

Pupil premium strategy statement

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 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	Fairway Primary Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	48.54% (100 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Darren Mann
Pupil premium lead	Darren Mann
Governor / Trustee lead	Charlie Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year	£10,730
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	£121,310

Part A: Pupil premium strategy plan

Statement of intent

At Fairway Primary Academy, our intent is to provide the opportunity, both academically and socially, for disadvantaged children to flourish and have equality and equity with their non-disadvantaged peers. Through our strategy and action plans, we will ensure all pupils, including the most disadvantaged, receive both challenge and support designed to best meet their needs irrespective of their background, including those who are already high achievers.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school, in all subjects. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others, overtime.

Our pupil premium plan will ensure that disadvantaged children are offered the extra academic, social and emotional support to overcome the socio-economic barrier that being from a disadvantaged family may face. This will be achieved through:

- The most effective evidenced based research and recommendations to inform our strategy plan and guide our operational decisions to maximise impact on improving outcomes for disadvantaged pupils.
- The professional development of our staff to improve quality first teaching for all children.
- Supporting ECT and experienced teachers in understanding and comprehending the barriers that disadvantaged children face, both inside and outside the classroom.
- Improve the attendance and opportunities of disadvantaged children through supporting disadvantaged families. We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extra-curricular experiences and to support their individual talents & skills in order to broaden their aspirations and develop confidence and a positive attitude to learning whilst improving their Cultural Capital.
- Improve staff understanding of behavioural difficulties associated with being disadvantaged
- Ensure ALL pupils are confident, fluent readers who have secure comprehension to enable them to access the broader curriculum and deepen their knowledge and understanding.
- To provide effective social and emotional support to disadvantaged pupils so they are safe, have an aspirational attitude towards learning and attend every day.
- Ensure disadvantaged pupils have priority access to high quality recovery programmes and interventions in 2022-23

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance:</u> Children may not attend school regularly and on time. Pupil's attendance has not recovered from Covid 19. Although there was a slight rise from 94.4% in 2022 to 94.9 in 2023, this is still below the 96.37 in 2021. These figures are above the national average, but lower than our historical figures. Attendance of Pupil Premium pupils was significantly lower at 92.8%. Persistent absence has increased from 10.29% in July 2021 to 14.4% in 2022 but did reduce to 12.7% in 2023. It is essential that school increases the attendance of PP pupils and decreases the level of persistent absence. Children must be in school so that teachers can identify and address their gaps in learning and increase their levels of attainment.
2	<u>Phonics:</u> Children may be working below age related expectations for their age in Phonics. Phonic results have historically been above national with 80% of pupils passing in 2018 and 86% in 2019, however this dropped to 63% in July 2022 before recovering to 75% in 2023. This was below the national average of 79%. It is essential that school increases the number of PP pupils passing the phonics screen. All pupils need a secure level of phonics to ensure they have adequate access to the National Curriculum further up the school.
3	<u>Language:</u> Children may have expressive and receptive language skills below expected for their age. A lack of exposure to language means that children are not 'vocabulary rich' which consequently impacts on writing, inference in reading and reasoning in maths. Data in Reception shows that only 40% of PP children achieved GLD in 2023.
4	<u>Reading:</u> Children may be working below age related expectations for their age in Reading. Some pupils experience low level of support at home or a lack of educated adults at home. In Year 6 SATS in 2023, Pupil Premium pupils achieved 62% pass.
5	<u>Writing:</u> Children may be working below age related expectations for their age in Writing. In Year 6 SATS in 2023, Pupil Premium pupils only achieved 31% (although a large amount of PP children also had significant multiple barriers)
6	<u>Mental Health and wellbeing:</u> Children may have emotional, social and behavioural barriers to learning and participation. Children's emotional health may be impacted by social and economic issues within families. Many of our pupils have experienced poor behaviour; lack of parenting skills; lack of physical opportunities; poor attendance; poor hygiene; lack of sleep; poor diet; social/

	emotional/ mental health issues; children acting as carers; and a lack of stability in home life.
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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
To increase attendance and punctuality of Pupil Premium pupils so that attendance is in line with non-Pupil Premium pupils.	PP group overall attendance will increase. PP group persistent absences will reduce. PP punctuality will improve
To increase outcomes in phonics for pupils eligible for Pupil Premium who do not have a significant SEND need.	For all disadvantaged children, who have been in school since Reception and do not have a significant SEND, to pass the phonics screen.
To ensure that all Pupil Premium pupils, unless they have a particular SEND need, leave Reception achieving Stage 9 of Wellcomm.	80% of pupil premium children achieving Communication Early LG by end of Reception. 80% of children achieving Speech and Language intervention targets.
To increase outcomes in for pupils eligible for Pupil Premium who do not have a significant SEND need.	For published data to show a closing of the attainment gap for disadvantaged children and towards National benchmarks from Reception baseline to: EYFS GLD results; Year 1 Phonics; Year 2 SATs (where applicable); Y4 MTC; Year 6 SATS
To increase the engagement of children through improved teaching and opportunities within the classroom and increase opportunities for enhanced experiences outside of the classroom.	Increased number of children participating in extra and additional curriculum experiences through the Curriculum Promise Decrease in the amount of behaviour issues due to non-engagement in lessons Improved mental health support for children and families through work with our family Support worker and links to outside agencies

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.

The strategy for 2023-24 is focussed, as the EEF has suggested, on very specific things in three areas: - Quality of Teaching - Strategic Interventions - Wider School life

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 2023-2024- TBC
2022-2023- £51,124.64
2021-2022- £58,492.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Approaches to improving Language: Wellcomm and introduction of the GET SET programme	EEF evidence for Oral Language Interventions +7 months progress per year in early years.	2, 3, 4, 5
Extra training for teaching staff to provide Forest School activities to support self-esteem”	The Council for Outside Learning states; Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning https://www.lotc.org.uk/	1, 3, 6
Ongoing RWI Phonics Training for all key staff.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4
Pupil Premium Lead to track and to monitor impact.	Dedicated time for the PP lead to support the strategic improvement plans for school and review progress for PP children.	1, 2, 3, 4, 5 and 6
C.P.D. for all teachers to ensure teaching is good or better in every classroom.	The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/learning-styl	1, 2, 3, 4, 5
Staff to be given to conference with pupil and	EEW teacher toolkit grading 1-1 tuition improves outcomes by up to 5 months. EEF – focus on the right feedback being provided – thinking about the level of challenge and explanation of what needs to be done or	4 and 5

improve writing and reading outcomes	what has been done well – rather than just saying something is ‘correct’. Introruction of new Marking policy and Post Tutoring session for Pupil Conference time Pupil conference time: TBC	
CPD regarding agile teaching to model more closely to groups	EEF- Individualised instruction CPD training: TBC	3, 4 and 5

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

Budgeted cost: 2023-2024-TBC
 2022-2023- £ 36,414.56
 2021-2022- £29,246.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tutoring as part of the recovery programme.	The EEF states that: “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” Tutoring Grant	2, 4, 5
One to one tuition The EEF states that	The EEF states that On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	4
Wave 2 and Wave 3 interventions	The EEF states that Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.This can add +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4, 5
Reading Together project	EEF the teaching of reading comprehension strategies is effective +6 months	4

across the Trust (see additional action plan).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2023-2024-TBC
 2022-2023- £28,011.33
 2021-2022- £29,246.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral staff x 2 for reactive and pro-active behaviour and emotional literacy interventions.	4 EEF evidence for Behaviour Intervention +3 months ELSA training/supervision/resourcing: £700	1 and 6
Attendance lead to monitor and develop responses to attendance needs.	EEF Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Attendance Lead: £1787.62	1
Attendance rewards to be purchased, such as reward trips. Profile raised through school with attendance boards and certificates.	Attendance rewards and certificates to be purchased to encourage the children to attend school and to get recognition for attendance	1
Dedicated Release time for MH co-ordinator	Internal recruitment of a Mental Health Lead to spend half a day a week co-ordinating mental health support across the school and to ensure that key children receive adequate support.	1, 6
Links to Mental Health Support Team for Emotional Coaching for children with SEMH difficulties.	EEF research shows emotional coaching and regulation has a significantly positive impact. +7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallea	1,6
Improved	The EEF states that	2, 3, 4

parental engagement in reading – workshops	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p>	
Use of Outdoor Learning to support mental health issues	Internal recruitment and training for a Forest School Teacher to continue the Forest School programme in school.	1,3, 6
Introduce Lunchtime clubs + training of pupil sports/play leaders	<p>A study supported by Newcastle University and funded by the Nuffield Foundation highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.</p> <p>https://eprints.ncl.ac.uk/file_store/production/232456/3BDEA8-646B-4EE8-B01F-ED0C672C21C6.pdf</p>	1, 6

Total budgeted cost: £ 121,310.

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 2022 to 2023 academic year. During the academic year 2022-2023, it has been even more essential to focus on our pupils who qualify for Pupil Premium funding. Internal assessment data, completed each half term, shows that Pupil Premium children have made limited progress in closing the gap between themselves and the whole class averages and Non-Pupil Premium Children.

The PP data for 2022-2023 is significantly lower than national averages, but this is also down to a large number of children who were PP also being on the SEND register. The national KS2 Sats in May 23 indicated that the performance of disadvantaged pupils was lowest in writing with it also having the biggest gap to the class average. The gaps were as follows:

Reading -15% Writing -36% Maths 19%

Internal data also shows significant differences in the attainment of PP children compared to the class average.

Pupil Progress meetings, held between school leaders and class teachers, provided opportunities to focus on pupils who are eligible for pupil premium funding. Pupils progress and attainment was considered and pupils in need of additional support were identified and interventions arranged.

Attendance of disadvantaged pupils continues to be lower than that of their peers. However, it does follow the national pattern. FFT Education Data Lab research shows 11 that nationally disadvantaged children missed more school sessions than their peers; Pupil's attendance has risen in the last academic year from 94.4% for 2022 to 94.8% in 2023. This was still above the national average. The disadvantage gap was large with attendance of Pupil Premium pupils being significantly lower at 92.8%.

The roles of the SENDco and SLT were essential last year and had a huge impact on both the wellbeing of children and their families. They have supported with food, housing, debt, parenting and attendance. We have promoted physical health through daily exercise and a healthy body. School staff were in regular contact with all families throughout the year making sure that pupils were encouraged to attend everyday.

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
TIAAS	Birmingham Education Psychology
Get Set	Greenheart Learning Partnership
Emotional Literacy Support Assistant (ELSA)	
Family Support	Cornerstones
Accelerated Reader	Eddison Learning