**Pupil Premium Strategy Statement – Fairburn View Primary School 2021 - 2022**

1. **Summary Information**

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| **Academic Year** | 2021 -2022 | **Total PP Budget** | £273,035 | **Date of most recent PP review** | May 2017 |
| **Total Number of pupils** | 406 | **Number of pupils eligible for PP** | 175 | **Date of next internal review of this strategy** | December 2021 |

1. **Current attainment at KS2 Due to National lockdown there is no attainment data for 2020 and 2021**

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|  | *Pupils eligible for PP (your school)*  *2019 results 2018 results* | *National Other*  *2019* |
| **% achieving in expected standard in reading, writing and maths** | 58% 54% | 75% |
| % **achieving expected standard in reading** | 75.8% 73% | 73% |
| **% achieving expected standard in writing** | 63.6% 54% | 78% |
| **% achieving expected standard in maths** | 78.8% 76% | 79% |

1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In school barriers (issues to be addressed in school) (2018 – 2019) (New barriers identified for 2019 – 2020)(Barriers identified for 2020 – 2021) (Barriers identified for 2021 – 2022)**

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| **A** | Significant number of disadvantaged children are low ability on entry into Early Years stage including poor oracy skills and personal welfare. The number of children who require Speech and Language Therapy  GLD at end of EYFS remains significantly below national, despite significantly low ability on entry, not enough pupils make good progress or are ready for the next stage of their education. Challenge for learning needs to be available for children in indoor and outdoor provision  The gap between disadvantaged and advantaged seems very wide in Early years and in particular the lower foundation stage when first attending school. The need to continue to narrow the gap quickly in Early Years is essential.  Development of age 2 Nursery with Local Authority  Barrier heightened by lockdown during 2020, more children stayed at home not accessing formal education, children who should have started at Easter have not started nursery until September missing a term education. New nursery on hold until Easter 2021 due to lockdown.  The oracy of pupils continues to be a concern for staff following a second lockdown in 2021. New nursery again held up until March 2022. New pupils arriving in nursery September 2021 have no understanding of their name or cannot speak clearly. |
| **B** | Significant number of disadvantaged children have a poor knowledge and understanding of the world around them which affects the quality of writing. The children have little world experience which to write about. Although children have many opportunities for experiencing the world around them, there is still a lack of understanding of the relevance of the curriculum and how subjects across the curriculum are connected.  Curriculum areas need to improve the Intent, Implementation and Impact of their policy to ensure it addresses the needs of the disadvantaged who have limited world.  Introduction of story boxes in to the classrooms to help inspire imagination and improve literacy levels.  Due to lockdown, no trips or experiences have been able to take place in order to enhance pupils learning or experiences of the world. This situation will continue this academic year – again limiting children’s experiences of the world. More classroom opportunities need to be given  A second lockdown continued to exacerbate this issue for the school, however, since the September 2021 staff have been able to organise trips/ events and visitors into school follow covid guidelines. Curriculum leads have completed their provision maps and this gives a knowledge rich curriculum for all pupils to become more aware of their cultural capital and the world around them. It gives opportunities for out of classroom experiences and it covers the 50 things to do before you are 11 3/4 a programme designed by the National trust. |
| **C** | Significant number of disadvantaged pupils have poor literacy and numeracy levels against national  Home reading is varied in EYs and KS1 with varied support for home reading. Well below national Phonics scores in year 1 have resulted in pupils not making good progress in reading.  Phonics results in 2019 increased but still below national. More staff need trained throughout the school in Phonics Sounds Write training.  Improve the consistency of teaching of Mathematics so PP pupils can see progression of knowledge throughout the school as much knowledge is forgotten quickly. Recall of maths skills can be varied.  Phonics testing has not been completed for 2021, and children in year 2 need to increase phonics skills in preparation for KS1 SATs and beyond. Increased opportunities for staff to hear children read throughout the school day.  Due to missing school, a significant number of children have deteriorated in their learning over 6 months and this lost ground must be caught up as soon as possible.  Phonics results in year 2 was 74% which was a significant increase however, there still remains 26% of year 3 pupils who have not passed the phonics test. A full updated benchmarking system has been introduced into the school so every child has been benchmarked and the correct reading age books given as home readers. EYFs have a strong reading focus for all children from nursery and encouragement in reading is allowing parents to now come into school to read with their child each day from 2.30pm in EYFS and KS1. Extra reading has been identified with a member of staff who specifically read with children every day. KS2 staff are following the same spelling system which follows on from Sound Write so that there is consistency across the school and the progress that is made in KS1 is continued through improved spelling in KS2. Letter and number formation continue to be a concern as pupils have not used pens/ pencils regularly during lockdown. Therefore EYFs have introduced Doh Disco and Squiggle while you wiggle to help with pen control and writing from an early age. |

**External Barriers (issues which require action outside of school)**

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| **D**  **E** | Self esteem and resilience are low among disadvantaged pupils and parents  The continued negativity and lack of self belief form the pupils, too reliant on staff Pupils to learn about their future career opportunities and the relevance of their education so that they can achieve so much more in the future. The need to understand that there is so much learning available in the world and the natural environment.  Lockdown has seen many younger children become ‘clingier’ due to having spent more time with parents/home life.  There is a growing number of older pupils (especially boys) who are unwilling to come to school and leave their parents in the morning. Pupils need to reengage in the school motto of self belief and show this in their working and school life  Parental involvement and engagement with school Previous attempts to encourage engagement in pupils learning have not been supported well. A new approach is required this year A need for strong parenting courses and a base where parents and staff can work together is now needed. An increased number of staff in the parental support team as the workload does not diminish. Parent support needed for a growing number of concerns eg. Significant illness and sudden bereavement which affects whole family and local community  Parenting course and Inspire mornings have not taken place during lockdown and are unlikely to continue this year.  New opportunities are available for parents to take part in school life again and opportunities for school to work with parents on parenting skills |

1. **Desired Outcomes**

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|  | **Outcomes** | **Success Criteria** |
| **A** | Progress across the school for disadvantaged pupils in line with or better than other children | Data tracking indicates that children in each cohort progress in line with or more than other children in reading, writing and maths  Pupils will make good progress in each year group with a positive attitude to learning  Outcome still to remain  Although significantly improving, this still needs to remain as RWM combined remains well below national other.  Children make rapid progress due to 6 months lack of formal teaching  This outcome remains for pupils especially after another national lockdown |
| **B** | Significantly greater proportion of disadvantaged pupils attaining the expected standard and greater depth in GLD, KS1 and KS2 and Phonics | Higher proportion of disadvantaged pupils in UF, year 2 and year 6 attaining the expected standard and/or greater depth in reading, writing and maths is higher than 2015/ 2016  Pupils will make at least good progress in each year group and develop a positive attitude to learning – accepting and learning from their mistakes.  A focus on the importance of Phonics in the early years to increase Phonics results at end of year 1. More children reading and writing confidently throughout the school  Increased use of IT in lessons with relevant apps and ipad learning in order to increase opportunities for practice of areas of learning  Continue to improve Phonics teaching across the school and GLD of pupils. Use of Maths text books to help with work in KS2 and work on retention of knowledge.  Progress from starting point in September 2020 due to 6 months without formal teaching to be at least good for all pupils or better.  Year 2 Phonics results to improve on 2021, improved writing results across all year groups. New EYFs framework to give pupils opportunity to write a lot earlier and strong letter formation  All staff to know bottom 20% in class and have strong intervention support for these children |
| **C** | Increased experience, knowledge and understanding of the world and evidence of improved writing from new experiences | Improvement in the quality of disadvantaged pupils reading and writing which reflects new and different experiences. These experiences have awakened their enquiring and imaginative minds and they have a desire to learn more  Pupils will make at least good progress in each year group and develop a positive attitude to learning and the world around them.  Revamped Inspire mornings focus on curriculum subjects to encourage parental involvement in learning  Introduction of Outdoor learning into curriculum and improved curriculum planning for all pupils.  Limited opportunities for this throughout this academic year due to covid restrictions. New alternative resources and experiences need to be considered  Using the new curriculum rich learning, pupils will have more opportunities again to experience different learning experiences outside the classroom to help with writing, and knowledge of the world. Introduction of the 50 things to do before you are 11 ¾ across the curriculum |
| **D** | Improved parental involvement, engagement and support for parents who themselves have significant needs including mental health issues | Disadvantaged pupils feel supported in school by parents in order to boost their self-esteem  Parents will develop a positive attitude to learning with their children and see school in appositive light.  Outcome still required due to increase in the number of families working with school  Focus on well-being for pupils and families across school with more opportunities to develop community  Parenting courses not happening throughout this year and whole school events have been minimalised. Good communication from school to parents is needed.  Reintroduce parenting course, allow parents to attend parents meetings face to face and attend school productions. PSW to support parents with mental health issues. Counsellor working with year 4 – 6 children who require extra support at this time. |

1. **Planned Expenditure**
2. **Quality of teaching for all**

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| **Desired Outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| 1. Greater proportion of disadvantaged pupils attaining GLD in all areas 2. Improved Phonics for disadvantaged pupils 3. Pupils have a strong start to school life and participate in learning from an early stage 4. Disadvantaged pupils develop an enquiring mind | Employ a second nursery teacher based in Lower Foundation stage  This will allow the phase leader to work in UFS in order to address ELG outcomes for all pupils.  New nursery has now been approved by govt but earliest it will be available is September 2020.  The school is taking part in the EYFS baseline assessment in September 2019 in order to note our own baseline of children and ensure progress.  New nursery to be completed and ready by May 2021. Baseline has been cancelled for September 2020  New UFS staff with higher expectations working now in reception classes. Reception classes to be streamlined with more focussed learning areas and better-quality equipment.  New nursery to open March 2022  Baseline being organised by AHT and completed October 2021  New Framework has been implemented using Spread the Happiness techniques  New equipment and classroom furniture to ensure the EYFS is well resourced for the new framework and | Although improving, the outcomes of disadvantaged pupils at the end of foundation stage need to improve and the progress needs to start in the LFS provision. The low ability of disadvantaged pupils on entry into nursery has required an extra teacher to work with these children. The gap is now very evident in EYFS of children who have had early nursery childcare prior to entering school nursery and those who have not. Therefore the need to have a pre-school nursery continues in order to aim to bridge that gap.  The need to improve the Phonics and reading and writing of all pupils must begin in Nursery to ensure a better start to school. The number of children moving into UFS with good Phonics has increased but more staff need trained to ensure there is consistency  New nursery to start children’s formal learning journey from younger and exposing children to education from a younger age.  New early learning goals are to be in place by May 2021 and new staff are to be ready for these changes. Including the resources and facilities in the reception classrooms.  Higher expectations of the children should be  In order for children to be confident writers, squiggle while you wiggle has been introduced as well as Doh disco as part of the daily routine in EYFS. This helps pencil control and awareness of writing and letter formation  Pupils in EYFS are following the 50 things to do before you are 5 as part of the curriculum planning | 1. Lesson sampling 2. Work scrutiny 3. Moderation of work 4. Pupil progress meetings to monitor progress and Phonics 5. Meetings with LA about new nursery 6. Staffing of new nursery provision and training for new staff 7. Resources for upper foundation in order to help support the new Early learning goals 8. Lesson monitoring and work scrutiny to see   pupil progress  Lesson sampling including observation and work scrutiny | C Barker  M Brownlee  L Payne  C Palmer  S Slater  G White  LA EY team | May 2021  May 2022 |

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| 1. Disadvantaged pupils to have the regular opportunity to have speech and language therapy in school. 2. Improved listening and understanding skills of pupils 3. Early identification of pupils with SaLT needs and the school can put immediate interventions in place. | Through the SALT support, the school has contracted a SAL therapist to work in school once a fortnight.  The therapist is working with 3 TAs who can then follow the interventions with the child daily or as required.  Although much progress for children with SaL concerns have been addressed in the previous year, the need continues with pupils arriving mid year and in Nursery.  (Continued form 2018/2019) TA now based in UFS who works specifically around SaL  Continue in 2020/2021  Continue in 2021/2022  NELI for UFS and Year 1 pupils | A large proportion of disadvantaged pupils come to school with poor speaking and listening skills. The support which is available from external sources is not regular and is reliant on parent taking their children to appointments. In having a SaLT therapist in school who is training TAs in the intervention strategies will ensure regular SaLT practice and good relevant interventions for pupils across all the age ranges not just the EYs  Parents are not involved in the learning or practising with their children. More work with parents to help them work with their children at home is also needed.  TA needs to be based in UFS who focusses on SaL in order to give continued support to children to see a difference by year 1 in language skills  Increased number of pupils with SaL needs due to lockdown and lack of formal education for 6 months  2 permanent staff to work closely with SaL thereapist to ensure SaL practice at least 3 times a week. This is particularly important in year1 and UFS due to now attendance at school  Introduced in 2021 to work with children specifically in UFS to develop further language skills. | 1. Increased oracy skills of pupils 2. Pupil progress meetings 3. Termly report from SENCo | M Brownlee  D Pulleyn  SaLsupport  UFS staff  TR  SD  LH | May 2021 |
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| 1. Greater proportion of disadvantaged pupils to attain expected standards in KS2 and KS1 2. Progress at KS2 and KS1 for disadvantaged pupil is in line with or better than other pupils | After school booster classes  Continue on from 2019 – 2020  Continue on 2020 – 201  Continue on 2021 – 2022  New writing criteria created by SLt to help moderation of writing work by staff  More cross pyramid moderation to monitor progress of pupils in same local area  ALL teaching in school must be at least Good across every phase to ensure good progress for all children | For disadvantaged pupils who require extra support in order to achieve the expected standard, after school sessions will be provided by year 5 and 6 teachers. This will also address exam/ test style questions and give pupils more opportunities to practice for the SATs  Booster sessions are shown to make significant difference to the confidence and outcomes for the pupils and therefore will continue  Due to Covid lockdown pupils have lost around 6 months of formal teaching and extra support is required for all pupils  The school writing results continue to be the weakest across the school despite several interventions being introduced and adapted by staff. The writing criteria has now been adapted to help staff recognise pupils working at below and above.  Teaching and learning throughout school is regular monitored through lesson observations and work scrutiny in order to ensure good quality of teaching is taking place across the school in order for children to learn. Underperformance will be challenged by phase leaders and subject leads | 1. Attendance at the booster sessions 2. Half termly data tracking 3. Improved test skills and confidence 4. Regular monitoring of teaching using Performance management | C Greatorex  L Hargreaves  R Dobson  J McMillan- Spink  UFS staff  Year 2 staff  SLT | July 2021  This is an ongoing support for pupils each year and new pupils are identified throughout the year who would benefit from extra first quality teaching  July 2022 |
| 1. Children throughout school have fallen behind in their learning due to Covid 19 restrictions and no formal learning for 6 months. Pupils need to show rapid progress throughout this year | Recovery curriculum  include the need of another teacher to work across the school with small groups in strong interventions  Extra teacher to be employed for year 6 and year 1 due to poor progress of pupils and to ensure children move forward rapidly in their learning  (In one year 1 class 14 children out of 30 have an OPP due to poor progress and attainment)  Extra TA support needed throughout the school for more intervention groups and | The evidence from the first few weeks of term show that there is a wide difference in the progress of children over the summer months. Some children have made good progress but many have regressed significantly. The school for the first month is just focussing on literacy and numeracy in order to work towards a baseline for each child after a month. INSET day on 2nd October to look at school data  The SENCos intervention group is large and more children could be in that group – the SENCo needs more time to look at the needs of children throughout the school  The evidence from years 1 and 6 have shown very poor progress and significant gaps in learning for pupils. Year 1 pupils have missed all their EYFS learning and knowledge is so poor  SENCo continues to need extra TA support to help monitor pupils with SENd and to complete paperwork for more MSPs and EHCPs to be completed | 1. Lesson observations 2. Small group interventions daily 3. Support of learning throughout the school 4. SEnco would have more time to look at needs of pupils in nursery and reception and meet parents with concerns | SLT  Governors  SIP | July 2020  July 2022 |
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| 1. Sounds Write | **All new staff in KS1 and EYFS are completing Sounds Write training** ON LINE  **All KS2 staff have training on the Sound Write spelling programme for KS2 and are teaching this method to improve writing in KS2** |  | 1. Monitoring Phonics lessons   Monitoring of spelling lessons in KS2  Spelling test results  Writings result grades |  | July 2022 |
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**ii) Targeted Support**

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| **Desired Outcome** | **Chosen action/ approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff** | **Review** |
| Parent support and pupil well being  Due to Covid lockdown and subsequent advice, parents meetings and annual events which are good for the sense of school community have been postponed. These events are very positive for the school | Consider alternative virtual events for parents to still enjoy and pupils to still enjoy taking part in  The cost of good IT equipment to enable this may be required  These have recommenced in Autumn 2021 | School and the community need to maintain positives and to show that the school community is supporting people wellbeing through song and performance. The feel good factor always supports the pupil, parents and school well being | 1. Use IT support effectively and safely 2. Follow advice from PHE with regards children working together in class groups | All staff |  |
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| 1. Disadvantaged pupils have very limited world experience and this can impact on the quality of writing and the pupil’s personal knowledge and understanding. | School trips are subsidised for disadvantaged pupils.  Whole school trips to support cross school year group peer support and encourage learning together no matter age or background  Continued on from 2018 – 2019  There will be no school trips for the foreseeable future form school due to ensuring the safety of school groups and not mixing adults or using parents etc.  School trips and visits have been restarted  Introduction of 50 things to do before you are 11 ¾ to help enhance the curriculum planning | School trips are subsidised by the school so that the parental contribution is less. This enables all disadvantaged pupils to have the opportunity to take part in any school trip and have new experiences which will result in improved writing and knowledge.  School visits help to awaken the imagination and give pupils a better understanding of the world to enthuse their creative and literacy and artistic skills. Pupils also need to use their speaking and listening skills on trips to learn from and learn about.  Each year the whole school community goes on a school trip with pupils in groups of mixed age ranges so that they learn to support and care for one another.  Staff need to resource other alternatives throughout this year in order to give pupils good experiences within the classroom | 1. Involvement in school trips by all disadvantaged pupils 2. Improvement in the quality of writing due to new experiences 3. All pupils to enjoy experiences they would not usually be able to be part of | J Mulroy  M Brownlee  Phase Leaders  Resources committee | July 2021 |
| 1. Disadvantaged pupils have a limited experience of the world and there is a need to develop their enquiring minds to prepare them for curriculum lessons during the afternoon | Visitors and events in school which are free for all pupils including disadvantaged pupils to enjoy and learn from  To introduce outdoor learning for pupils to understand the environment can support their learning.  Curriculum leads to ensure their Intent , Implementation and Impact statements affect disadvantaged pupils learning  Limited opportunities due to covid restrictions. No whole school vents for the foreseeable future  This action has been reinstated as form Autumn 2021 as well as the introduction of 50 things to do before you are 11 ¾. | As many disadvantaged pupils have a limited experience of the world, the school is giving these children the opportunity to develop enquiring minds with expert visitors into school to help deepen their understanding of curriculum area topics.  Pupils see learning too associated with the classroom, they can enjoy learning in the natural environment and continue that learning at home and in their own time. | 1. Improved quality of curriculum lessons for pupils noted through lesson sampling and work scrutiny 2. Interest in topics being taught and improvement in Behaviour for Learning during curriculum afternoon sessions 3. INSET day from Ledstone Estate on outdoor learning 4. Training for curriculum leads on improved and focussed curriculum planning | J Mulroy  M Brownlee  Curriculum leads | July 2020 |

**iii. Other approaches**

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| **Desired Outcome** | **Chosen action/ approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff** | **Review** |
| 1. Disadvantaged pupils are more alert at the beginning of the school. 2. Fewer disadvantaged pupils are hungry during the morning session of learning | Free daily milk, fruit and breakfast biscuit for all pupils at the beginning of the day  Continued on from 2018/ 2019  Continue on throughout 2020/2021  Continue on throughout 2021/2022 | In order to ensure that pupils including disadvantaged pupils throughout the school from Nursery to year 6 have the opportunity to have a healthy drink and snack before the school day begins. This will make them more alert and ready to learn. Not all pupils including disadvantaged pupils are having a breakfast to start the school day and this goes a small way to improve their learning and focus  Positive approach recommended by Ofsted | 1. All disadvantaged pupils have a free drink of milk, breakfast biscuit and fruit to start every school day  2. Children arrive into school early and on time to receive their free breakfast snack prior to the lesson commencing  3. Increased numbers of disadvantaged pupils are more focussed and alert for lessons | Class teaching assistants  Senior admin for attendance and PSW to monitor improvement in lateness | July 2021  July 2022 |
| 1. Improved number of disadvantaged pupils who arrive into school with poor personal hygiene skills are quickly toilet trained and personal hygiene skills improved 2. Due to lockdown experience many children have stayed at home and not been encouraged to improve their personal hygiene skills 3. Significant number of pupils arriving in EYFS who are not toilet trained | Employment of hygienist  Continued on from 2018/2019  Continue on throughout 2020/2021  Continue on throughout 2021/ 2022 | Due to the high number of disadvantaged pupils who are not toilet trained when they first attend school, hygienists are required to enable so that the class teacher can still teach and not be distracted by having to change children. This allows good first quality teaching to continue in the classroom while children’s personal needs are met. The hygienist can also work with parents to encourage good toilet training skills  Due to the needs of the pupils, the hygienist works across the whole of the school with disadvantaged pupils who have personal and medical issues which are disrupting their learning | 1. Good parent/ hygienist relationship 2. Work through FEET group prior to entering nursery 3. Toilet training award system 4. Monitoring numbers of disadvantaged pupils who require toilet training 5. Issues around puberty in upper school – gives pupils confidence there is someone to be there to support them | SBM  M Brownlee | July 2021  July 2022 |
| 1. Improved number of EAL disadvantaged pupils who reach all their Early learning Goals by the end of foundation stage and KS1 RWM 2. Due to lockdown number of EAL children have not progressed in their speaking of English and extra support is now required to help progress | Employment of EAL support  Continued on from 2018/ 2019  Continue this throughout 2020/2021  Continue this throughout 2021/2022 | Although the number of EAL pupils is slightly decreasing, the needs of these pupils still remain acute. Not only poor literacy and language skills, but also parental support who have no English and cannot communicate or work with different services. Many EAL parents have poor knowledge and understanding of the British school system and support is required to help them complete forms and other relevant literature. | 1. Half termly data drop in Upper foundation and KS1 2. Improved phonics of all disadvantaged EAL pupils 3. Good parent/ school links with EAL families | C Barker  MBrownlee | July 2021 |
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| 1. To improve communication for parents to know and understand the progress of their child as well as keeping up to date with information about school in a positive light | Employment of a comms manager to manage all the forms of communication for the school including social media and website in order to promote the school in the local community and support during covid restrictions  This was not achieved this year but with the employment of a new SBM there will be a review of admin working and the role of comms will be addressed  New member of teaching staff has taken over the school website which is being improved and more focussed and easily accessible for parents and anyone viewing it with updated photos and information and includes provision maps for each curriculum area | Parents want good communication from school and at present there are various forms of communication and social media that a variety of people run and organise. The communication of the school needs streamlined and managed by one person in order to give a good understanding fo the school, the work and development of pupils and to support leaning which may have to take place at home due to covid isolation  Communication needs to remain positive for the school and the website must become more user friendly so the daily life of the school is available for all to see and understanding of the learning of pupils encouraged through the website | Improved communication for parents which is responded to quickly and precisely  Information is correct  Website and social media is easy for people to access  Stronger evidence of learning taking place for community to see | SLT July 2021  CT July 2022 | |
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