

Pupil Premium Strategy and Self-evaluation 2020-21

1. Summary Information					
School	Fairlawn Primary School				
Academic year	2020-21	Total PP Budget	£39,005	Date of most recent PP Review	February 2019
Total number of pupils	215 (Year R – 5)	Number of pupils eligible for PP	29 (13%)	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupil eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Gaps in learning (Impact of Covid)	
B.	Social, emotion and mental health issues (Impact of Covid)	
C.	EAL barriers – vocabulary and early writing skills (Impact of Covid)	
Additional barriers (issues which also require action outside school, such as low attendance)		
D.	Attendance and punctuality	
E.	PP children who are on the SEND register	
Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Class teachers will identify gaps in learning from previous year group and design early interventions to support the closing of the gap and pupil progress.	Gaps in knowledge will close across the curriculum. Children are working within age related curriculum.
B.	School well-being team to produce a school overview of how to support children with SEMH needs, teachers will know how to support these children and early interventions are in place.	Children will be able to fully engage in lessons. Children will be happy to come to school.
C.	Class teachers and EAL lead will complete Bell Assessments to benchmark children who are EAL and EAL lead will plan and deliver high quality vocabulary interventions to support progress with vocabulary and early writing skills.	Children will have an increased range of vocabulary and can use it confidently. Children's writing will be more cohesive.
D.	PP children's attendance will be over 96% and they will be on time for school.	Attendance figures will increase. Children's academic progress will improve.
E.	Children who are pupil premium and on the SEND register will have targeted support.	Children will be receiving individualised support based on behaviour plans. Children's academic progress will begin to improve.

3. Planned expenditure

Academic Year		2020-21			
i. Quality of teaching for all					
Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
In lesson marking and feedback. £0	To accelerate progress and improvement attainment in reading, writing and maths.	All children will have a clear and achievable target in reading, writing and maths. The EEF has found: Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.	SL-B to ensure class teachers have regular feedback time. Class teachers to feed back the outcomes of feedback sessions.	SL-B	July 2021
Extra TA for targeted EAL interventions. £4000	To accelerate progress and improvement in writing.	EAL children will make expected, if not more than expected progress, in writing.	SL-B/RR monitor impact of EAL interventions through the use of EAL proficiency assessments and regular book looks. SL-B/RR and class teachers to have regular discussions on how to support in class.	SL-B/RR	July 2021
ii. Targeted support					
Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra TAs for targeted Recovery	To accelerate progress and close the gap in attainment.	Children will make expected progress and the gaps from previous years will be closed.	SL-B to meet termly with class teachers to discuss impact of interventions on	SL-B	July 2021

<p>curriculum interventions. £20,000</p>		<p>The EEF has found: Evidence suggests that TAs can have a positive impact on academic achievement. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>the development of PP children. SL-B and class teachers to have regular discussions with the TA on how to support in class.</p>		
<p>Extra TA for targeted Recovery curriculum – early reading and comprehension interventions. £4000</p>	<p>To accelerate progress and close the gap in reading and comprehension attainment.</p>	<p>Children will make expected progress and the gaps from previous years will be closed. The EEF has found: On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p>	<p>SL-B to meet termly with class teachers to discuss impact of interventions on the development of PP children. SL-B and class teachers to have regular discussions with the TA on how to support in class.</p>	<p>SL-B</p>	<p>July 2021</p>
<p>Extra TA for targeted Recovery curriculum – maths interventions. £4405</p>	<p>To accelerate progress and close the gap in maths attainment.</p>	<p>Children will make expected progress and the gaps from previous years will be closed. The EEF has found: Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.</p>	<p>SL-B to meet termly with class teachers to discuss impact of interventions on the development of PP children. SL-B and class teachers to have regular discussions with the TA on how to support in class.</p>	<p>SL-B</p>	<p>July 2021</p>

Extra TA for targeted Recovery curriculum – social interventions. £2000	To support children with their resilience and engagement in the classroom and playground.	<p>Social and emotional interventions support children in developing good learning behaviours.</p> <p>Social and emotional interventions help to reduce challenging behaviours which directly impacts attainment and progress.</p> <p>The EEF has found: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).</p>	<p>SL-B/LM to monitor the impact of social nurture groups.</p> <p>Class teachers to feedback to SL-B/LM the impact and progress of children.</p>	SL-B/LM	July 2021
Extra TA for targeted Recovery curriculum – emotional literacy interventions. £2000	To support children with their understanding of feelings and emotions and how to deal with difficult situations.	<p>Emotional literacy interventions help to reduce challenging behaviours which directly impacts attainment and progress.</p> <p>The EEF has found: Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>SL-B/LM to monitor the impact of emotional literacy interventions.</p> <p>Class teachers to feedback to SL-B/LM the impact and progress of children.</p>	SL-B/LM	July 2021
iii. Other approaches					
Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Uniform vouchers. £1200	PP children to have appropriate uniform and to feel part of the school community.	<p>Children need to feel part of their school community and school uniform plays a big part in this.</p> <p>The EEF has found: There is some evidence that free school uniforms improve attendance in areas of very high poverty.</p>	Recording of uniform vouchers received on PP expenses document.	SL-B	July 2021
EWO £600	To work with families of persistent absentees (children with attendance <90%)	<p>Children will make expected or more than expected progress as their attendance will be greater than 96%.</p> <p>The EEF has found:</p>	Three scheduled meetings throughout the academic year - should see a reduction in the number of	SL-B/JM	July 2021

			PP children being reviewed.		
			Monitoring of attendance data.		

4. Review of expenditure

Previous Academic Year	2019-20
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i. Quality of teaching for all

Action	Desired outcome	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
Marking and feedback	To accelerate progress and improvement attainment in writing and maths.	1:1 feedback sessions with PP children happened in Terms 1, 2 and 3. Staff expressed that the time was beneficial as they were able to support children with same day interventions or next steps.	Marking and feedback will continue next academic year although will take place more through in lesson feedback in key stage 2.	£0
EAL interventions	To accelerate progress and improvement in writing.	EAL interventions took place weekly with the EAL lead. Focus on Years 2 and 5	Target EAL interventions will continue next academic year. RR will introduce the change from Bell Foundation assessments to the Babcock EAL proficiency assessments. EAL assessments will be tracked through the Trust online assessment tracker.	£5000
Early phonics teaching	To increase the number of children passing the Year 1 Phonics Screening. To show rapid progress in early reading in EYFS.	Year 1 children were unable to sit the Phonics Screening Check in June 2019 due school closures – Covid 19. Continued use of the new phonics strategy has supported and improved the teaching of phonics. 68% of Year 1 children were on track to meet the expected standard by the end of the year. The implementation of PM Benchmarking supported teachers in the accurate assessment of children’s early reading.	We believe the new school approach to the teaching of phonics is strong and impactful. It will continue to be used next academic year in EYFS and Year 1, as well as to support children in Year 2. New sight word system to be used from September 2020. Year 2 children will take the National Phonics Screening check in November/December – Term 2.	£1000

Extra TAs for early interventions	To accelerate progress and close the gap in attainment.	Children who have had early interventions have made progress and have been able to move out of intervention groups. Early interventions have supported children in making expected amount of progress and even closing the gap. Children's confidence and wellbeing improved due to keeping up with their peers and having additional time to consolidate their learning.	Early interventions were crucial in supporting children's academic progress and well-being. We will continue to use early interventions in all year groups.	£16,490
Mathematics Mastery training for new teachers (EYFS-Year 2)	To ensure high quality of mathematics teaching by using a mastery approach.	Due to Covid 19 and school closures, there was no end of year data for maths. Lesson observations made by the maths lead show an increased use of key mathematical vocabulary and full sentences in Years R, 1 and 2.	Mathematics Mastery training won't be required for the new academic year as there will be a trust wide approach to maths using White Rose. Maths lead to liaise with the maths network team and consider the key elements of Mathematics Mastery that we should keep.	£500
ii. Targeted support				
Action	Desired outcome	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
Social nurture group	To support children with their resilience and engagement in the classroom and playground.	Social nurture groups were unable to take place due to Covid 19 school closures.	The school is looking at purchasing play therapy and Lego therapy for key children.	£100
Emotional literacy interventions	To support children with their understanding of feelings and emotions and how to deal with difficult situations.	MHWB lead led several staff CPD sessions on how to support children's emotional literacy. Whole school approach to using emotion coaching strategies has support staff and pupils explore their feelings and emotions and have regular supported pupils when dysregulated.	Whole school approach to emotional literacy will be in place for September 2020. Continue emotion coaching. Fairlawn are working towards the 'Healthy Schools' award which supports the mental health and wellbeing of children of which, emotional literacy will play a huge role.	£200

Daily fluency reading	To accelerate progress and support children with development of early reading.	All teachers identified the PP pupils who required additional fluency reading. Fluency reading has been built into daily cracking comprehension lessons to support progress.	Continue with daily fluency reading next academic year.	£5000
Breakfast club	To improve attendance and lateness. To provide PP children with a nutritional breakfast so they are able to engage in class.	Breakfast club has been used to support PP pupils who have been attending before school interventions.	Continue next academic year if breakfast club is running.	£200
Before school interventions	To improve attendance and lateness. To accelerate progress and close the gap in attainment.	Before school interventions, alongside breakfast club, have been beneficial in supporting 2 PP pupils. TAs have worked on basic concepts of maths using Sandwell Screening assessments as a guide.	Continue next academic year.	£5000
Sandwell Screening for maths	To identify gaps in knowledge and skills. To accelerate progress and close the gap in attainment.	The Sandwell Screening for maths was used predominately in Years 3 and 4. It identify key objective gaps which allowed TAs and class teachers to plan interventions to close the gap. The screening highlighted some possible Dyscalculia.	Continue to use Sandwell Screening for maths where required.	£300
Educational Psychologist	For all children to be included in classroom practice.	The school continues to work with the educational psychologist to support pupils.	This will continue next academic year or when required.	£500

iii. Other approaches

Action	Desired outcome	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
Reduced trip costs	PP children will be able to attend school trips and camp (Year 4).	Children were unable to attend school trips due to Covid 19 restrictions and school closures. Clubs were intended to be during Term 4, 5 and 6.	Reduced costs for trips won't be able to happen in Term 1 and 2 due to Covid 19 restrictions. SL-B to liase with JM and trust on when school trips are allowed to restart. PP children to then be offered reduced costs.	£0

Access to clubs	PP children will have access to wide range of clubs (free and paid).	28% (7/25) of PP children took part in one or more after school club during Term 1, 2 and 3. Clubs didn't run in Terms 4, 5 and 6 due to Covid 19 restrictions and school closures.	After school clubs will continue next year in year group bubbles and will be monitored and recorded by SL-B. Class teachers to identify children who may benefit from taking part in an after school club.	£125
Uniform vouchers	PP children to have appropriate uniform and to feel part of the school community.	24% (6/25) of PP children received full or partial school uniform vouchers.	This will continue next year and will be monitored and recorded by SL-B. We will reach out to families to ensure they are aware that they can receive support with uniform.	£150
Magic Breakfast Bagels	To provide PP children with a nutritional breakfast so they are able to engage in class. To improve attendance and lateness.	Staff and teachers reported that the bagels had a positive impact on their children's morning lessons.	This will be continued in the new academic year depending on staffing.	£0
EWO	To work with families of persistent absentees (children with attendance <90%)	The school continued to work with families to support them with school absences and some impact was shown.	This will continue next academic year.	£600