

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	Fairway Primary Academy
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	36% (71 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Pinnegar (Head of School)
Pupil premium lead	Nicola Pinnegar
Governor / Trustee lead	Charlie Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,255
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	£116,985

Part A: Pupil premium strategy plan

Statement of intent

The school serves a community with high levels of social deprivation – within the top 10% nationally. A large number of our children are entitled to Pupil Premium and we aim to use this to provide opportunities for these children which enable them to achieve their potential. The key objectives for pupil premium children are:

- to raise aspirations;
- improve outcomes;
- improve life chances.

We are committed to ensuring Pupil Premium funding is spent to maximum effect. When planning Pupil Premium spending, the school aims to ensure it closely matches the needs of our pupil premium children. These needs are varied and there is no 'one size fits all' approach so the school considers the range of needs and plans to address these. Regular reviews of impact ensure that provision changes to meet the needs of Pupil Premium children across the school. 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 barriers and challenges faced by our vulnerable pupils. We will prioritise the development of high-quality teaching and consistently embedded strategies across the school, in all subjects. This is proven to have the greatest impact on closing the disadvantaged attainment gap and benefiting all other pupils including those who are more able. Our 3-year strategy is designed to strengthen our provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others overtime.

To ensure the successful implementation of the plan, evidenced based strategies and programs will be used to support the most disadvantaged pupils and families who have been most affected by loss of learning during the pandemic. A blend of educational recovery alongside social and emotional programmes and support, will enable children and families to continue to successfully engage with all aspects of school life. Our strategy plan will help pupils develop their individual skills and talents by providing a wide range of opportunities to develop their cultural capital and broaden their aspirations and potential.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance:</u> Children may not attend school regularly and on time. Pupil's attendance has remained static in the previous two academic years (96.5% in 19-20 and 96.37% in 20-21). Attendance of non-Pupil Premium children in 20-21 was 98.15% however attendance of Pupil Premium pupils was significantly lower at 94.28%. Persistent absence has also increased from 6.7% in March 2020 to 10.29% in July 2021. 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.</p>
2	<p><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. Pupils premium pupils pass rates were lower with only 50% of PP pupils passing in 2018 and 71% in 2019. 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.</p>
3	<p><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. Reception baseline demonstrates under developed language acquisition which impede disadvantaged children's access to the curriculum. In our Reception Wellcomm baseline completed in October 2021, 62% (5/8) of Pupil Premium pupils were identified as needing additional intervention compared to only 40% (6/15) of non Pupil Premium pupils. All four Year 2 pupils receiving additional Wellcomm support are Pupil Premium.</p>
4	<p><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 2019, Pupil Premium pupils achieved 66.7% compared to non-pupil premium pupils at 85.7%.</p>
5	<p><u>Writing:</u> Children may be working below age related expectations for their age in Writing. In Year 6 SATS in 2019, Pupil Premium pupils achieved 66.7% compared to non-pupil premium pupils at 92.9%.</p>

6	<p><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.</p> <p>Mentoring interventions: (Autumn 2021) Number of pupils with PP</p> <p>Learning Mentor - 10 pupils</p> <p>FSW - 7 pupils</p> <p>ELSA - 3 pupils</p>
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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 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.
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 reading for pupils eligible for Pupil Premium who do not have a significant SEND need.	End KS2 outcomes at least in line with National PP outcomes (2019): 60% Reading
To increase outcomes in writing for pupils eligible for Pupil Premium who do not have a significant SEND need.	End KS2 outcomes at least in line with National PP outcomes (2019): 53% writing

To decrease children's emotional, social and behavioural barriers to learning and participation.	Reduction in behaviour incidents and pupils spend more time in class. All PP children achieve pastoral intervention and Mental Health support where appropriate.
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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 2021-22 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: £ £51,124.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Approaches to improving Language: Wellcomm CPD for all EYFS staff - Most impact will be in QFT, close the gap early in EYFS.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Speech and Language assistants (Language Champions) x 2 to provide 1:1 and small group interventions.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
RWI Phonics Training for all key staff. This is being brought in as a new approach to teaching phonics this year.	Phonics EEF (educationendowmentfoundation.org.uk)	2
Pupil Premium Lead to spend half a day a week to ensure all actions from PP plan are in progress, on track and to monitor impact.	The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5 and 6
C.P.D. for all teachers to ensure teaching is good or better in every classroom.	Learning styles EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
Staff to be given half a day weekly to conference with pupil and improve writing and reading outcomes	Feedback EEF (educationendowmentfoundation.org.uk)	4 and 5

CPD regarding agile teaching to model more closely to groups	Individualised instruction EEF (educationendowmentfoundation.org.uk)	3, 4 and 5
Introducing Number Sense to KS1	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £ 36,414.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tutoring as part of the recovery programme.	One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 5
Approaches to improving reading: Intervention staff for small group and 1:1 teaching x 5 staff in total.	One to one tuition EEF (educationendowmentfoundation.org.uk)	4
Wave 2 and Wave 3 interventions	Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 5
Reading Together project across the Trust (see additional action plan).	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 28,011.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Approaches to supporting wellbeing: Family Support Worker providing Early Help and parental engagement activities.	Parental engagement EEF (educationendowmentfoundation.org.uk)	6
Continued employment of Family Support Worker and Cornerstones to address behaviour and attendance issues.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1

Pastoral staff x 2 for reactive and pro-active behaviour and emotional literacy interventions.	Mentoring EEF (educationendowmentfoundation.org.uk)	6
Attendance lead to monitor and develop responses to attendance needs. If children are not in school they cannot learn effectively and reach their potential.	The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)	1
Attendance rewards to be purchased, such as reward trips. Pupil's aspirations to be raised.	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1
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.	The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)	1, 6
Use of Outdoor Learning to support mental health issues	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1, 6
Introduce Lunchtime clubs + training of pupil sports/play leaders	Physical activity EEF (educationendowmentfoundation.org.uk)	1, 6

Total budgeted cost: £ 115,550.53

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. During the academic year 2020-2021, it has been even more essential to focus on our pupils who qualify for Pupil Premium funding. Internal assessment data, completed following each lockdown, shows that Pupil Premium children have made limited progress during remote learning. Following the return to school, staff have identified the children who made the least progress and have completed small group work or targeted interventions such as precision teaching, direct instruction, Wellcomm, Power of 2 or additional one to one reading to help these children to catch up with their peers. Accelerated Progress Learning Sequences (APLS) have been used effectively to close specific gaps which were identified in small groups of pupils.

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. Of last year's Reception Wellcomm cohort (current Year 1 cohort) none of the Pupil Premium were green in October 2020 However, 75% were green following interventions and reassessment in May 2021.

The roles of the Senior Learning Mentor and Family Support Worker were essential last year. Our Learning Mentor and Family Support Workers has 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. Pupils who could be classed as vulnerable were invited into school during lockdown. These pupils were well supported and frequent contact and support were offered to vulnerable and Pupil Premium pupils who were not in school. School staff were in regular contact with all families throughout the year making sure that pupils had access to the appropriate technology to help them to access remote learning, and if not, organising for them to borrow a device from school.

The school takes part in Children's University annually as it is a fantastic way to improve the aspirations of our pupils. Despite a very challenging year, 35 children graduated at the end of the summer.

Despite the focus on Pupil premium pupils last year, the gap between disadvantaged and non has widened in all year groups.

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
Newstart	Birmingham Education Partnership
Emotional Literacy Support Assistant (ELSA)	
Peacemakers	