

## Pupil premium strategy statement Fairlawn Primary School

1. Summary information					
School	Fairlawn Primary school				
Academic Year	2020/21	Total PP budget	£81975	Date of most recent PP External Review	January 2021
Total number of pupils	433	Number of pupils eligible for PP	50	Date for next internal review of this strategy	April 2021

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	<b>45% GD 9%</b>	69% GD 25%
% expected/Greater depth in reading	<b>45% GD 9%</b>	75% GD 36%
% expected/Greater depth in writing	<b>73% GD 9%</b>	85% GD 41%
% expected/Greater depth in maths	<b>64% GD 9%</b>	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> )		
<b>A.</b>	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>B.</b>	Through the current curriculum and representation in books, our disadvantaged BAME children are not exposed to enough positive narratives about their colour. This impacts on their sense of self and their achievements.	

C.	Pupils are often living in overcrowded accommodation, sharing devices with siblings and lacking Wifi connectivity. Alongside this, they often lack resources to participate in online learning or just to complete weekly home learning tasks.	
<b>External barriers</b> ( <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 attend school having missed meals.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		
<b>Success criteria</b>		
A.	Staff will better understand how attachment difficulties and childhood trauma impact on executive functioning skills. The mastery approach to maths teaching will ensure pupils feel safe and supported to make good progress in maths.	Identified disadvantaged children make expected or more progress in maths
B.	Disadvantaged BAME pupils have their history, cultures and legacy appreciated and recognised impacting on their self esteem, aspirations and achievement.	Identified disadvantaged children show more engagement in school life and make expected or more progress
C.	Disadvantaged pupils have the resources they need at home to access learning at home. Increased engagement with home learning.	100% disadvantaged children able to learn at home
D.	Increased attendance for Pupil Premium children.	Attendance gap closing between PP and Non PP to below 1%

5. Planned expenditure					
Academic year		2020/2021			
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	Trauma training for all staff on approaches to supporting children who have been exposed to trauma to ensure children can access the learning. We will 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.	All staff to attend training. Follow up learning walks to ensure strategies are being applied. Support provided when needed. Regular follow up staff meetings planned. Staff feeling more confident when dealing with children who have experienced early trauma.	SLT	Half-termly from January after the whole staff training.

	<p>Whole staff training on building resilience in the classroom. A focus on language to describe how children are feeling.</p> <p>Reflection journals for identified children to record their emotions.</p>	<p>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Language to describe emotions displayed and reinforced in all classrooms.</p> <p>Training provided by Inclusion leader.</p> <p>Regular assemblies promoting metacognition including whole class discussions.</p> <p>Identified children working with TA or learning mentor to complete journals</p>		<p>End of Autumn term</p>
<b>Total budgeted cost</b>					£1780
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A,D	<p>Providing IT equipment and/or printed packs, resources, books etc.</p> <p>Individuals given TA support as required via small group online sessions.</p>	<p>EEF states : Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homelearning policies and related approaches to fostering independent learning. Ensuring children are able to complete homelearning is now more important than ever.</p>	<p>Survey to establish requirements for all children. Children to be provided with the resources they need to complete learning at home. Learning provided to fill gaps and extend depending on child's needs. All discussed at parents' evening.</p>	HT/DHT/Inclusion/IT technician	<p>Monitoring of home learning completion by phase leaders. If 2 pieces are missed families contacted.</p>
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<p>A, B, C</p>	<p>Targeted interventions - Interventions set up with sound understanding of the pedagogical approach – using practical apparatus and visual methods to embed the conceptual development.</p> <p>Adapted interventions due to COVID. Use of the hall and separate tables to ensure children remain in bubbles.</p>	<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>Introduction of an online reading scheme with volunteers for KS1.</p> <p>RML, same day maths intervention and distribution of magazines have all proved effective in the past and will continue.</p> <p>Home learning club for children who require additional support at the start of every day for year 6.</p>	<p>Intervention training for all if required. Speech and Language training provided by SLA and phonics via DHT.</p> <p>Regular observations of interventions to ensure quality. Support given when required.</p> <p>Evaluation of TA timetables to ensure identified children are receiving interventions and these are having the desired impact.</p>	<p>SLT and subject leaders</p>	<p>Half termly monitoring of all data.</p> <p>Weekly monitoring via timetables.</p> <p>Maths and Literacy subject leaders.</p> <p>AEN targets being achieved.</p>
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	Work with BLAM to decolonise the curriculum (a high percentage of our disadvantaged group are not white British).	Weekly enrichment sessions on global black history for our disadvantaged pupils in year 4,5, and 6	Make good use of teacher assessments to baseline children disadvantaged pupils and identify gaps in knowledge or other issues that are barriers to learning e.g. attachment, executive functioning		Tracking of BAME disadvantaged children as a specific group.
<b>Total budgeted cost</b>					£70,435
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 – Forest school clothing.</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 and provide a play environment for those attending.</p> <p>Food bank referrals for families doubled during Lockdown. Food parcels provided in the meantime.</p>	<p>Head teacher/attendance officer to ensure high quality provision (COVID friendly) and spaces allocated according to need.</p> <p>Regularly monitoring of registers for ASC/BC.</p>	HR/MP	Bi weekly meetings between head teacher and attendance officer.
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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>	<p>Review of Pupil Premium accessing trips  First access to clubs for Pupil Premium  Attendance of Pupil premium children accessing extra swimming</p>	HR	<p>Trips is ongoing throughout the year</p> <p>Swimming termly</p> <p>External clubs reviewed termly</p>
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A, D	Support from Learning mentor and other identified TAs to support children emotionally.	Provide support for emotional needs particularly self - regulating either via sessions or support at lunchtime.	Half termly Reflection data analysis. Children identified and supported if 3 visits within a half term.	HR/EB/SP	Half termly or as need occurs.  Weekly monitoring of timetables to track interventions.  Start of term check displays.
<b>Total budgeted cost</b>					<b>£9760</b>

6. Review of expenditure				
This Academic Year				
i. Quality of teaching for all				
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)	Cost


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**ii. Targeted support**

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)	Cost

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>


## 7. Additional detail

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