

Pupil premium strategy statement

Fairway Primary School

2021/22 – 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 children. 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	Fairway Primary School
Number of children in school, excluding nursery	210(September 2023)
Proportion (%) of pupil premium eligible children	13.7% (29) (23-24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Alison White, Headteacher
Pupil premium lead	Alison White, Headteacher
Governor lead	Nicola Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195 £2,530 - Post CLA £3,800- CLA
Recovery premium funding allocation this academic year	£4,277
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2023-2024	£52,802

Part A: pupil premium strategy plan

Statement of Intent

At Fairway we aspire to “be better than you have been before”. We strive to provide a curriculum, which is broad and balanced, exciting and creative. We aim for our children to be taught how to explore and build knowledge, developing the skills to communicate their learning.

The Pupil Premium Funding enhances provision and it is used in addition to the school’s allocated budget.

The Pupil Premium grant is allocated to children from families who are currently known to be eligible for free school meals (FSM), children who have been eligible for FSM at any point in the last 6 years (Ever6) and children who have been looked after continuously for more than six months at some point in their lives. The reason for this is that, as a group, these children have not consistently reached the standards of educational attainment or have made less progress than those in other groups within primary schools across the country.

Equity for all pupils is at the heart of our strategy. We understand that this strategy is a process and affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Our aim is that every pupil, irrespective of background, feels like they belong and that they are ready to learn and achieve their full potential. We strive to support our pupils to become responsible, resilient and ambitious individuals.

The aim of our strategy, along with other key documents such as the School Improvement Plan is to ensure barriers to learning are mitigated through careful planning. We want children in our care to leave Fairway with the life skills, determination and resilience to overcome challenges and achieve their full potential. Our shared aims are for all children to make good academic progress across the curriculum whilst acquiring the skills to flourish. High-quality teaching, targeted academic support and possible wider strategies are at the heart of our approach, with a focus on areas in which disadvantaged children 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 all children within our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children’s attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers

In order to do this, we recognise that language and vocabulary is essential. We have identified that the main challenges experienced by our most disadvantaged pupils include speech and language difficulties, SEMH needs, including anxiety, and consistent regular attendance.

At Fairway the Pupil Premium Grant will target support strategies resulting in every child, however, disadvantaged, and being able to:

- Maximise attainment and achieve their full potential.
- Have full access to the curriculum, school life and extended learning opportunities.
- Access pastoral support where required on a needs basis.

The impact of the Pupil Premium spend is closely monitored and evaluated. This takes place on a termly basis through pupil progress meetings and in line with our whole school monitoring plan. The Pupil Premium plan is also monitored for impact at Governing Board meetings.

Challenges

Through interrogation of internal assessment, analysis of the Local Authority Data Pack and working alongside specialist services and our child Premium Governor, we have identified the challenges to achievement for our disadvantaged children that are to be prioritised.

Challenge number	Detail of challenge
1 Attendance	Upon analysing data we have found the attendance of disadvantaged children to be lower than that of non-disadvantaged children. This is increase when the child is both disadvantaged and SEND.
2 Phonics and early reading	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In turn this affects their ability to access the wider curriculum. This demonstrated the importance of working to overcome this challenge.
3 Oral Language and vocabulary gap	Assessments, observations, and discussions with children suggest underdeveloped oral language skills and vocabulary gaps among our disadvantaged children. These is evident as children enter our nursery or join our reception class. Low levels of receptive language especially in EYFS are a barrier to children attaining their potential.
4. Emotional Well being	The number of children with emotional and wellbeing needs has risen dramatically since COVID. The need for pastoral support and interventions has increased. Support for children in crisis alongside further support for their families has increased.
5. Narrowing the attainment gap	Our assessments and observations indicate that the education of many of our disadvantaged children has increased. This has resulted in significant knowledge gaps leading to children falling further behind age related expectations.

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>1. To achieve and sustain improved attendance for all children, particularly persistent absence for our disadvantaged children.</p>	<p>The attendance for all children improves so it is inline or better than national data.</p> <p>The attendance gap between disadvantaged children and their non-disadvantaged peers aligns.</p> <p>The % of disadvantaged pupils who are persistently absent reduces to align with national data for the same group</p> <p>% of children who have severe persistent absence remains less than national data.</p>
<p>2. Improved phonics and reading attainment among disadvantaged children and their peers.</p>	<p>The % of Year 1 children passing the phonics screen will continue to follow an upward trend and increase in therefore closing the gap between Fairway Primary School and LA/National data.</p> <p>Internal assessment and data demonstrates that progress made in reading at Key Stage 1 is sustained throughout Key Stage 2.</p> <p>Key Stage 2 reading outcomes show that the % of disadvantaged children meeting the expected standard is increasing .</p>
<p>3. Improved language skills and vocabulary among disadvantaged children and their peers</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including word aware assessments, Speech and Language reviews, and engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>4. To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Children demonstrate engagement across the curriculum in all year groups.</p> <p>Children and their families access school support, specialist services and engage with early help systems.</p> <p>Children demonstrate a clear understanding of Zones of Regulation and can use this strategy to regulate their emotions and learning behaviours.</p> <p>Evidence of a reduction in behavioural incidents is evidenced via CPOMS</p> <p>Child and parent/carers voice demonstrates the impact of support the school provides.</p>
<p>5. Narrowing the attainment gap</p>	<p>% of disadvantaged children achieving the expected standard in combined at end of KS2 is in line with or</p>

	better than LA and national standards for disadvantaged children.
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Activity in this academic year

This details how we intend to spend our child premium (and recovery premium funding) **this academic year** to address the challenges listed above. The costs of some elements of this strategy may have already been allocated from other funding streams ie - Catch-Up Premium / School Led Tutoring, however, as their intended impact is to support the outcomes for the above mentioned challenges, they have been included in this strategy but not costed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school approach to teaching and pedagogy addressing meta-cognition and self-regulation to ensure quality first teaching in all areas of the curriculum.</p> <p>Develop Adaptive Teaching and Protective Characteristics</p>	<p>Extensive evidence conducted by the EEF suggests that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF evidence demonstrates the importance of the approaches highlighted to support children with SEND</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	All
<p>Purchase further reading material to enhance Floppy Phonic scheme</p>	<p>To ensure reading material is closely matched to the phonic level of each child.</p>	2 5
<p>Further development of formative and summative assessment to inform Adaptive Teaching.</p>	<p>CPD to inform effective methods of identifying gaps in learning and be aware of ways to plug these through effective use of adaptive teaching.</p>	2 3 4 5
<p>We will continue to implement assessments across school, in</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-</p>	2 3 5

EYFS. Proceed with WELCOMM for Nursery/Reception intervention	quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Zones of Regulation CPD, via Deputy Headteacher, and implementation will compliment the work	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	All
Whole school approach to attendance to include support for those identified families, first day calling, monitoring and support.	We have seen levels of attendance and classroom engagement increase and absence and behaviour incidents decrease in children when they and their families receive support with their social-emotional wellbeing.	All

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted intervention to deliver small group interventions in writing and phonics to targeted children who are currently below ARE with the intention of accelerating progress for these children in order to align attainment.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 4 5

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Targetted intervention for SaLT using assessment data to address gaps in speech development.	<p>Early identification is crucial to rapid progress. WELLCOMM allows us to identify and provide intervention for our youngest children and identify children who require more specialist support from SaLT therapist following a programme of intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3
Targetted support every afternoon to provide small group targeted support, in maths, to disadvantaged children identified through child progress meetings.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3 4 5

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

Budgeted cost: £12,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Including the annual subscription to CPOMS to record and analyse frequency of incidents)	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	all

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve allocating time for the Attendance Lead to implement strategies and monitor attendance including first day calling, home visits, meeting with the EWO and School Age Plus Worker, engaging with Stockport Inclusion Service for additional support.</p> <p>Analysis of individual cases of persistent absence and planning support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>LA - perspective lite to analysis trends within specific groups of children</p>	<p>1</p>
<p>Pupil Premium CPD for Leadership Team</p>	<p>Continuing professional development ensures that the SLT are delegating funds appropriately and effectively.</p>	<p>All</p>
<p>Breakfast Club subsidy</p>	<p>Children need to be ready to learn in school, this provision can increase levels of engagement, emotional wellbeing and access to the curriculum.</p>	<p>All</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022/2023

This details the impact that our child premium activity had on children in the **2022 to 2023** academic year.

We have analysed the performance of our school's disadvantaged children during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check and internal assessments.

EYFS

The evidence from the end of Reception data indicates that outcomes for disadvantaged children was that one out of three eligible children attained communication and language. These children will need further intervention entering Key Stage 1.

Year 1 Phonics Screen

The evidence from the data from the phonics screen test indicates that outcomes for disadvantaged children have declined. There were only two disadvantaged children. These children will continue to have support throughout Year 2 to ensure that they meet the threshold at the end of Year 2. There is confidence that this will be achieved because their end of Year 1 outcomes were below and through targeted intervention outlined in our strategy gaps will be addressed.

It is key to note that 90% of children had passed the phonic screening by the end of Year 2 (2022-2023). Validating the previous comment about leaders being confidence that children catch up in Year 2.

KS1 Statutory assessments

29% of our disadvantaged children achieved Age Related Expectations in RWM combined, compared to 37.3% for the LA and 40.4% nationally.

Of our seven disadvantaged children two were also SEND.

A strength for our school is in reading, where 29% of our disadvantaged children achieved Greater Depth. This data exceeds that of the LA results of 9%. This demonstrates that the PP strategy plan is having an impact on reading and the targeted approaches within the plan will be continued to improve these outcomes further.

Our data indicates that writing and maths will continue to be a focus of the strategy plan to ensure that our disadvantaged outcomes in KS1 continue to move closer to the national and local data, as set out in the success criteria of this plan.

KS2 Statutory Assessments

KS2 statutory assessments show that disadvantaged children did not attain as well as their non-disadvantaged peers in any of the core subjects, however they exceeded LA.

Reading was 67% LA was 58%, Greater depth was 17% LA was 15%.

Writing was 67% LA was 53%.

Maths was 67% LA was 55%. Greater depth 17% LA was 11%

RWM was 33% broadly in line with LA.

Reading has the largest attainment gap at 25% between the two groups at EXS.

Attendance

Whole school attendance 2022-2023 was 94.5%. Attendance for disadvantaged children was 91%, Non-disadvantaged was 96.4%. There has been a small improvement of 1% for our disadvantaged children. The evidence demonstrates that attendance remains a focus on our PP strategy plan.

The gap between non-disadvantaged persistently absent children compared to the same group nationally, is relatively in line at a difference of +0.8%. For our disadvantaged children the persistent absent figure (32%) which has improved by 14.6% from 46.7% in 2021-22.

However this will remain a priority on the 23/24 strategy statement.

Wellbeing and emotional regulation

Our assessments and observations indicated that children's behaviour, wellbeing and mental health continued to be impacted last year, primarily due to COVID-19 recovery related issues and the cost of living crisis. We also recognised and responded to a sharp increase in parents/carers accessing support from the school due to their own emotional wellbeing and requirement for emotional support/strategies. The impact was particularly acute for disadvantaged children and their families. We used child premium funding to provide wellbeing support for all children, and targeted interventions where required.