

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	Fairfield Spencer Academy
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Shamara Sadler, Principal
Pupil premium lead	Jon Headley, Vice Principal
Governor / Trustee lead	Paula Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,950
Recovery premium funding allocation this academic year	£16,530
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	£173,480

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 and achieve high attainment across our SHINE curriculum. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with all learners demonstrating progress.

We have considered the challenges faced by vulnerable pupils. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-First 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. As a school, it our aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Diagnostic assessment forms a key strand in this aim.

The National Tutoring Programme will support pupils who have experienced disruption over the last 2 years. This includes non-disadvantaged pupils.

Our approach will be responsive to challenges and individual needs, based on the analysis of assessments and an understanding of our children. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- intervene at the point needs are identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some pupils lack awareness of themselves as learners and the strategies in becoming independent, resilient, self-regulated learners

2	Core literacy skills in reading and writing inhibit progress for some of our pupil premium pupils in achieving the expected standard. 73% of our disadvantaged children reached the expected standard for reading. 67% reached the expected standard for writing. This is around 10% lower than our non-disadvantaged children.
3	Poor oral language skills, including pupil's limited range of vocabulary, linked to limited life experiences and availability of quality texts
4	Fluency of basic skills (times tables) in maths inhibits performance. 75% of our disadvantaged children reached the expected standard for maths. This is 6% lower than our non-disadvantaged children.
5	Some children lack the knowledge and skills to prepare them for future success
6	Some children arrive at school with different and sometimes more limited experiences beyond their immediate environment this impacts on their knowledge and understanding of the world in which they live

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
Children demonstrate independence and resilience in their learning	Children score higher on the Wellbeing Compass Teacher Assessment shows children are attaining in line with their peers
Children's reading and writing shows progress and gaps narrowed between PP and Non-PP children.	Gap in reading and writing narrowed from the 10% difference for the 2020/21 academic year.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no larger than 2%. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils

	being no more than 2% lower than their peers.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD based around the key ingredients of quality-first teaching. The purchase of Walkthru series of books will give us a consistent message across school.	EEF identify CPD supporting high quality teaching with key areas such as scaffolding and feedback identified, is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. CPD Guidance Report	1,2,3,4
Embed Mastery across the curriculum <i>Training for staff/ release time to access MathsHub/ Subject Network Meetings</i>	Mastery learning has been used successfully across the curriculum. Mastery Learning Improving Mathematics in Key Stages 2 and 3	1,2,3,4
Purchase of PIRA/PUMA/ GAPS diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Purchase of Read, Write, Inc to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	2,5

	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Purchase of Reading Plus programme to support reading skills	Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty. EEF Reading Comprehension	2
Purchase of Times Tables Rockstars online programme to support the fluidity and basic skills of children	EEF suggest ensuring children develop a fluent recall of facts. Improving Mathematics in Key Stages 2 and 3	4
Music Tuition	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation	5,6

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

Budgeted cost: £58,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,4

disadvantaged, including those who are high attainers.		
EYFS staff to attend NELI training to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Fairfield Angels to be utilized to lead interventions with children identified by their class teachers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,4

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

Budgeted cost: £56,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Development of the Daily Mile to promote	The Effect of The Daily Mile on Primary School Children's Aerobic	5,6

a healthy lifestyle/ wellbeing	Fitness Levels After 12 Weeks: A Controlled Trial. Effects Of The Daily Mile Study	
Implement Fairfield Foragers (Forest School)	Forest schools can be beneficial in developing self-esteem. Forest Schools	1,5,6
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.	1,2,3,4,5,6
Catharsis Art Therapy	Art therapy can be used to stimulate positive change. Art Therapy For Children	1,5,6
Casy Counselling	With the help of counselling, children can learn how to build secure and healthy relationships. Counselling Children	1,5,6

Total budgeted cost: £173,480

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils. 64.1% of our disadvantage pupils achieved the Expected standard across reading, writing and maths in comparison to 72% of non-disadvantaged pupils. 13.3% of our disadvantaged pupils were working at Greater Depth across reading, writing and maths in comparison, 17.2% of our non-disadvantaged pupils achieved that standard.

Our assessment of the reasons for these outcomes' points to the impact of Covid-19, which disrupted all our subject areas to varying degrees. The closure of school was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was reduced slightly due to our remote learning offer which continued to offer a broad curriculum which included twice daily online sessions as well as further sessions for targeted children.

The National Tutoring Programme was used to support our disadvantaged pupils. This was incredibly beneficial in assisting children's confidence in class. We worked closely with the tutors to ensure that their sessions were based around the same areas of learning as those which were covered in class.

Overall attendance in 2020/21 was 97% which has been our school average for the last 5 years and was higher than the national average. The gap between disadvantaged and non-disadvantaged children grew to 2.26%, when compared to an average of 1.85 over the previous 5 years. The gap during periods of school closure, where pupils were expected to attend online sessions grew to 3.49%. Attendance will therefore be closely monitored and be a key part of our strategy.

Our assessments and observations carried out through the wellbeing compass indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Professional discussions also identified pupils' attitude to learning had been affected. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture sessions provided on a weekly basis.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to share their emotions as well

