



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Fairlawne Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	13% (33 pupil)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Julie Molesworth
Pupil premium lead	Siobhan Lennox-Brown
Governor / Trustee lead	Lesley Freed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,350
Recovery premium funding allocation this academic year	£1,046.40
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	£44,396.40

Part A: Pupil premium strategy plan

Statement of intent

At Fairlawn Primary School we believe that all children, from all backgrounds have the right to succeed academically, socially and emotionally. Our aim is to support every child, including our Pupil Premium children, to achieve this irrespective of their starting points.

We understand that Pupil Premium children face challenges and that every child is unique. Our mission is for all staff to have a clear understanding of each child's individual needs and circumstances to ensure that we can overcome all barriers to them achieving academic success. At the beginning of the academic year, 11% of our school were in receipt of Pupil Premium funding which has subsequently risen to 15% (February 2022). Currently, 23% of our Pupil Premium children are also SEND and 33% are also EAL. We recognise the importance of high attendance on the academic success of children, the more the children are in school the more access they have to high quality first teaching. Currently, the attendance of our Pupil Premium children is 94.2% which is below the national average, with 20.5% of our Pupil Premium children being persistently absent. As a school, we work closely with families and the Educational Welfare Service to support the improvement of attendance for our children including Pupil Premium children.

Our main objectives are:

- To improve the attendance of Pupil Premium children so it is in line with non-Pupil Premium children and above national average.
- To ensure our Pupil Premium children who are also EAL or SEND make good or better progress.
- To ensure our Pupil Premium children who have low prior attainment make accelerated progress.
- To develop language and vocabulary using high quality oracy teaching.

In order to achieve our objectives and provide our children with the best possible chance of success, our Pupil Premium strategy focusses on improving the quality of teaching and learning using an evidence-based approach. Educational research and evidence from the Educational Endowment Fund underpin everything we do. We want to ensure that our curriculum has our children at the heart and is developed and adapted to enable them to show be curious about the world around them and take responsibility of their learning.

We want to ensure that the targeted academic support on offer to our Pupil Premium children are effective, have impact on academic success and meet the individual needs of our children so they can overcome barriers to learning. In order to ensure

interventions are effective, they will be delivered by class teachers and teaching assistants who have been equipped with high quality training. The impact of these interventions is consistently reviewed with the use of 'on entry' and 'on exit' criteria which is regularly fed back to class teachers and families so next steps can be written.

We will also be using a range of wider strategies to encourage parental engagement around attendance to improve the attendance of our persistently absent Pupil Premium children. We will also enhance the children's wellbeing and personal development by providing them with a range of opportunities and experiences within and beyond the curriculum including that of Cultural Capital e.g. music lessons, sports clubs, visitors, local walks, trips and residential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance including those classed as persistently absent
2	EAL and SEND
3	Low prior attainment
4	Language and vocabulary

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
The attendance of Pupil Premium children will improve to that of non-Pupil Premium children and above that national average (96%).	<ul style="list-style-type: none"> - Attendance is national average of 96% or above.
Pupil Premium children who are also EAL or SEND will make good or better progress.	<ul style="list-style-type: none"> - Achieve national average scores in KS1 and KS2 Reading, Writing and Maths. - Achieve national standard in the KS1 Phonics Screening.
Pupil Premium children with low prior attainment will make accelerated progress.	<ul style="list-style-type: none"> - Achieve national average scores in KS1 and KS2 Reading, Writing and Maths. - Achieve national standard in the KS1 Phonics Screening.

The oracy skills of Pupil Premium children will improve to that of non-Pupil Premium children.	- Achieve national average scores in KS1 and KS2 Reading, Writing and Maths.
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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: £6,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject lead training, whole school inset day training and resource purchasing for Word Aware (oracy) and additional reading books.	<p>The EEF has found: On average, oral language approaches have a high impact on pupil outcome of 6 months' additional progress.</p> <p>The EEF has found: Reading to pupils and discussing books also remains crucial for this age group. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capabilities.</p>	2, 3 and 4
Pupil Premium Lead and Designated Teacher leading staff CPD and working closely with teachers to improve the quality of teaching and learning and driving outcomes.	<p>The DfE has found: Evidence from a cross the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.</p>	2, 3 and 4
Smaller class sizes where possible	<p>The EEF has found: This approach can be effective (small positive impacts of + 2 months) when a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to</p>	2 and 3

	improvements on behaviour and attitudes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL Interventions and Translation Services	<p>The EEF has found: On average, oral language approaches have a high impact on pupil outcome of 6 months' additional progress.</p> <p>The EEF has found: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months' over the course of a year.</p>	2, 3 and 4
Pastoral Sessions	<p>The EEF has found: On average, support that focus on social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have a n average overall impact of four months' additional progress on attainment.</p>	1, 3 and 4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Educational Welfare Officer and parent engagement support	The EEF has found: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months' over the course of a year.	1 and 3
After school clubs	The EEF has found: Impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).	1 and 3
Trips and Residentials	Cultural capital support for disadvantaged children will ensure that Pupil Premium children will have the same opportunities as non-Pupil Premium children.	2, 3 and 4
Uniform	The EEF has found: There is some evidence that free school uniforms improve attendance in areas of very high poverty.	1
Music lessons	The DfE has found: Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most.	1, 2, 3 and 4
Milk	Article 24 of the Convention of Children's Rights states: I have the right to nutritious food and clean water.	1 and 3
Breakfast club	The EEF has found: It is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.	1 and 3

	Article 24 of the Convention of Children's Rights states: I have the right to nutritious food and clean water.	
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Total budgeted cost: £43,350

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 2020 to 2021 academic year.

Last year, our intended outcomes of our Pupil Premium strategy were:

1. Class teachers will identify gaps in learning from previous year group and design early interventions to support the closing the gap and pupil progress.
2. School wellbeing 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.
3. Class teachers and EAL lead will complete Bell Assessments to benchmark children are and EAL and EAL lead will plan and deliver high quality vocabulary interventions to support progress with vocabulary and early writing skills.
4. Pupil Premium children's attendance will be over 96% and they will be on time for school.
5. Children who are Pupil Premium and SEND will have targeted support.

Were the intended outcomes met?

1. Class teachers RAG rated curriculum overviews and passed this to new teachers during planned transition meetings. New class teachers were able to analyse the coverage and adapt the 39-week plans accordingly so previous year groups objectives were covered before moving on. New class teachers were able to plan effective interventions which started in early September to support the children's transition and continued progress.
2. A teaching assistant has been Thrive trained and runs afternoon pastoral sessions to support children with SEMH concerns. The TA works under the guidance of the SENCO to identify children who need support across the school and when they are ready to leave the intervention. These sessions are having a positive impact on the wellbeing of key children including Pupil Premium children and will be continuing this academic year.
3. The school decided to move away from the Bell Assessments for EAL and they were being used consistently across each phase of the school. A decision was mad that everyone was the use the Babcock Assessments which are completed termly, in line with the trust assessment points, and inputted onto DCPro. The EAL lead supports class teachers with these assessments and uses them as a basis to design EAL interventions. All children who are working at either A, B or C receive weekly interventions. This will continue this academic year.

4. The attendance of Pupil Premium children has increased although it is still slightly lower than that of non-Pupil Premium children and the national average. This is something we will continue to work on this academic year with the EWO and families.
5. Children who are both Pupil Premium and SEND made progress but are still working below that of non-Pupil Premium and non-SEND children. Children who are in receipt of Pupil Premium funding, top-up funding or an EHCP are given additional support through the use of high quality teaching assistants.

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
School Led Tuition	Protocol