

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£194,349
Recovery premium funding allocation this academic year	£21,708
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,057

# 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 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 benefits 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. To support with this, we will regularly review our practice in line with current academic research and guidance provided by the EEF (Education Endowment Fund).

The National Tutoring Programme will support pupils who have experienced disruption, this will be done through the use of a tuition partner as well as utilising the school-led tutoring route. Alongside this, our Fairfield Angels will deliver high-quality interventions which are targeted and the impact closely monitored.

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

- ensure disadvantaged pupils are challenged
- 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
- assign staff to champion our disadvantaged pupils ensuring that as a school we can impact on their lives in a positive manner and which meets the individual and collective needs of the children.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; pupils and parents feel a sense of belonging within the school community.

Attendance is one of the most crucial aspects of our strategy as without attendance then the activities outlined cannot have an impact.

## 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. 62% of our disadvantaged children reached the expected standard for reading. 53% 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, number bonds) in maths inhibits performance. 58% of our disadvantaged children reached the expected standard for maths. This is 14% 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 than the Autumn 2022 baseline average of 3.47 for overall wellbeing. Teacher Assessment shows children are attaining in line with their non-disadvantaged peers with the overall wellbeing average score being 3.54 for Autumn 2022.

Children's writing shows progress and gap narrowed between PP and Non-PP children.	Gap in reading narrowed from the 13% difference for the 2021/22 academic year.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that attainment increases from the 62% achieving the expected standard of the previous academic year.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2022/23 show that maths attainment increases from the 58% (national achieved 56% for disadvantaged pupils) achieving the expected standard of the previous academic year. The 3 year goal would be to significantly narrow the gap to the 71% achieving the expected standard in maths in 2022.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 22/23 demonstrated by: <ul style="list-style-type: none"> <li>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%.</li> <li>the percentage of all pupils who are persistently absent being below 5%.</li> </ul>

## 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: £60,295**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching (CPD) with a focus on setting and agreeing goals with teachers in line with the EEF guidance	Effective professional development develops teaching quality and can impact the outcomes of pupils. <a href="#">Effective Professional Development</a>	1,2,3,4
Purchase of PIRA/PUMA/ GAPS	Summative assessments using standardised testing can provide reliable insights into the specific	2,4

<p>diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction as well as aiding lesson design:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of Read, Write, Inc to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">DfE Reading Strategy</a></p> <p><a href="#">Read Write Inc Efficacy</a></p>	2,3
<p>Purchase of Reading Plus programme to support reading skills with a focus on reading fluency and comprehension.</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>It is important to identify the appropriate level of text difficulty.</p> <p><a href="#">EEF Reading Comprehension</a></p> <p><a href="#">Reading Plus Efficacy</a></p>	2
<p>Purchase of Times Tables Rockstars online programme to support the fluidity and basic skills of children</p>	<p>EEF suggest ensuring children develop a fluent recall of facts as knowing number facts aids cognitive load and working memory in relation to understanding mathematical concepts in later studies.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Learning by Questions- an online platform which can be used to support children's learning in a variety of subjects.</p>	<p>Formative assessment delivered in a timely manner enabling effective feedback.</p> <p><a href="#">Feedback Guidance Report</a></p> <p>Technology can both impact pupil practice and improve feedback and assessment.</p> <p><a href="#">Digital Technology</a></p>	1,2,4,5

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

***Budgeted cost: £67,150***

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the <b>National Tutoring Programme</b> 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 disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. Pupils are selected based on assessments and teacher judgement:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>
<p>Fairfield Angels to be utilized to lead interventions with children identified by their class teachers. Intervention sessions last 30mins and occur twice a week and will take place over the course of at least a half term. Children are identified through the use of assessments and discussion with class teachers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>

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

***Budgeted cost: £82,798***

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Fairfield Foragers (Forest School)</p>	<p>Forest schools can be beneficial in developing self-esteem.</p> <p><a href="#">Forest Schools</a></p>	<p>1,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>
<p>Social and Emotional Learning interventions through Catharsis Art Therapy and Casy Counselling</p>	<p>Targeted sessions based around SEL for children with more complex needs.</p> <p><a href="#">Social Emotional Learning</a></p> <p>Art therapy can be used to stimulate positive change.</p> <p><a href="#">Art Therapy For Children</a></p> <p>With the help of counselling, children can learn how to build secure and healthy relationships.</p> <p><a href="#">Counselling Children</a></p>	<p>1,5,6</p>
<p>Class books purchased every half-term/ term</p>	<p>To help develop a love of reading.</p> <p><a href="#">Reading For Pleasure</a></p>	<p>1,2,3,6</p>
<p>Brilliant Club</p>	<p>To develop key skills including metacognition and critical thinking and to showcase university-style learning.</p>	<p>1,5,6</p>

Music Tuition	Access to music tuition to expose children to a range of experiences through the arts.  <a href="#">Arts Participation</a>	5,6
Discounted visits	Children are given access to a range of visits which may broaden their life experiences  <a href="#">Outdoor Learning</a>	6

**Total budgeted cost: £210,243**

## 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.

A focus on high-quality teaching allowed staff to create a consistent range of strategies to support our pupils. Assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils. 40% of our disadvantaged pupils achieved the Expected standard across reading, writing and maths in comparison to 55% of non-disadvantaged pupils. 2% of our disadvantaged pupils were working at Greater Depth across reading, writing and maths in comparison, 9.4% of our non-disadvantaged pupils achieved that standard. The gap for both expected and greater depth pupils widened over the last academic year. In reading, 62% of our disadvantaged pupils achieved the expected standard. The gap between our disadvantaged and non-disadvantaged narrowed to 8%. In maths, 58% of our disadvantaged pupils achieved the expected standard.

In the line with tiered approach, targeted academic support strategies were well-attended and designed. 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. The results of these interventions varied and led to a review of how we utilised this programme and how best to implement it for the next academic year. Our next step would be to utilise the tutoring programme earlier in the year with a strong focus on progress made throughout.

Our wider strategies were well implemented. Overall attendance in 2021/22 was 94% which was below our school average for the last 5 years but was higher than the national average of 92.8%. The gap between disadvantaged and non-disadvantaged children grew to 2.7%, although again our attendance figures for our disadvantaged pupils were above the national average. Attendance will be closely monitored with a particular emphasis on our disadvantaged pupils.

Data gathered from our Wellbeing Compass showed that the gap between our disadvantaged and non-disadvantaged pupils narrowed in regards to how often they took part in physical activity. In both the personal development and brain health areas of the assessment our disadvantaged pupils showed improvements across the year. Our next step in regards to this would be to develop disadvantaged pupils' champions

to support wellbeing and to enable us to identify in further detail the needs of our children and how best we can support them.

## Externally provided programmes

Programme	Provider
Counselling	Casy Counselling
Art Therapy	Catharsis

## 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 and become aware of strategies to regulate them.

