

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Fairlawn Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	70 16.6%
Academic year/years that our current pupil premium strategy plan covers	2021/2024 Objectives revisited yearly
Date this statement was published	October 2022
Date on which it will be reviewed	Reviewed termly
Statement authorised by	Hania Ryans
Pupil premium lead	Hania Ryans
Governor / Trustee lead	Paula MacDonald & Sharon Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year CLA funding total 2021-22	£76,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,325.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress or better and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who have the potential to achieve greater depth.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Context of school

- The school is a two form entry primary school – currently 420 children on roll. Fairlawn is in a hard federation with Haseltine
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for pupils in local authority care and those known to be eligible for free school meals) is below average: FSM = 10.6% and PP= 16.6%
- Fairlawn currently has 12 CLA which are all adopted from care

Our ultimate objectives for our disadvantaged pupils are that:

- *They have their needs and strengths swiftly identified and that these are understood by all the adults who work with them.*
- *They have a strong sense of belonging to the Fairlawn community underpinned by excellent relationships with staff.*
- *Their families feel valued and involved in their child's education.*
- *They are supported to overcome barriers to learning, through quality first teaching, so that they can achieve good, or better progress from their starting points in all areas of the curriculum.*
- *They are taught by a skilled team of trauma informed staff.*
- *They have daily opportunities to widen their vocabulary and develop their oracy skills.*
- *They have access to research driven, quality interventions by trained staff in addition to quality first teaching where appropriate.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Phonics data indicates that disadvantaged data is lower than non disadvantaged. This has an impact on early reading development, which is key to accessing the curriculum.
2	Internal and external assessments indicate that the number of disadvantaged pupils achieving expected progress at the end of KS2 is significantly below that of non-disadvantaged pupils in reading, writing and maths. Although this improved 2021/2022 it needs to be sustained.
3	Ensuring all Pupil Premium children can access a variety of enrichment activities with a particular focus on after school activities and music. Improved 2021/22 but will continue to be a focus.
4	Our attendance data 2021/2022 indicated that attendance for disadvantaged pupils was lower than non-disadvantaged. Lower attendance has an impact on attainment.

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	Autumn 2022	Spring 2023	Summer 2023
Improved outcomes for phonics for disadvantaged pupils	Increase the number passing phonics in year 1	On track to achieve. All following Little Wandle phonics scheme.	On track to achieve. All following Little Wandle phonics scheme.	
Improved reading progress for disadvantaged pupils at end of KS2	KS2 reading outcomes year in 2021/22 show an increase in disadvantaged pupils progress at least 0 previously -5.5 2022 improved 6.3	Autumn assessments indicate we are on track to continue to improve on -5.5 progress score from 2019.	Spring assessments indicate we are on track to continue to improve on -5.5 progress score from 2019. Progress will be lower than 2022.	
Improved maths progress for disadvantaged	KS2 maths outcomes year in 2021/22 show an	Autumn assessments indicate we are on track to continue to improve improve on -	Spring assessments indicate we are on track to continue to	

pupils at end of KS2	increase in disadvantaged pupils progress at least 0 previously -3.9 2022 improved 8.2	3.9 progress score from 2019.	improve on -3.9 progress score from 2019. Progress will be lower than 2022.	
Improved writing progress for disadvantaged pupils at end of KS2 2022-23 improved Greater depth outcomes	KS2 writing outcomes in 2021/22 show an increase in disadvantaged pupils progress at least 0 previously -1.7 2022 improved by +2.3	Autumn assessments indicate we are on track to continue to improve on -1.7 progress score from 2019.	Spring assessments indicate we are on track to continue to improve on -1.7 progress score from 2019. Progress will be lower than 2022.	
To achieve and sustain improved wellbeing for our disadvantaged pupils. Emotional Literacy support to be embedded by end of 2023	Sustained high levels of wellbeing from 2021/24 demonstrated by: Qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations. A significant increase in participation in enrichment activities for disadvantaged pupils.	The range of clubs has increased to include dance, art etc. In order to gain the Healthy school status we had to demonstrate high levels of wellbeing for all. TA trained to support individuals with their wellbeing. Emotional Literacy Support Assistant.	Club provision continues to be improved with a children rotated termly. A new data system in September will support tracking participation of Pupil Premium children. ELSA support has been successful and further children have been referred.	
To achieve and sustain improved attendance for our disadvantaged pupils 2021/2022 Gap 1.2%	A reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers. The percentage of all pupils who are persistently absent among disadvantaged	Gap Autumn term is - 2.96% Attendance policy procedures are being followed to address attendance gap. Pupil Premium attendance a focus in weekly meetings.	Gap is -2.75% Support is in place for individual Pupil Premium children.	

	pupils being no more than 1% lower than their peers.			
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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: £62,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Vocabulary lists for topic</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Little Wandle programme to be further embedded in EYFS & KS1, and for our reading programme to be aligned with Little Wandle also</p>	<p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Phonics has an impact of +5 months <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,
<p>Ensure all children are receiving quality first teaching to learn the basics of number. The maths leader to support planning during the autumn term.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	2, 3

Work with the maths hub to develop the mastering number program for R, I and 2 including purchasing relevant resources and staff to attend training.		
Developing collaborative learning quality first teaching	<p>Cooperative, instructive learning strategies are designed to promote cooperation and communication in the classroom which in turn boosts students' confidence and retains their interest in classroom interaction.</p> <p>https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning</p> <p>Done well, feedback can support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p>	1,2,3

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

Budgeted cost: £ 19997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring provided by school staff, morning club targeting individual pupils	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<i>Third space maths for years 5 and 6</i>	<p>Maths interventions shouldn't be a one-size-fits-all solution. One of the main reasons pupils struggle to progress in maths is because they have outstanding gaps and</p>	2

	<p>misconceptions that need to be addressed before they can move on. Third space uses regular and ongoing assessment to ensure individual gaps are plugged, and tutors only move on once the pupil's knowledge is secure. On average children make 7 months progress in 14 weeks.</p> <p>https://thirdspacelearning.com/impact-online-maths-tuition/</p>	
<p><i>Beanstalk and Bookmark reading interventions</i></p>	<p>Beanstalk's and Bookmark one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers.</p> <p>https://www.beanstalkcharity.org.uk/our-impact</p>	2
<p><i>TA interventions targeting phonics. Training provided for all.</i></p>	<p>Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p><i>Delivery of the National Early Language Intervention. Training a TA to deliver.</i></p> <p><i>Use of speech and language therapist to support individuals.</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £9,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sports coaches to deliver after school sessions increasing opportunities for play</i></p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. Following long periods of Lockdown it is vital to offer disadvantaged pupils the opportunity to attend clubs. Research has shown it has a slight impact on attainment.</p>	2

<i>outside and physical activity</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<i>Subsidised residential trips in years 5 and 6, day trips, author visits, and other in school experiences</i>	<p>School can offer safe experiences for pupils to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase participation. Directly inviting parents to support trips can have a positive impact on engagement and developing relationships.</p> <p>Educational Endowment foundation.</p>	1,2, and 4
<i>Subsidised breakfast and after school club places</i>	<p><i>This supports parents/carers who are returning to work, developing social skills of pupils, providing emergency support for families and childcare for pupils whilst parents attend meetings. All this can increase engagement of families.</i></p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	3 , 4
<i>Individual music lessons</i>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months. Learning an instrument is a skill in itself and all pupils should be given the opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2021 to 2022 academic year.

Our assessment data at the end of 2021-22 showed:

- In EYFS: 33% of disadvantaged children achieved GLD (3 children)
- For phonics in y1: 60% of disadvantaged pupils passed in comparison to 88% other
- For phonics in yr2: 89% of disadvantaged pupils passed by the end of the year in comparison to 98% other
- In KS1:
 - Disadvantaged Reading: 44% (non: 80%)
 - Disadvantaged Writing: 33% (non: 75%)
 - Disadvantaged Maths: 67% (non: 80%)
 - Disadvantaged RWM: 44% (non: 90%)
- In KS2:
 - Disadvantaged Reading: 89% (non: 91%)
 - Disadvantaged Writing: 67% (non: 82%)
 - Disadvantaged Maths: 78% (non: 91%)
 - Disadvantaged RWM: 56% (non: 82%)
 - Disadvantaged GPS: 78% (non: 84%)
- Also in KS2, progress measures for disadvantaged children from KS1- KS2 was:
 - Reading: + 0.8
 - Writing: + 0.6
 - Maths: +4.3
- Attendance for Pupil Premium children at the end of the year showed:
 - 93.4% in comparison to 94.6% for non-PP
 - PA (persistent absence) for disadvantaged children for Autumn & Spring Terms was 6.6% compared to 5.4% for 'other'

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
Speech & Language therapists	Lewisham's SALT team
Music lessons	Lewisham's music service

Sports coaches	Millwall football outreach
Third Space learning maths	https://thirdspacelearning.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	