

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	Fairchildes Primary
Number of pupils in school	460 (incl 360 and nursery)
Proportion (%) of pupil premium eligible pupils	40% (184 are ppg)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Gyford and Jane Byers - Co-Heads of School
Pupil premium lead	Mark Gyford
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286685
Recovery premium funding allocation this academic year	£31358
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	£318,043

Part A: Pupil premium strategy plan

Statement of intent

At Fairchildes we are all about inclusion. We believe that with opportunity, support and encouragement our children can achieve anything. We use our Pupil Premium funding to this end.

We want our pupils to have a love of learning, to be enthused and excited about every lesson. We want them to be sociable, friendly and empathic; to be good citizens and to speak and perform with confidence in every situation.

We aim to give our children every opportunity to succeed. This includes employing additional staff to ensure that every child is successful in every lesson; running additional provisions such as small group tuition sessions for maths and literacy, additional phonics groups, speech and language and fine motor sessions; employing specialists to give the children the very best teaching in music, dance and PE and by expanding their opportunities through additional trips and a wealth of after school activities.

No child will be left behind because of a lack of resources such as devices or uniform or opportunity. We work closely with our families who know that we are here to help them whenever we can. We work in partnership with our parents to ensure that good attendance is achieved and to ensure that education and learning is not just something that happens during school hours.

We appreciate that good mental health is a necessity if a child is to reach his/her potential and use our Pupil Premium Grant to fund mentor support and a counselling service which is accessed by both children and their parents.

We appreciate that learning through outdoor activities is beneficial to all children and have purchased new equipment to enhance our outside areas, linking it to a greater awareness of all staff in safeguarding the environment.

Our Pupil Premium strategy is linked closely to our Whole School Development and Key Academic Priorities plans.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that children apply their grammar and punctuation knowledge to their writing across the curriculum.
2	Children's geographical knowledge and recall of scientific facts will be built on and improved to reflect changes to the science and geography schemes of work.
3	Encouraging children to take pride in their belongings and their school and where appropriate to take responsibility for the looking after and management of their personal property.
4	Raising the attainment of children identified as eligible for PPG (especially those PPG children targeted to be higher achievers)
5	Raising the children's comprehension when reading in both English lessons and across the wider curriculum.
6.	Based on research, using the creative arts to help raise the attainment of children assessed to be at a vulnerable level academically.
7	Promoting good physical and mental health and ensuring regular participation in PE lessons, sports teams and a breadth of activities available for children throughout the school day.
8	Raising the children's general knowledge of the wider world, to help with context cues when reading across all areas of the curriculum.

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
Improved grammar and punctuation in children's written work.	Assessment data will show a good improvement in writing. Targeted writing attainment of 80%+

Children's comprehension skills will improve in reading sessions and in the wider curriculum.	<p>Teachers will report on an increased understanding of comprehension questions when reading with their class.</p> <p>Children will discuss books that they have listened to and read using the practised comprehension skills.</p> <p>Children's ability to answer comprehension questions in reading sessions will improve and this will lead to an improvement in end of year reading assessment outcomes.</p>
Children will demonstrate responsibility and pride in themselves, their work and their school.	<p>Children will show a greater responsibility for their personal items including uniform and PE Kits.</p> <p>Children will show commitment to after school clubs by completing the full amount of weeks they signed up to.</p> <p>Children will show pride and commitment by taking on a role to help support the school community.</p>
Improvement in attendance data.	The % of children attending daily will be 96% + The gap between PPG and non PPG attendance will close.
Children's awareness of mental health and wellbeing issues will improve.	Children will know where to look for mental health guidance and advice.
Children's general knowledge of the world around them will improve.	<p>Children will be able to demonstrate and show off their general knowledge when discussing different topics in class.</p> <p>Children will be able to apply their knowledge of the world to their work.</p>

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: £ 207,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase relevant schemes to ensure focussed support in core subjects (ELS for phonics and White Rose Maths for maths). Training for all staff.	Whole school focus and new approach to phonics. Purchasing subscriptions to resources for teachers to supplement comprehension and GPS lessons.	1 5
Pupil premium pupils will make good or accelerated progress.	Pupil premium eligible pupils will be a focus in assessment meetings and with senior leaders when checking in on work. Subject coordinators will be aware of and monitoring the provision for pupil premium children in their subject area.	4
Additional well trained teaching assistants in classrooms support literacy and numeracy.	All year groups have two teaching assistants to support disadvantaged pupils in their numeracy and literacy. An extra teaching assistant is deployed across two years for more support. This may be as part of group work or on a 1:1 basis depending on the pupil's needs.	1 2 4 5 7 8

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children from years 1 to 6 offered additional tutoring by school tutor or class teachers.	One to one or small group tutoring allows the school tutor/class teacher to cover child-specific targets to help fill the gaps in previous learning.	1 2 4 5 8

Children who are below in reading at KS2 will participate in daily phonics interventions with year group TAs.	Regular and consistent phonics and reading interventions will improve children's fluency and confidence in reading which will influence progress in all curriculum areas.	4 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will take on responsibilities and take pride in themselves.	All children will have a responsibility in their year group and for the whole school at some point in the year. Groups will monitor school equipment and lost property to ensure children look after their belongings.	3
Attendance levels will improve. Children who are persistent absentees will be targeted by the attendance coordinator and EWO. Attendance will be 95% +	Rewarding consistently good attenders with reward nights/activities. Recognising those who have made a significant improvement in attendance. Senior leaders to work with attendance coordinator to communicate with parents of children who are persistent absentees. Encouraging all staff to raise the importance of being in school on time every day.	3 7
Healthy wellbeing through games	Encouraging participation in games and promoting the positive impact on physical and mental health. Encouraging healthy competition through games that can be applied to other areas of life.	7
To run our SPILL counselling service. Including a parent counsellor. To provide supervision for the mentors and key members of the inclusion team.	The wellbeing and mental health of our children is important to us. They can't progress academically without emotional support. Our DOT COM PSHE programme ensures all children know how to keep themselves safe. Supporting parents with their wellbeing has a direct impact on their child's wellbeing, attendance and academic progress.	7

To purchase Dot Com resources to support scheme for PHSE To provide supervision for the Dot Com Leaders.	The mental health and wellbeing of staff who deal with CP and inclusion issues on a daily basis is important to us and has a direct impact on the support that they give our children.	3 7
To subsidise additional opportunities eg Camp and trips. Steel band, Star Dance and after school activities	We want to ensure that all of our pupils have the opportunity to experience sports and the arts, attend trips and camps and pursue activities they enjoy. We know that these activities raise the confidence levels of our pupils.	3 6 7
Subsidising breakfast club and after school club	Some disadvantaged children need to access BC and ASC in order to support their family or for the child's own mental well-being. These places are subsidised.	3 6 7
Subsidised music lessons.	All pupils are given the opportunity to learn to play the steel pans and to be part of the school steel band. This budget is used to keep the fees to a minimum so that it is accessible to all.	6 7

Total budgeted cost:

£207,000 + £21,000 + £66,000 = £294,000

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.

- Pupil Premium was £1385 Per child
- In the year 2022-2023 Fairchildes spent £267,630

A large percentage of PPG is spent on our teaching assistants. We believe that additional support during numeracy and literacy sessions allow pupils to progress at a greater speed. TAs are also used to target individuals who need further support, beyond their main lesson. Good mental health and wellbeing is also very important to our school and a large percentage of our PPG is used to ensure that we give outstanding pastoral support to our families, be that counselling or mentor support, or through our DOT Com sessions which are run by a well-trained team. Their support has never been needed more than last year, a year in which the children missed a great deal of face to face teaching time because of lockdowns. Although PPG is used to target individuals who qualify for FSM or are part of the EVER6 cohort, we recognise that we have many pupils whose parents are in receipt of the minimum wage. In many cases these children seem to be less fortunate than those whose parents receive income support, our aim is to envelop these children in the additional provision and opportunities funded by the PPG.

As always, our PPG spending is in line with our Key Academic Priorities Plan and our Whole School Development Plan:

Improving Attendance

Events that celebrated rewarded the children who achieved 100% attendance for each term were reintroduced to the school calendar. All children with 100% attendance were invited to a sleepover in autumn term, a film night in spring term and a games night in summer term. Classes who had the best attendance over a term were given an own clothes day and weekly certificates were given out to encourage good attendance. We also focussed on children with improved attendance, and hosted a termly afternoon tea for the children (and their parents) who had made at least 5% improvement on the previous term.

Improving Lunchtimes

Ensuring that lunchtimes would end smoothly, a new line up system was introduced so that children reentered the building after lunch in a quiet and sensible manner. After discussions with the dinner supervisors, a ball games timetable was implemented to

ensure the children had more space to play away from games of football. The school council worked with the SLT to identify non-sporting activities that could keep children entertained during lunchtimes, and further equipment was bought and installed in the playground (including the maintenance of the trim trail and building of the new climbing frames).

Working With Parents

A considerable effort to get to know our families who have English as an additional language was made, starting with coffee mornings and leading to excellent parental engagement on the school's International Day. A register of languages spoken was created by the inclusion team and parents are now offered the option of receiving school letters/messages in their spoken language. Communication with parents was also assessed and efforts were made to ensure as many parents as possible had access to Weduc to receive up to date school messages. The school PTA saw an upturn in volunteer numbers when help was asked for on an event by event basis.

Raising The Profile Of Sport

The school netball team was relaunched to great success; they were competitive in every tournament they entered and hosted many friendly matches with other local schools. Many children were given the opportunity to take part in sporting events hosted by local secondary schools. School sporting events were photographed and filmed by the sports reporters and this was shared in assemblies and posted online to be shared with the wider school community. Children were shown clips of different sporting achievements and some taken to sporting events outside of school as spectators, including a local netball match and a swimming gala. The most impact was by the year six sports leaders, who helped in other year group's sports days, demonstrated technique and skills in other year group's PE lessons and helped set up school sporting events.

Using Creative Arts To Improve Academic Outcomes

Several workshops were introduced over the year and all had children who were vulnerable academically as the focus. Over the school year stage makeup, knitting, cake decorating, dance and steel band were all offered to children to provide a 'hook' into school and encourage improvement in other academic areas. This proved successful, seeing targeted children's attendance and academic attainment improve across the year.

Attainment of PPG Pupils

A register of PPG children was created to track progress but also monitor participation in life across the school. Where relevant, children on this register were targeted for extra support, extra curricular experiences and opportunities to develop skills both in

and out the classroom. Spaces in clubs were reserved for children who were PPG and this was the main focus of most assessment meetings over the academic year.

Reading and Phonics

We entered the first full academic year of using the ELS scheme for phonics. All staff were trained in how to teach and use phonics in lessons and observed ELS lessons in EYFS or KS1. An afternoon phonics intervention scheme run by teaching assistants was continued and saw good results, with targeted children often making accelerated progress. The reading pioneers (a group of year six children responsible for promoting a love of reading) ran a weekly book swap trolley encouraging children and adults to share books.

GPS

After slightly disappointing GPS results in summer 2022, we focussed on how to make the teaching of grammar, punctuation and spelling more aligned with the children's daily literacy lessons. GPS became a more target focus in assessment meetings, with teachers carrying out a termly mini assessment on the grammar and punctuation topics covered and reporting their findings back to the assessment lead. We also purchased a subscription to 'Spagtastic' for years 5 and 6 to help embed the GPS knowledge, which proved particularly popular with year six who used it as a revision guide in the summer term.

Higher Achievers

All teachers were asked to identify the potential higher achievers in their class and consider how to extend and challenge their learning in lessons. Subject coordinators identified what a higher achiever looks like in their subject and monitored work in their subject to ensure that higher achievers were being challenged. We organised many trips for higher achievers in different subjects to further their understanding: in RE children visited a mosque, Sikh temple and a church in one day to compare and contrast the venues; in PE children attended a local secondary school who hosted a gifted and talented sports workshop and in maths children represented the school in a maths team challenge.

Handwriting

Handwriting has always been a strength of the school, but in recent years some children's work has looked messier than we had hoped, so we focussed on attention to detail when writing to ensure their work could be understood by all. We used the school's fine motor skills teaching assistants (who run Funky Fingers) to help identify who needs a pencil grip to write, and we prepared year six for secondary school by letting them get accustomed to writing neatly in pen in the summer term.

In addition to the areas above PPG was spent on PE kits and school uniforms for those who needed it; to subsidise breakfast club and after school club and although the children were not able to go on trips, we organised virtual trips for them to attend, organised special focus days and added additional, cookery sessions, steel band and dance lessons for the children to experience and enjoy.

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

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?	N/A

