

# Pupil premium strategy statement 2024-25

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Fairstead Community Primary and Nursery School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	29.14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 to 207-28
Date this statement was published	09/12/24
Date on which it will be reviewed	Autumn 25
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	£197,226
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£197,226</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 our disadvantaged children can be: weak reading, language and communication skills, lack of resilience and confidence, less support at home, 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

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 and a range of subsidised visits and experiences linked to curriculum learning.

### Objectives

1. To narrow the attainment and progress gap between disadvantaged and non-disadvantaged pupils in phonics, reading, writing and maths
2. To provide targeted support for disadvantaged pupils and those that have fallen behind
3. Through the strategy funding we aim to give pupil premium children access to enrichment opportunities that may not be available outside of the school environment so that they can gain cultural capital and have high aspirations.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment in GLD, phonics, reading, writing and maths and Y6 combined
2	Engaging and motivating children with developing, in particular, their reading and writing skills
3	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
4	Social, Emotional, behavioural and Mental Health issues
5	Attendance and punctuality
6	Access to wider opportunities

## 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
Children to achieve national expectations	<ul style="list-style-type: none"> <li>• Children will achieve national expectations in EYFS, Phonics and KS2 national tests</li> <li>• Children will have accessed additional 1:1 or small group support or booster clubs</li> <li>• Continued development of Kagan Cooperative Learning Structures to support teaching and learning and pupil engagement with learning</li> </ul>
Improve literacy and numeracy outcomes	<ul style="list-style-type: none"> <li>• Introduce Literacy Tree English scheme across school</li> <li>• Introduce White Rose Maths scheme across school</li> <li>• Securing Progress in Writing project to be introduced through school</li> </ul>
To provide social, emotional and mental health support to Pupil Premium children	<ul style="list-style-type: none"> <li>• Pastoral Support Worker will have worked with specified children so they can access their learning</li> </ul>
To improve attendance and punctuality	<ul style="list-style-type: none"> <li>• Safeguarding and Attendance Officer will have worked with parents and children to improve attendance and punctuality</li> <li>• Breakfast club is place and can be provided free to support regular attendance of PP children</li> </ul>
Children to have taken part in enrichment opportunities	<ul style="list-style-type: none"> <li>• Children will experience school trips and residential experiences</li> <li>• Children will have accessed extracurricular activities</li> <li>• Children will have music lessons</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: £ 96,303.63

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 to drive forward improvements in teaching and learning through continued development of Kagan Cooperative Learning Structures and leadership of English</p> <p>Data- GLD, Y1 phonics, end of KS1 and 2, internal data for Y3,4,5</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>	<p>1,2,3,5</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>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 Data- GLD, Y1 phonics, Y2 phonics re-tests, end of KS1</p>	<p>1,2,3,5</p>
<p>Maths lead weekly release time to oversee the introduction of White Rose Maths scheme and teaching of Maths</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>Data- GLD, end of KS1 and 2, internal data for Y1,3,4,5</p>	<p>1,2,3,5</p>
<p>CPD for teachers and TAs</p>	<p>The key findings of the Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students, states... ‘High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as</p>	<p>1,2,3,4,5</p>

	<p>implementing performance-related pay for teachers or lengthening the school day.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.'</p> <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states...  'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	
<p>Securing Progress in Writing project to be introduced through school- TLR responsibility to lead project with a focus on sentence construction</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>Data- GLD, Y1 phonics, end of KS1 and 2, internal data for Y3,4,5</p>	1,2,3,5
<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 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>	1, 3

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

Budgeted cost: £ 25,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	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: One to one tuition- EEF And in small groups: Small group tuition-Toolkit Strand EEF  Data- end of KS2, internal data for Y4,5	1,2,3,4
TA's to provide targeted support in class	Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states... 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'	1,2,3,4

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

Budgeted cost: £75,788.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and attendance officer-	The Department for Education (DfE) research in 2016 found that... 'The	5 (1,2,3)

early intervention to support attendance and punctuality	<p>higher the overall absence rate across Key Stage 2 (KS2), the lower the likely level of attainment at the end of KS2.</p> <p>Research from the Institute of Education, July 2020 states... 'Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement; Pupils from low income households see a larger negative effect from each day of absence.'</p>	
Support and interventions to be run in school by PSA to support wellbeing and mental health/behaviour regulation	'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'	2,3,4
Development curriculum resources to support reading and writing skills and access to the curriculum	<p>Supporting struggling readers is likely to require a coordinated effort across the curriculum</p> <p>Reading Comprehension Strand-EEF (impact of up to 6 months additional progress)</p>	1,2,3
<p>All educational visits and residential to be heavily subsidised to all children can access them</p> <p>Music tuition subsidised for PPG children</p>	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
<p>To support school's breakfast club</p> <p>Breakfast club staff</p>	<p>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</p> <p>EEF "before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools"</p>	1.2.3.4.5
Contingency fund for acute issues	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: £ 197,226**

## 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 2023 to 2024 academic year.

#### Breakfast Club

This is available to all PP children and 25 attend breakfast club. It has helped ensure some PP children with poor or late attendance are in school and on time.

#### Attainment EYFS

36% of PP children achieved GLD with 41% of the whole cohort achieving GLD.

#### Year 1 Phonics

47% of PP children achieved the required standard with 73% of the whole cohort achieving the required standard.

#### Year 6

Children meeting expected at end of Year 6 were: Maths- 6 Writing- 6 Reading- 11 out of 21 PP children.

All Y6 children were supported through tutoring.

#### **Children achieving expected or above across school**

##### Reading

Year	Number of PP children	PP with SEND	School EXP+	PP EXP+
1	15	3	64%	35%
2	20	4	61%	40%
3	22	8	60%	32%
4	20	8	56%	38%
5	24	5	63%	54%
6	21	6	73%	57%

## Writing

Year	Number of PP children	PP with SEND	School EXP+	PP EXP+
1	15	3	53%	18%
2	20	4	47%	30%
3	22	8	32%	23%
4	20	8	34%	19%
5	24	5	27%	21%
6	21	6	53%	29%

## Maths

Year	Number of PP children	PP with SEND	School EXP+	PP EXP+
1	15	3	64%	82%
2	20	4	88%	40%
3	22	8	52%	27%
4	20	8	51%	38%
5	24	5	57%	38%
6	21	6	58%	29%

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
NTS Assessments	RS Assessment