

# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Fairstead Community Primary and Nursery School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	29.00%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	11/12/2023
Date on which it will be reviewed	Autumn 24
Statement authorised by	Daniel Farthing Headteacher
Pupil premium lead	Claire Wise Deputy Headteacher
Governor lead	Vicky Etheridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,065
Recovery premium funding allocation this academic year	£20,880
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£228,945</b>

## Part A: Pupil premium strategy plan

### Statement of intent

It is important to consider the context of the school and the challenges faced by the children, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak reading, language and communication skills, lack of resilience and confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupil needs, so that they are fully aware of strengths and weaknesses across the school.

We will ensure that teaching and learning opportunities meet the needs of all the pupils. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

High quality teaching is at the heart of our approach. We recognise the importance of a tiered approach to support which focusses on Quality First Teaching strategies. 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. “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (*The EEF Guide to the Pupil Premium*)

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Pupil premium funding will be allocated following data analysis which will identify both subject and year group needs.

Across the year, pupil premium children will receive quality first teaching, a variety of intervention or class based support.

## **Objectives**

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils both within internal school data and nationally, particularly in reading and writing.
2. For all disadvantaged pupils in school to exceed nationally expected progress rates
3. To provide targeted support for disadvantaged pupils and those that have fallen behind

## **Challenges**

- Engaging and motivating children with developing, in particular, their reading and writing skills
- Low levels of resilience and behaviours for learning- enthusing children to ensure that they have a desire to achieve to the best of their ability, particularly after returning to school after the lock down period
- Behavioural and emotional needs (ELSA, nurture, SEMH support, RSHE curriculum and data outcomes used)
- Gaps in learning due to key learning missed/non-engagement in home schooling activities during lockdown
- Attendance and Punctuality issues.

The range of provision the Governors consider making for this group include and would not be limited to:

- Employing leaders to drive improvement across the whole school through a structured sequence of planned CPD
- Use of National Tutoring programme for 1:3 or 1:1 tuition
- Allocating good quality staff to provide good quality class cover
- Employing a safeguarding and attendance officer to support improvement of attendance figures and persistent absence rates
- Providing release time for subject leads to develop Quality First Teaching in classrooms
- Subsidising all activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom.

## **Challenges**

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

Challenge number	Detail of challenge
1	<p>Engaging and motivating children with developing their reading skills</p> <p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils</p> <p>KS1 Reading AR+ Disadvantaged -17% compared with whole cohort</p> <p>KS2 Reading AR+ Disadvantaged -7% compared with whole cohort</p>
2	<p>Engaging and motivating children with developing their writing skills</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils</p> <p>KS1 Writing AR+ Disadvantaged -7% compared with whole cohort</p> <p>KS2 Writing AR+ Disadvantaged -10% compared with whole cohort</p>
3	<p>Gaps in learning due to key learning missed/non-engagement in home schooling activities during lockdown</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Low levels of resilience and behaviours for learning- Behavioural and emotional needs</p> <p>The behaviour log shows out of 188 number of entries in the Autumn 1 term, 52% are disadvantaged children.</p> <p>Teacher referrals for support have increased since the pandemic. 36 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (13 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Attendance and Punctuality issues.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.2% - 2.57% lower than for non-disadvantaged pupils.</p> <p>14.49% - 24% of disadvantaged pupils have been 'persistently absent' compared to 11.66% - 22.5% of their peers during that period. Our</p>

	assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
--	--

## 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
<p>Improved reading attainment among disadvantaged pupils.</p> <p>(Y2 Summer 2021 36% PP expected 53% whole cohort)</p>	<p>Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS2 reading outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils.</p> <p>(Y2 Summer 2021 32% PP expected 36% whole cohort)</p>	<p>Assessments and observations indicate significantly improved writing skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS2 writing outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.</p>
To address knowledge gaps, particularly in reading and writing for children in KS2	KS2 combined score outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved behavioural and emotional support for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of resilience and wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents logged</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>More children who are eligible for PP funding will have improved behaviour, wellbeing and mental health, which will be reflected in their academic progress</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1.5% lower than their peers.</li> </ul>

## 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: £ 125,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of teaching and learning/quality first teaching across school with leaders within school to help drive for improved teaching and learning for all.</p> <p>Assistant head teacher £77,195</p>	<p>Assistant head teacher to drive forward improvements in teaching and learning</p> <p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ -“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all”</p> <p>EEF Implementation Guidance – “School leaders play a central role in improving education practices through high-quality implementation. Leaders set the stage for good implementation by defining both a vision for, and standards of, desirable implementation practices in their school.” Dec 2019</p> <p>EEF Guide to Pupil Premium - “Considering a tiered approach to Pupil Premium spending can help schools balance approaches”</p>	1,2,4,5
<p>Purchase of standardised assessments.</p> <p>Support for staff to ensure assessments are interpreted and administered correctly.</p>	<p>School to purchase NTS termly assessments for Autumn, Spring and Summer terms to ensure standardised approach to assessing reading and maths. Recap staff training on using NTS assessments and use of MARK to input and analyse QLA. Following assessment schedule, teachers to analyse QLA data to inform whole class and</p>	1, 3

£3350	<p>specific groups/children's gaps in learning.</p> <p>Standardised tests-Assessing and Monitoring Pupil Progress-EEF "Providing high quality feedback to children is integral to effective learning"</p>	
<p>Good quality class cover in place so learning continues at pace</p> <p>Reading lead weekly release time to oversee the teaching of reading and phonics. Reading and the development of reading skills needs to be an integral part of the curriculum. Children need to have access to good quality texts. Any intervention strategies need to be continued in the classroom for maximum impact.</p> <p>Whole school cover teacher</p> <p>£44,856</p>	<p>Teacher in place to provide good quality cover</p> <p>DFE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' -"More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all"</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand- EEF</p>	1,2,3,4

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

Budgeted cost: £ 41,760

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



<p>Engaging with the National Tutoring Programme to provide tuition for Y5/6 pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p> <p>£20,880 (+£20,880 % of school contribution) £41,760</p>	<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 And in small groups: Small group tuition-Toolkit Strand EEF</p> <p>EEF toolkit suggests small group and 1:1 tutoring can boost progress by 3-5 months on average per pupil</p>	1,2,3,4
---	---	---------

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

Budgeted cost: £62,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Development of safeguarding and attendance officer role to improve attendance</p> <p>HLTA £30,005</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5 (1,2,3)
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff e.g. mental health INSET training</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	1,2,4

£2500	EEF research states – “Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average)”	
Development curriculum resources to support reading and writing skills and access to the curriculum  £7500	Supporting struggling readers is likely to require a coordinated effort across the curriculum Reading Comprehension Strand-EEF (impact of up to 6 months additional progress)	1,2,3
All educational visits and residential to be heavily subsidised to all children can access them Music tuition subsidised for PPG children  £12,500	In order to bring the curriculum alive and create a balanced and broad experience for the children educational visits are needed. It is essential for children’s wellbeing that they experience different settings and experiences before writing about it.	1.2.3.4.5
To support school’s breakfast club  Breakfast club staff £6,512	A number of pupils within the school regularly start the day with either a poor diet or no breakfast-to give children the best start to the day and be fully prepared for learning  EEF “before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools”	1.2.3.4.5
Contingency fund for acute issues  £3,000	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.	1,2,3,4,5

**Total budgeted cost: £ 229,178**

## 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 2022 to 2023 academic year.

Impact of National Tutoring Programme tuition to address gaps in learning- based on standardised testing and teacher assessments

We were able to implement NTP tutoring 3 days a week from Oct 22 for Y3,4 and 5 children (tuition partner). In Y6, children received school based tutoring across the year.

Objectives are set at the beginning of each block of tuition. 100% of children made progress towards their objectives.

Overall, the programme had showed academic gains for the children in the classroom.

#### Attainment of Y3/4/5 NTP Group

Year group	Summer 23 AR+		
	R	W	M
Y3	56%	33%	17%
Y4	44%	25%	33%
Y5	67%	0%	11%

#### Whole cohort Attainment Comparison

Year group	Summer 23 AR+		
	R	W	M
Y3	57%	25%	50%
Y4	69%	50%	67%
Y5	53%	25%	40%

#### Progress of NTP Group

Year group	More than expected progress ( <i>between</i> Summer 22 and Summer 23)		
	R	W	M

Y3	71%	21%	33%
Y4	45%	62%	0%
Y5	0%	0%	0%

Impact of support in Y6 due to school based tutoring

Attainment of Y6 Cohort

Year group	<i>Based on percentage increase of children achieving AR+ (between Summer 22 and Summer 23)</i>		
	R	W	M
Y6	-4% (test)  +6% (TA)	+22%	+14% (test)  +11% (TA)

Use of NTP tuition is to continue into 2023-24 with a specific target of disadvantaged children in Y5/6 with school based tutoring.

Our assessments and observations indicated that pupil behaviour, social and emotional health were significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide emotional support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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
Read, Write, Inc	Ruth Miskin
National Tutoring Programme	Randstad
Power Maths	Pearson

NTS assessments	RS Assessment