

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Fairlawn Primary |
| Number of pupils in school | 402 409 409 |
| Proportion (%) of pupil premium eligible pupils | 66 16.4% 68 16.6% 68 16.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2024 Objectives revisited yearly |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | Reviewed termly January 2024 April 2024 |
| Statement authorised by | Hania Ryans |
| Pupil premium lead | Hania Ryans |
| Governor / Trustee lead | Simon Edwards |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year CLA funding total 2023- 2024 | £94,575.00 |
| 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 | £119,875.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress or better and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who have the potential to achieve greater depth.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Context of school

- The school is a two form entry primary school – currently 408 children on roll. Fairlawn is in a hard federation with Haseltine primary school
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for pupils in local authority care and those known to be eligible for free school meals) is below average
- Fairlawn currently has 5 CLA which are all adopted from care

Our ultimate objectives for our disadvantaged pupils are that:

- *They have their needs and strengths swiftly identified and that these are understood by all the adults who work with them.*
- *To narrow the attainment gap between disadvantaged and on-disadvantaged pupils nationally and also within internal school data*
- *For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of year 6 and thus achieve GCSE's in English and Maths.*
- *They have a strong sense of belonging to the Fairlawn community underpinned by excellent relationships with staff.*
- *Their families feel valued and involved in their child's education.*
- *They are supported to overcome barriers to learning, through quality first teaching, so that they can achieve good, or better progress from their starting points in all areas of the curriculum.*
- *They are taught by a skilled team of trauma informed staff.*
- *They have daily opportunities to widen their vocabulary and develop their oracy skills.*

- They have access to research driven, quality interventions by trained staff in addition to quality first teaching where appropriate.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Phonics data indicates that disadvantaged data is lower than non disadvantaged. This has an impact on early reading development, which is key to accessing the curriculum. |
| 2 | Internal and external assessments indicate that the number of disadvantaged pupils achieving expected progress at the end of KS2 is significantly below that of non-disadvantaged pupils in reading, writing and maths. Although this improved 2021/2022 it needs to be sustained. |
| 3 | Ensuring all Pupil Premium children can access a variety of enrichment activities with a particular focus on after school activities and music. Improved 2021/22 but will continue to be a focus. Systems in place no longer a target 2023/2024. |
| 4 | Our attendance data 2021/2022 indicated that attendance for disadvantaged pupils was lower than non-disadvantaged. Lower attendance has an impact on attainment. |

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 | Spring 2024 | Summer 2024 | End of year data |
|--|--|--|----------------------|---|
| Improved outcomes for phonics for disadvantaged pupils | Increase the number passing phonics in year 1 and those retaking in year 2 2023 44% year 1 75% year 2 retakes | Internal data shows disadvantaged children are on track to achieve this target. 64% on track | Same as Autumn term. | Target achieved Increase Year 1 to 60% Increase Year 2 to 91% |
| Improved reading progress for disadvantaged pupils at end of KS2 | KS2 reading outcomes year in 2021/22 show an increase in disadvantaged pupils | Internal data shows 100% on track to achieve. | Same as Autumn term. | Target achieved 100% expected |

| | | | | |
|---|--|--|--|---|
| 2023/2024 – Improved attainment as no progress data | progress at least 0 previously -5.5 Achieved Attainment increase by 30% from 2023 45% | | | |
| Improved maths progress for disadvantaged pupils at end of KS2 2023/2024 – Improved attainment as no progress data | KS2 maths outcomes year in 2021/22 show an increase in disadvantaged pupils progress at least 0 previously -3.9 Achieved Attainment increase by 30% from 2023 50% | Internal data shows 80% on track to achieve and an increase on last year | Same as autumn term. | Target exceeded 100% expected |
| Improved writing progress for disadvantaged pupils at end of KS2 2023/2024 – Improved attainment as no progress data | KS2 writing outcomes in 2021/22 show an increase in disadvantaged pupils progress at least 0 previously -1.7 Achieved Attainment increase by 30% from 2023 50% | Internal data shows 80% on track to achieve and an increase on last year | Same as the autumn term. | Target achieved 100% expected |
| To achieve and sustain improved attendance for our disadvantaged pupils 2021/2022 Gap 1.2% 2022/2023 Gap 2.8% | A reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers. The percentage of all pupils who are persistently absent among disadvantaged pupils being no more than 1% | PP - 94.07% Whole school minus 96.19% Both above National but gap 2.12 | PP - 94.13% Whole school minus 95.89% Both above national. Gap has decreased to 1.76 | PP – 94% Gap with all 1.8% will remain a focus on new Pupil Premium Plan |

| | | | | |
|--|-------------------------|--|--|--|
| | lower than their peers. | | | |
|--|-------------------------|--|--|--|

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: £82,918

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Vocabulary lists for topic</p> <p>We will purchase resources and fund ongoing staff training and release time to work with speech and language therapist.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3,4 |
| <p>Little Wandle programme to be further embedded in EYFS & KS1, and for our reading programme to be aligned with Little Wandle also</p> | <p>The EEF toolkit shows:</p> <ul style="list-style-type: none"> Phonics has an impact of +5 months <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | 1, |
| <p>Ensure all children are receiving quality first teaching to learn the basics of number.</p> <p>Work with the maths hub to develop the mastering number program for R, 1 and 2 including purchasing relevant resources and staff to attend training.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> | 2, 3 |

| | | |
|---|--|--------------|
| <p>Developing collaborative learning quality first teaching</p> | <p>Cooperative, instructive learning strategies are designed to promote cooperation and communication in the classroom which in turn boosts students' confidence and retains their interest in classroom interaction.</p> <p>https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning</p> <p>Done well, feedback can support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p> | <p>1,2,3</p> |
|---|--|--------------|

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

Budgeted cost: £ 21878

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Tutoring provided by school staff, morning club and home learning club targeting individual pupils</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 (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2</p> |
| <p><i>Third space maths for years 5</i></p> | <p>Maths interventions shouldn't be a one-size-fits-all solution. One of the main reasons pupils struggle to progress in maths is because they have outstanding gaps and misconceptions that need to be addressed before they can move on. Third space uses regular and ongoing assessment to ensure individual gaps are plugged, and tutors only move on once the pupil's knowledge is secure. On average children make 7 months progress in 14 weeks.</p> | <p>2</p> |

| | | |
|---|---|---|
| | https://thirdspacelearning.com/impact-online-maths-tuition/ | |
| <i>Beanstalk and Bookmark reading interventions</i> | <p>Beanstalk's and Bookmark one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers.</p> <p>https://www.beanstalkcharity.org.uk/our-impact</p> | 2 |
| <i>TA interventions targeting phonics. Training provided for all following the Little Wandle scheme</i> | <p>Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 2 |
| <i>Use of speech and language therapist to support individuals.</i> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |

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

Budgeted cost: £15079

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Sports coaches to deliver after school sessions increasing opportunities for play outside and physical activity</i> | <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Following long periods of Lockdown it is vital to offer disadvantaged pupils the opportunity to attend clubs. Research has shown it has a slight impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 2 |
| <i>Subsidised residential trips in years 6, day trips, author visits,</i> | <p>School can offer safe experiences for pupils to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase participation. Directly inviting parents to</p> | 1,2, and 4 |

| | | |
|--|--|-------|
| <i>and other in school experiences</i> | <p>support trips can have a positive impact on engagement and developing relationships.</p> <p>Educational Endowment foundation.</p> | |
| <i>Subsidised breakfast and after school club places</i> | <p><i>This supports parents/carers who are returning to work, developing social skills of pupils, providing emergency support for families and childcare for pupils whilst parents attend meetings. All this can increase engagement of families.</i></p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> | 3 , 4 |
| <i>Individual music lessons</i> | <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months. Learning an instrument is a skill in itself and all pupils should be given the opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 2 |
| 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. | All |

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 2021 to 2022 academic year.

Our assessment data at the end of 2022-23 showed:

- In EYFS: 75% of disadvantaged children achieved GLD (4 children)
- For phonics in y1: 44% of disadvantaged pupils passed in comparison to 77% other
- In KS1:
 - Disadvantaged Reading: 38% (non: 77%)
 - Disadvantaged Writing: 50% (non: 71%)
 - Disadvantaged Maths: 38% (non: 74%)
- In KS2:
 - Disadvantaged Reading: 45% (non: 82%)
 - Disadvantaged Writing: 50% (non: 95%)
 - Disadvantaged Maths: 50% (non: 89%)
 - Disadvantaged RWM: 35% (non: 79%)
 - Disadvantaged GPS: 35% (non: 82%)
- Also in KS2, progress measures for disadvantaged children from KS1- KS2 was:
 - Reading: -2.1
 - Writing: -1.9
 - Maths: -1.3
- Attendance for Pupil Premium children for Autumn and Spring:
 - 95.8% in comparison to 93% for non-PP

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 |
|------------------------------|---|
| Speech & Language therapists | Lewisham's SALT team |
| Music lessons | Lewisham's music service |
| Sports coaches | Millwall football outreach |
| Third Space learning maths | https://thirdspacelearning.com/ |

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? | |