

Pupil premium strategy statement Fairlawn Primary School

1. Summary information					
School	Fairlawn Primary school				
Academic Year	2019/20	Total PP budget	£ 74820	Date of most recent PP External Review	June2019
Total number of pupils	452	Number of pupils eligible for PP	56	Date for next internal review of this strategy	April 2020

2. Current attainment		
KS2 Outcomes 2019	<i>Pupils eligible for PP (11 Pupils)</i>	<i>Pupils not eligible for PP Fairlawn</i>
% Expected in reading, writing and maths	45% GD 9%	69% GD 25%
% Expected/Greater depth in reading	45% GD 9%	75% GD 36%
% Expected/Greater depth in writing	73% GD 9%	85% GD 41%
% Expected/Greater depth in maths	64% GD 9%	80% GD 31%
3. Barriers to future attainment (for pupils eligible for PP including higher attainers)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attachment difficulties due to childhood trauma affecting non-verbal reasoning and executive functioning skills, which, in turn, impacts on wellbeing, maths progress and attainment. This is a particular barrier for our LAC.	
B.	Limited enrichment opportunities and lack of wider experiences impact on the range and breadth of pupils' vocabulary, their receptive understanding of language and their knowledge of the wider world. This, in turn, impacts negatively on their ability to infer and deduct and to write about a range of subjects in greater depth.	
C.	PASS data indicates that some of our pupil premium children do not feel positively about their school experience and do not recognise the progress they have made.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Temporary housing cost of traveling to school impacts on attendance and punctuality. Pupils miss essential steps in their learning.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Staff will better understand how attachment difficulties impact on executive functioning skills. The mastery approach to maths teaching will ensure pupils feel safe and supported to make good progress in maths.	90% of Pupil Premium children making green progress in maths. Positive questionnaire outcomes.
B.	Enrichment opportunities will help to widen the experiences of disadvantaged pupils who may not access these easily through home. Impacting on inference and deduction in reading and writing outcomes.	End of KS2 2020 Reading 80% GD 15% Writing 80% GD 9%
C.	More precise feedback and targeted interventions will have a positive impact on pupil progress in Literacy and the wider curriculum.	90% of Pupil Premium children making green progress in Literacy
D.	Increased attendance for Pupil Premium children.	Attendance gap closing between PP and Non PP to below 1%

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	KS1 Power maths to support the delivery of maths mastery	Research has shown that Mastery learning is a promising strategy for narrowing the attainment gap. Evidence from the Educational Endowment Funding indicates that how manipulatives and representations are used is crucial. This supports children with low non-verbal and executive functioning skills. Maths Mastery supports the development deeper understanding of maths concepts.	<ul style="list-style-type: none"> • Training to be provided for KS1 • Regular monitoring and support from maths leader • Book looks • Lesson observations • Data drop 	LC	Termly

C	<p>CPD to develop feedback and questioning.</p> <p>Introduction of yellow box marking.</p>	<p>Educational Endowment Funding research on feedback approaches stated that we should explicitly aim to provide feedback to learners, using Bloom's 'mastery learning', to ensure we have a positive impact on progression. Yellow box marking is effective for both workload and improving progress.</p>	<ul style="list-style-type: none"> • Revisiting regularly in staff meetings • Book looks • Lesson observations 	SLT and subject leaders	Termly
B	<p>Whole school focus on vocabulary development.</p> <p>SLA speech and language for expert advice and support.</p>	<p>Alex Quigley research has shown that we can make a positive impact on pupils' spoken language through a structured approach to the teaching of vocabulary. 80% of our language is made up of 2000 words.</p> <p>Careful planning ensures we expose children to this vocabulary.</p>	<ul style="list-style-type: none"> • Mapped vocabulary across the curriculum • Observations • Linking to book looks 	SLT	Half termly

A, C	CPD for attachment and the best approach to supporting children who have been exposed to early trauma for all staff to ensure children can access the learning. Support parents when relevant.	Young minds highlights recent research that has led to a greater understanding of how this early adversity affects brain development and therefore the brain abilities that a child has. Skills such as cause and effect thinking, logical and abstract thinking, anticipation skills, memory, impulse control and emotion regulation may be affected. Consequently, a child may be unable to do as you ask, rather than deliberately not doing so. Therefore as a school we need to provide training to enable teachers to adapt current approaches to meet the needs of all through quality first teaching.	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Use of PASS assessment to support individuals • Review provision for Pupil Premium half termly 	SLT	Half termly
Total budgeted cost					£9500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A, B, C and D	Reallocation of support staff providing in class support to ensure children receive targeted support and TAs have maximum impact. Training provided as required.	Educational Endowment Funding indicates it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. TAs has time before and after school to have these discussions. Lesson support in class is identified through analysis of data.	<ul style="list-style-type: none"> • Observations and training provided for support staff • Time for support staff to meet with teachers before school • Data analysis 	HR, LC and EB	Half termly
A, B, C	Targeted interventions - Interventions set up with sound understanding of the pedagogical approach – using practical apparatus and visual methods to embed the conceptual development	<p>Educational Endowment Funding states that support is often based on a clearly specified approach with teaching assistants who have been trained to deliver interventions.</p> <p>Analysis of Beanstalk via internal data has shown it is effective for children who do not read as often at home.</p> <p>RML, same day maths intervention and distribution of magazine have all proved effective in the past.</p> <p>Home learning club for children who require additional support.</p>	<ul style="list-style-type: none"> • Training Support staff via speech therapist, Literacy and Maths leader • RML training from SENCo • HLTA – phonics tracker to support interventions • Regular observations • Evaluation of TAs timetables 	SLT and subject leaders	Half termly Weekly monitoring via timetables

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	<p>Removing barriers to improve attendance by working with families including providing funded places for breakfast club and after school club.</p> <p>Providing a hardship fund on an individual basis.</p>	<p>Internal data has shown that breakfast club can support attendance and ensures children are punctual. Both clubs are effective in supporting parents returning to work. To support children with socialising and establishing friendships.</p>	<ul style="list-style-type: none"> • Head teacher/attendance officer to ensure high quality provision and spaces allocated according to need • Regularly monitoring of registers 	HR/MP/SP	Bi weekly meetings between head teacher and attendance officer

B	<p>Access to trips, residential, clubs and music lessons.</p> <p>In consultation with parents external clubs funded where applicable.</p> <p>Additional swimming lessons for those who have not achieved National standard</p>	<p>Educational Endowment Funding Participation in Arts research indicates wider benefits; such as more positive attitudes to learning and increased well-being.</p>	<ul style="list-style-type: none"> • Review of Pupil Premium accessing trips • First access to clubs for Pupil Premium • Attendance of Pupil premium children accessing extra swimming 	HR	<p>Trips is ongoing throughout the year</p> <p>Swimming termly</p> <p>External clubs reviewed termly</p>
A, D	Support from Learning mentor	<p>Provide support for emotional needs particularly self-regulating either via sessions or support at lunchtime.</p>	<ul style="list-style-type: none"> • Reflection data tracking behaviour • Learning mentor 	HR/EB/SP	Half termly or as need occurs
Total budgeted cost					31 358

This Academic Year			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A	KS1 Power maths to support the delivery of maths mastery	90% of Pupil Premium children making green progress in maths. Positive questionnaire outcomes.	Power maths pupil workbooks will no longer be used. However, teachers will continue to plan using the books and resources provided, as they have proved a good resource for developing consistent teacher subject knowledge as seen during observations. KS1 8 Pupil Premium children 75% of which have made green progress in maths. 25% amber.
C	CPD to develop feedback and questioning. Introduction of yellow box marking.	90% of Pupil Premium children making green progress in Literacy - Writing	Yellow box marking has proved an effective way to ensure children achieve their short-term targets as outlined on AEN plans. Staff meetings continue to have a focus on feedback in books. 75% of Pupil premium are making green progress in writing. 20% amber

B	<p>Whole school focus on vocabulary development.</p> <p>SLA speech and language for expert advice and support.</p>	<p>End of KS2 2020 Reading 80% GD 15% Writing 80% GD 9%</p>	<p>All classes have a 10minute focus on vocabulary at the start of the day. The impact of which can be evidenced in Literacy books and writing outcomes.</p> <p>End of KS2 data for Pupil Premium children on track end of Autumn 2020</p> <p>SLA project across year 1 using a carousel approach for speech and language. This will be evaluated end of Spring 2020.</p>
A, C	<p>CPD for attachment and the best approach to supporting children who have been exposed to early trauma for all staff to ensure they can access the learning. Support parents when relevant.</p>	<p>90% of Pupil Premium children making green progress in maths. Positive questionnaire outcomes.</p> <p>90% of Pupil Premium children making green progress in Literacy – Writing</p>	<p>All Pupil premium children have completed the PASS assessment this has been used to inform interventions and set targets on AEN plans.</p> <p>75% green progress for writing, 20% amber</p> <p>80% green progress for maths, 15% amber</p> <p>Year 3 classes to trial lessons in mind set and metacognition following recent Pupil progress meetings. Spring 2020. 8 of 11 children in year 3 have a target focused on developing skills required to learn e.g. confidence and resilience.</p> <p>Attachment staff meeting planned for Spring term.</p>
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (And whether you will continue with this approach)

<p>A, B, C and D</p>	<p>Reallocation of support staff providing in class support to ensure children receive targeted support and TAs have maximum impact. Training provided as required.</p>	<p>90% of Pupil Premium children making green progress in maths.</p> <p>End of KS2 2020 Reading 80% GD 15% Writing 80% GD 9%</p> <p>90% of Pupil Premium children making green progress in Literacy</p> <p>Attendance gap closing between PP and Non PP to below 1%</p>	<p>Reallocating support every 6 weeks as required has been effective. Most children are achieving their targets 78% met there target as outlined on AEN action plan.</p> <p>TAs have attended training to deliver speech and language interventions. They will target 6 children from reception and 6 across KS1 with identified speech and language difficulties.</p> <p>4 children targeted for handwriting have now gained their pen license. TA attended external training to deliver fine motor group.</p> <p>5 children supported by learning mentor for behaviour and emotional support. Number of reflections has decreased by 50%.</p>
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A, B, C	Targeted interventions - Interventions set up with sound understanding of the pedagogical approach – using practical apparatus and visual methods to embed the conceptual development	90% of Pupil Premium children making green progress in maths. End of KS2 2020 Reading 80% GD 15% Writing 80% GD 9% 90% of Pupil Premium children making green progress in Literacy	We currently have 5 maths, 9 Literacy and 4 other interventions. Timetable analysis shows interventions are happening when possible. They are affected by absence and trips. All interventions are effective. This is measured by either children achieving their 6 week target or evidence in books/lessons. At half termly Pupil Premium meetings provision for the children is adapted as required. End of KS2 data in track. 75% green progress for writing, 20% amber 80% green progress for maths. 15% amber
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
D	Removing barriers to improve attendance by working with families including providing funded places for breakfast club and after school club.	Attendance gap closing between PP and Non PP to below 1%	Currently PP attendance 94.9% (3 families and one in temporary housing) and Non PP is 96.61%. BC 15 children currently attending. This has improved the attendance of some and ensured they attend Home learning club, which starts at 8:30. ASC 10 children currently attending. Two children targeted for social reasons and support development of friendships.

B	<p>Access to trips, residential, clubs and music lessons.</p> <p>In consultation with parents external clubs funded where applicable.</p> <p>Additional swimming lessons for those who have not achieved National standard</p>	<p>End of KS2 2020 Reading 80% GD 15% Writing 80% GD 9%</p>	<p>Vocabulary development through trips and other experiences has been highlighted as an area throughout the school for development to ensure targeted Pupil Premium children achieve GD. Those targeted for GD are currently on track.</p> <p>All PP children in years 5 and 6 attending school journey and 6 out of 10 attending in year 3.</p> <p>12 children currently attending swimming in years 5 and 6. 4 children have completed the course since September 2019</p> <p>6 Pupil Premium children are playing musical instruments and others at the top of waiting lists. Some are funded for external music provision.</p>
A, D	<p>Support from Learning mentor</p>	<p>Attendance gap closing between PP and Non PP to below 1%</p>	<p>Currently PP attendance 94.9% (3 families and one in temporary housing) and Non PP is 96.61%. However, attendance is increasing for those families targeted. Two families are also receiving external agency support.</p>

6. Additional detail

In this section you can annex or refer to **additional** information, which you have used to support the sections above.

All funds allocated were spent. Due to Lockdown children were unable to complete the SATs and therefore measuring against end of key stage results was not possible.