

Pupil premium strategy statement



Fairfield Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Fairfield Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	16.6% (35) SEND - FSM -
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2021
Date on which it will be reviewed	Sept 2025
Statement authorised by	Mark Tuckwell (Head)
Pupil premium lead	Clare Rushby
Governor / Trustee lead	Laura Dove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,864
Recovery premium funding allocation this academic year	£5,945

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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Part A: Pupil premium strategy plan

Statement of intent

Fairfield's intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our pupil premium strategy supports the disadvantaged pupils to achieve that goal, including good progress for those who are high attainers.

Through high quality first teaching Pupil Premium children will make the expected progress in reading, writing and maths. 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. It our is the aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Our examples of how the school may use the grant include, but are not limited to:

- Tuition - providing weekly extra small-group support
- Running intervention lessons alongside the school day (for example, for children who need extra support with Maths or English)
- Providing extra tuition where needed
- Funding educational trips, visits and resources
- Providing well-being sessions to raise self-esteem, confidence and resilience
- Funding IT learning platforms
- Training staff

This is then reinforced by increased opportunities for learning through targeted academic support, school-led tutoring and wider whole school approaches. We aim for our disadvantaged pupils to have access to a wide range of interventions in school, which will be carefully

identified to access this support. We also provide high quality teaching assistants supporting attainment alongside self-esteem, confidence and resilience.

School context

Fairfield school location deprivation indicator was in quintile 2 (less deprived) of all schools and the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation (2023). Fairfield is the sixteenth most deprived school out of 274 schools in Leicestershire. The areas of most deprivation are education, skills and training, income affecting children and adult skills. The school continues to attract pupils from out of catchment and from areas of severe deprivation such as the Saffron Lane Estate and Eyres Monsell Estate in Leicester City.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions show that the outcomes and progress of pupil premium pupils are significantly below that of their peers.
2	Some children's low attendance or punctuality is sporadic which impacts learning.
3	Assessments, observations and discussion with all pupils indicate underdeveloped oral language skills and vocabulary gaps from reception to KS2. This is more prevalent for our disadvantaged pupils.
4	Some children come from households with low parental engagement / parenting skills or low aspirations. Some disadvantaged students have reported that home does not provide the right learning environment.
5	Pupils with some areas of socio-economic disadvantage, for example poverty, with poor health and diet. In some cases, social and emotional issues result in low confidence and self-esteem
6	Some (%?) of our disadvantaged children have SEND that need addressing with interventions
7	Some pupils have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. They are less likely to participate in optional enrichment opportunities and have a narrower range of experiences.
8	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
Progress in Reading	Achieve above national average attainment in KS2 Reading
Progress in Writing	Achieve above national average attainment in KS2 Writing
Progress in Maths	Achieve above national average attainment in KS2 Maths.
Phonics	Achieve above national average attainment in PSC
PP attendance increases.	Attendance of identified PP pupils increases and is in line with national.

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: £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed the use of standardised diagnostic assessments (NTS).</p> <p>Analysis and interpretation of assessments by staff are embedded correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF - Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation</p>	1, 3, 8
<p>Continue to embed progress in Writing –by continuing to use ‘The Write Stuff’ English programme across the school.</p>	<p>Pupils’ confidence built with sentence structure and organisation – the scheme is research informed and applies evidence into effective best bets for achieving writing outcomes.</p> <p>EEF: a range of approaches to develop Early Literacy can affect progress by up to 6 months.</p>	1, 3, 7, 8
<p>Embed progress in Mathematics supported by White Rose maths materials, intervention materials and Times Tables Rockstars.</p>	<p>White Rose is influenced, inspired and informed by the work of leading maths researchers and practitioners across the world and uses highly experienced teaching experts to train, guide and help teachers.</p> <p>EEF – digital technology to support learning increases learning by upto +4 months.</p>	1, 3, 7, 8
<p>Embed ‘Sounds- write’ phonics scheme for FS and KS1.</p>	<p>Phonics training for FS/KS1 staff. Training for existing staff organised by phonics lead (Performance management target).</p> <p>EEF: High Impact, low cost, 5 out of 5 on EEF padlock scale.</p>	1, 3, 4, 8
<p>Retention and retrieval focus training to make it a key part of quality first teaching across core and foundation subjects.</p>	<p>Staff CPD linked to EEF Teaching and Learning Toolkit - a guide tiered approach with Quality First teaching as top priority.</p>	1, 3, 7, 8
<p>PP and SEND training for all staff.</p>	<p>Evidence to support the impact of Quality First teaching. EEF note effect on primary pupils can be +8 months.</p> <p>Teacher feedback to improve pupil learning /EEF</p>	All

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective planning to ensure ALL disadvantaged pupils are targeted for academic intervention. (Based on end of year data analysis Summer 2024 and reviewed each term).</p>	<p>Evidence to support the impact of quality first teaching and targeted academic support.</p> <p>The EEF guide to pupil premium .</p>	<p>All</p>
<p>Progress in Reading:</p> <ul style="list-style-type: none"> Targeted reading intervention supported by various intervention materials with pupil premium teacher, class teachers and LSAs Phonics (intervention provided by LSAs and teachers). Embed the impact of phonics scheme ‘Sounds-Write’ LSAs ensure children are changing books regularly and have access to a variety of books t develop ‘love of reading.’ Daily readers with teachers and LSAs Morning tuition with LSAs / HLTAs/ intervention teacher Sessions to be planned in to school day to allow children to access newly bought-in software e.g. Reading Eggs to boost phonics recognition and sight words. 	<p>The EEF guide to pupil premium –tiered approach</p> <p>EEF toolkit teaching and learning</p> <p>1:1 tuition +5 months progress, comprehension strategies – low cost + 5 months progress.</p> <p>EEF digital technology to support learning + 4 months progress.</p> <p>EEF The Attainment Gap</p> <p>Small group tuition toolkit strand/ EEF</p>	<p>1, 2, 3, 4, 5, 6, 8</p>

<p>Maths interventions:</p> <ul style="list-style-type: none"> • Continue with small groups intervention for disadvantaged pupils falling behind age-related expectations with Pupil Premium teacher/s – gaps picked up in NTS for teachers. • Morning school tuition sessions (during breakfast club)/ Intervention teacher/ HLTAs/ LSAs • Children not achieving expected national average also timetabled weekly maths booster session with a classroom support staff member. • Pre-teaching needs to take place prior to maths lesson for pupil premium children that are below national average. Post-teaching will occur where time allows. • Technology such as Times Tables Rockstars 	<p>The EEF guide to pupil premium –tiered approach</p> <p>EEF toolkit teaching and learning 1:1 tuition +5 months progress, comprehension strategies – low cost + 5 months progress.</p> <p>EEF digital technology to support learning + 4 months progress.</p> <p>EEF The Attainment Gap</p> <p>Small group tuition toolkit strand/ EEF</p>	<p>1, 2, 3, 4, 6, 8</p>
<p>Writing</p> <ul style="list-style-type: none"> • Morning tuition - Intervention teacher/ HLTAs/ LSAs • Guided writing sessions with intervention teacher / Pupil Premium teacher, addressing composition, grammar and punctuation. • Teacher / LSA led sessions to pick up on misconceptions / common mistakes made in writing 	<p>The EEF guide to pupil premium –tiered approach</p> <p>EEF toolkit teaching and learning 1:1 tuition +5 months progress, comprehension strategies – low cost + 5 months progress.</p> <p>EEF digital technology to support learning + 4 months progress.</p> <p>EEF The Attainment Gap</p> <p>Small group tuition toolkit strand/ EEF</p>	<p>1, 2, 3, 4, 5, 8</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Route to Resilience programme we continue to promote in school.	<p>Developing a child's non cognitive skills. This helps them to improve interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school which increases progress in attainment by +4 months.</p> <p>EEF – social and emotional learning</p>	2, 4, 5, 6, 7, 8
Wraparound care including Breakfast Club to ensure children are in school on time, fed and ready to learn and extended to after school with PP priority (Sports clubs after school)	<p>Developing children's social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF SEL +4 months in attainment</p>	1-8
<p>Cultural capital experiences promoted in the curriculum. –</p> <p>After school clubs with various teachers and LSAs to enrich the children's experiences and help with new learning/ ideas.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupils reflect greater enjoyment.</p>	1 – 8
<p>Individual social and emotional interventions:</p> <ul style="list-style-type: none"> • Lego therapy with trained LSAs • Counselling sessions • Well-being school lead/ Wellbeing Ambassadors • Breakfast club 	<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>	All

<p>Support to pay for Residentials (£1500) and school trips (where uptake of PP child is not evident) so that no child misses out on enrichment opportunities.</p> <p>Provide an annual bursary of £50 to support families with uniform so that children are smart and fit in with their peers (£2400)</p>	<p>EEF ; although no months figure due to lack of studies, EEF states:</p> <p>'school uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation'.</p>	<p>4, 5, 7,8</p>
<p>Attendance - attendance of all pupils monitored in liaison with nominated member of office staff and Attendance Officer</p> <p>Nominated office staff member phones families at 9am if pupil not in school and offers support.; - Pupils below 95% identified and protocols followed. Breakfast club place offered.</p>	<p>Attendance data</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Breakfast club place offered and linked to before school tuition.</p> <p>DfE Improving School Attendance</p>	<p>2</p>

Total budgeted cost: £74,800

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.

Outcomes for disadvantaged pupils

- **Intended outcome 1 2023/24**

Attainment in Reading – To achieve above national average scores in KS2 Reading.

Reading attainment in Key Stage 2 (2023/24)

FF: 65.5% EXS+ National average: 74% EXS+

Reading attainment in Key Stage 2 Disadvantaged children (2023/24)

FF: 57.1% EXS+ National average: 60%

- **Intended outcome 2 2023/24**

Attainment in Writing – To achieve above national average scores in KS2 writing.

Writing attainment in Key Stage 2 (2023/24)

FF: 86.2% EXS+ National average: 71.8%

Writing attainment in Key Stage 2 Disadvantaged children (2023/24)

FF: 71.4% EXS+ National average: 60%

- **Intended outcome 3 2023/24**

Attainment in Maths – To achieve above national average scores in KS2 Maths.

Maths attainment in Key Stage 2 (2023/24)

FF: 86.2% EXS+ National average: 73% EXS+

Maths attainment in Key Stage 2 Disadvantaged (2023/24)

FF: 71.4% EXS+ National average: 60%

- **Intended outcome 4 2023/24**

To achieve above/well above national average scores in PSC.

% of pupils attaining PSC pass mark and above (2023/24)

FF: **93%** National average: 80%

% of disadvantaged pupils attaining PSC pass mark and above (2023/24)

FF: **75%** National average: TBC

- **Intended outcome 5 2023/24**

Attendance in line with National Average.

Overall Attendance 2023/24

FF: 94.8% National Average: 94.6%

Autumn and Spring Disadvantaged Attendance 2023/24

FF: 91.5% National Average: TBC

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
Assessment and Reporting Toolkit – linked to NTS tests and SHINE intervention materials	Rising Stars
ReadingEggs	Pascal Press and Blake Learning

Times table Rockstars	Maths circle
White Rose Maths	White Rose

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