence. Develop a range of Tier 2.5 vocabulary, reading accuracy and comprehension. Develop articulate communicators to present and share their ideas, debate their viewpoint and reflect on challenge. 	
		Projected Spending for Current Academic Year £92,469

Wider Strategies

Barriers to Learning	Some children lack the knowledge and skills to prepare them for future success. Some children arrive at school with different and sometimes more limited experiences than others	
Priority	Activity to be Funded from the PP Budget	
Priority 1	<ul style="list-style-type: none"> Rich experiences to build cultural capital which is essential to self-awareness and self-esteem. Wellbeing encompasses all that we do at Fairfield. 	
Priority 2	<ul style="list-style-type: none"> Engage families facing most challenges 	
		Projected Spending for Current Academic Year £32,084

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5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over for staff professional development focused on understanding and use of metacognitive strategies.	Regular identified CPD time allocated across the academic year. (INSET days, Derby Research School, EEF journal clubs) The role of TLRs for research.
Targeted support	Ensuring enough time for TRGs for mastery teaching in Rainbow Grammar/ Maths No Problem.	Allocating time and cover in the school day for TRG's to take place approach across school. Angels leading interventions across all year groups and supporting targeted small groups.
Wider strategies	Engage families with more learning focused activities Ensure parents feel confident to support their child's learning and have greater subject knowledge and understanding of the SHINE curriculum.	<ul style="list-style-type: none"> Development and use of knowledge organisers Offer parent/carer workshops at key events Provide on line resources to ensure greater parental subject knowledge and understanding of the SHINE curriculum.

6. Review of Last Year's Aims and Outcomes ¹	
Aim	Outcome
To ensure that any gaps between PP and Non PP close over time for all subjects..	<p>EYFS – Only 1 out of 4 children met EXS ELG/GLD. The difference has not yet diminished.</p> <p><u>Key Stage 1:</u> Combined EXS is comparable to national –non. Attainment in Maths is above national –non. FSM6 cohort comparison from EYFS to KS1 to KS2 shows an added progress of 33.4% in all areas. The gap has narrowed for FSM6 compared to Non FSM6 in Reading (33.4%), Writing (33.4%) and Maths (31.6%). There remains a gap between FMS6 and non FSM6 in all areas.</p> <p><u>Key Stage 2:</u> There remains a gap between PP and national- non and this continues to be a priority. When comparing the outcomes for this cohort at the end of KS1 the gap has narrowed in Writing and Maths</p> <p>Writing: FSM6 children from KS1 to KS2, added progress 20%. The gap has narrowed 12.2% between FSM6 and Non FSM6</p> <p>Maths: FSM6 children from KS1 to KS2, added progress of 20%. The gap has narrowed 21.1% between FSM6 and Non FSM6.</p> <p>Reading: The gap has not narrowed. School wishes to close the gap between FSM6 and Non FSM6 and increase the number of children at expected for Reading. As a result, explicit fluency teaching will be embedded across the school, to ensure we meet this aim.</p>
To increase engagement and resilience for PP children	<p>TLR- Engagement project 2018-19 demonstrates from pupil voice that where Austin's butterfly/the learning pit/Leuvan scale barometers were being used consistently the effect they had on children's resilience was positive. Discussions with children have resulted in positive conversations about how these helped with their learning. Children confidently spoke about what they do if they feel they are in the pit and need support. Use of transformer partners is consistently used across school with carefully thought out partners to increase engagement.</p> <p>Next steps: School needs to ensure that Pupil Premium children are fully engaged and encourage ambition for success as much as any other group within the school. Ensure pupils are increasingly able to answer questions like - What do you do if you get stuck? What strategies do you know that you can use to help you?</p> <p>Deep dives will continue to ensure that the following questions are asked How do teachers explicitly inform the children what successful impact looks like from the outset?</p> <p>Do all teachers encourage children to always strive for challenge? – 'Being better than your best!'</p> <p>Are children given the opportunity to fail?</p> <p>Effective feedback needs to be given so that children 'know what they do well' and 'what they need to do next in order to improve further'</p> <p>Are children receiving feedback that is targeted to their level to close the gap in their learning and is this used to support next steps in their learning? Do staff step back and listen to the children responses?</p>
Increase parental engagement -Increase the number of families engaging with school and feeling supported, resulting in improved attendance at all school parent events.	<p>Parents are attending more events like Wow and celebration events. PP parents were less likely to attend consultation evenings—any parents will be contacted by school to arrange an alternative appointment.</p> <p>PP parents need to be encouraged with homework tasks as a result, school needs to ensure that children not completing homework are supported at school. PP children not reading at home need to be heard reading at school.</p> <p>As a result introduce system of bottom 20% of readers heard daily in school</p> <p>Increase community engagement and introduce Big Fat quizzes for all year groups this year.</p> <p>Continue to ensure PP children have access to a rich variety of after school clubs, lunchtime clubs and extra-curricular trips to provide a deep experiential aspect to their learning</p>

¹ For future strategy documents, indicate progress towards achieving the three year goal.

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Pupil Premium Annual Overview 2019-2020- Reviewed

Teaching (e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)	Total Spend: £42,957	<h3 style="text-align: center;">Our Tiered Approach</h3>  <p style="text-align: center;">Total Budget PP Funding: £162,620</p>	Targeted Academic Support (e.g. Structured interventions; Small group Tuition; One-to-One Support)	Total Spend: £92,469
<p>Fairfield is following the Education Endowment Foundation Research findings to determine Pupil Premium Expenditure (a tiered approach).</p> <ul style="list-style-type: none"> Quality First Teaching-Implementation of the 'SHINE Curriculum' Feedback(+ 8 months) https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/ Metacognition and self-regulation +7 months, https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Mastery learning +5 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Staff CPD on the new curriculum (staff meetings and INSETs) (CPD +4 months) Jason Wade Sounds and Syllables programme Develop a whole school approach to making knowledge stick (Metacognition and self-regulation +7 months) Tailored CPD for NQTs, trainee teachers and more experienced colleagues (NPQML, NPQSL, NPQH, other research opportunities) Develop a whole school approach to reading, including the purchase of an appropriate reading scheme and a variety of books. Develop the library to promote a love of reading Develop a whole school approach to Communication Friendly Spaces 	<p>Spend</p> <p>£22,000</p> <p>£12,000</p> <p>£3,200</p> <p>£159.50</p> <p>£4,699.16</p> <p>£10,000</p> <p>£899.00</p>			<ul style="list-style-type: none"> Provision costs for staffing (PP Champions – 1:1 Reading) Reading Plus Programme & Lexia Fairfield Angels -Mastery learning () + 5 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Easter School (Year 6) Skill zones provisions for break and lunch time – staffing <p>Wider Strategies <i>e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i></p> <ul style="list-style-type: none"> Breakfast Club (staffing, food and resources) After School Provision (staffing, food and resources) Enrichment funding enables each class to build in regular experiences to build cultural capital and enrichment opportunities Uniform vouchers for eligible PP children Behaviour interventions + 4 months progress. Learner behaviours- Peer tutoring +5 months progress Cost of enrichment opportunities resources – e.g. nurture and CASY Counselling (Social emotional learning + 4 month's progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/) Specific strategies for LAC- Multimodal Literacy Nottinghamshire LAC project. to enhance literacy and ICT skills 1:1, nurture, Virtual school project, extended schools provision, angel support
		<i>Total Spend</i> £162,620		

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Pupil Premium Annual Overview 2020-21

Teaching (e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)	Total Spend: £56,250	<h3 style="text-align: center;">Our Tiered Approach</h3>  <p style="text-align: center;">Total Budget PP Funding: £143,014.00</p>	Targeted Academic Support (e.g. Structured interventions; Small group Tuition; One-to-One Support)	Total Spend: £ 45,430
<p>Fairfield is following the Education Endowment Foundation Research findings to determine Pupil Premium Expenditure (a tiered approach).</p> <ul style="list-style-type: none"> Quality First Teaching- Feedback(+ 8 months) Children to receive feedback that is targeted to their level to close the gap in their learning and is this used to support next steps in their learning? https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/ Create self-regulated learners able to approach tasks, monitor and evaluate their learning Embed mastery and metacognitive talk. Mastery learning +5 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Metacognition and self-regulation +7 months, https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Staff CPD (staff meetings and INSETs) (CPD +4 months) Tailored CPD for NQTs, trainee teachers and more experienced colleagues (NPQML, NPQSL, NPQH, NPQEL other research opportunities) 	<p>Spend</p> <p>£22,550</p> <p>£12,000</p> <p>£10,000</p> <p>£4,200</p> <p>£7,500</p>			<ul style="list-style-type: none"> Provision costs for staffing (PP Champions) Reading Plus Programme/ Lexia/TT Rockstar Angels' to lead lessons to enable class teacher to identify misconceptions and close gaps as they arise. Mastery learning () + 5 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Develop a range of Tier 2.5 vocabulary, reading accuracy and comprehension. Develop articulate communicators to present and share their ideas, debate their viewpoint and reflect on challenge. Positive Play Skill zones provisions for break and lunch time – staffing and resources

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			<ul style="list-style-type: none"> • Cost of enrichment opportunities resources – e.g. nurture and CASY Counselling (Social emotional learning + 4 month’s progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ • Specific strategies for LAC- Multimodal Literacy Nottinghamshire LAC project. to enhance literacy and ICT skills 1:1, nurture, Virtual school project, extended schools provision, angel support 	<p>£3,840</p> <p>£2,100</p>
			<i>Total Spend</i>	£143,014.00

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