

# Pupil premium strategy statement – Fairfield's Primary School & Nursery

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	420 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	12.6% (53/420)
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	G Gaidoni, Headteacher
Pupil premium lead	G Gaidoni, J Tothill
Governor lead	Mr M Pugsley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,580.00
Pupil premium funding carried forward from previous years	£ 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	£ 96,392.13

# Part A: Pupil premium strategy plan

## Statement of intent

At Fairfields Primary School and Nursery all our staff and governors recognise that some of our pupils are disadvantaged and we are committed to meeting their pastoral, social, emotional and academic needs within a caring and stimulating environment.

High-quality first teaching is at the heart of our approach. Teachers adopt adaptive teaching practices, recognising that pupils are likely to learn at different rates and may require different levels and types of support to succeed. There is a particular 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The targeted and strategic use of pupil premium will support us in achieving our vision.

### **Key Principles**

- To ensure that teaching and learning opportunities meet the needs of all the children in our school community;
- To ensure that provision is in place for all pupils including those who are disadvantaged and /or vulnerable,
- We will target our use of Pupil Premium funding to narrow gaps in learning for those children who are disadvantaged and /or vulnerable,
- Our key challenges are aligned with the school's priorities as outlined in the School Development Plan.

## Challenges

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

Challenge number	Detail of challenge
1	Narrow range of literary devices used in written compositions.
2	Improve written compositions using purposeful editing.
3	Inconsistent use of correct spellings, punctuation and grammar.
4	Vocabulary deficit.
5	Poor language and communication skills on entry.
6	Poor maths mastery – focus on quick recall and arithmetic.
7	Embedding a behaviour curriculum for all with an emphasis on developing emotional literacy.
8	Partnerships with parents as co-educators.

## 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
1	Children write effective compositions with confidence and enthusiasm in a range of genres, articulating and communicating their ideas, and organising them to be easily read.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Increased % children making good or better progress in writing.</p> <p>Children's writing shows age appropriate composition and organisation of ideas.</p> <p>Evidence from book looks and pupil voice indicates that children are writing across a range of genres and subject areas and are editing their writing both for corrections and to improve their compositions.</p>
2	Children are able to confidently identify aspects of their writing which can be improved.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Children independently review their writing and use age appropriate editing to correct and improve.</p> <p>Evidence from book looks and pupil voice indicates that children are editing their writing independently across a range of genres both for corrections and to improve their compositions.</p>
3	Children write confidently using age appropriate spellings, punctuation and grammar.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Increased % children making good or better progress in writing.</p> <p>Evidence from book looks, pupil voice and Spelling, Punctuation &amp; Grammar tests / homework indicates that children are consistently using appropriate spelling, punctuation and grammar in their independent writing.</p>
4	<p>Children are exposed to and apply an increasing range of vocabulary across the whole curriculum. Discrete vocab lessons taught to help develop interest in writing. Children encouraged to explore new vocab in class novels (Key Stage 2), during guided reading carousel activities (Key Stage 1), etc.</p> <p>Key vocabulary for science / foundation subjects shared and used as ongoing resource in units. Subject specific vocab progression documents, linked to units being taught, are used to support teaching.</p>	<p>Teachers explicitly teach key vocabulary in all subjects. 'Front covers' for units of work include key vocabulary and children use these as word banks as needed.</p> <p>Book looks and pupil voice evidence children's developing vocabulary – their writing is more engaging and accurate.</p> <p>Children have access to range of resources to support vocabulary acquisition.</p>
5	Children leave Early Years with improved language and communication skills.	<p>WellComm screening on entry to, and exit from Early Years shows significant improvement from their starting points.</p> <p>Vast majority of children assessed as 'On track' by end of Reception year.</p>

		<p>Children supported by Speech &amp; Language Therapy Service and our Speech &amp; Language specialist Teaching Assistant to achieve outcomes on their support plans.</p> <p>Parents continue to support Speech &amp; Language plans at home.</p>
6	Children develop and apply 'unconscious competence' with quick recall and application of mathematical facts, e.g. number bonds, times tables, etc.	<p>Increased % children achieving the expected standard and above in maths.</p> <p>Increased % children making good or better progress in maths.</p> <p>Above national % children passing Y4 multiplication check.</p> <p>Book looks and pupil voice indicate that children are practising and applying quick recall of known facts. They regularly approach challenge tasks with confidence.</p>
7	Implementation of new Behaviour Policy ensures that behaviour curriculum and development of emotional literacy is embedded.	<p>Classroom environments support positive behaviour curriculum.</p> <p>Children have the skills and vocabulary to resolve issues successfully themselves.</p> <p>A decrease in the number of behaviour issues needing Senior Leadership Team involvement.</p> <p>An increased number of behaviour issues are addressed within the classroom.</p> <p>Fewer behaviour warnings / fixed term suspensions issued.</p>
8	Parents / carers consider themselves to be co-educators in partnership with school and actively encourage their child to complete all home learning tasks.	<p>The vast majority of parents / carers attend parent consultations / meetings / class engagement sessions with teachers and SENCo.</p> <p>The vast majority of parents / carers access opportunities for online training and support as appropriate to their child, e.g. <i>Little Wandle Resources for Parents</i>.</p> <p>Children complete all aspects of home learning, including regular reading at home as well as completion of set homework tasks.</p> <p>Increased % children achieving the expected standard and above in all areas of the curriculum.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,719.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching	Education Endowment Fund (EEF) - Metacognition and self-regulated learning. EEF - Cognitive Science approaches in the classroom. Mastery learning for maths using White Rose Maths across whole school. EEF – Improving mathematics in the Early Years and Key Stage 1. EEF – Improving behaviour in schools	1, 2, 3, 4, 5, 6, 7
Teaching Assistants for in class learning support 12 Teaching Assistants x 1hr per day (£38,847.61)	EEF and What works for Children in Social Care	1, 2, 3, 4, 5, 6
Continuing Professional Development (£1000)	Mastery learning for maths using White Rose Maths across whole school. EEF – Improving mathematics in the Early Years and Key Stage 1. EEF – Improving mathematics in the Early Years and Key Stages 2 and 3. EEF – Improving Literacy KS1 & 2, Reading comprehension strategies, Mastery learning. EEF – Improving behaviour in schools Specific training: Adaptive teaching, Growth Mindsets, Metacognition, Theories of learning, Strategies for enhancing learning	1, 2, 3, 4, 5, 6, 7
Systematic approach to phonics in Early Years and Key Stage 1, inc daily phonics lessons, x3 weekly practice reading sessions. Little Wandle phonics catch up in Year 2 & Key Stage 2. Parent / carers access to online phonics learning. (£500)	EEF Guidance – Phonics EEF – Phonological awareness and phonemic awareness EEF – Preparing for Literacy The Education Hub EEF - Working with Parents to Support Children's Learning	3, 4, 5, 8

## Targeted academic support (eg, 1-to-1 support structured interventions)

Budgeted cost: £ 11,732.39

Activity	Evidence that supports this approach	Challenges addressed
Targeted interventions including Speech & Language Specialist TA 10hrs PW (£7,769.63)	Giving Voice – Royal College of Speech & Language Therapists EEF – High Quality Interactions in the Early Years - The ShREC approach	2, 3, 4, 5, 6, 7
Teaching assistants for 1:1 reading, minimum 15mins /week (£3,962.86)	EEF and What works for Children in Social Care EEF – Preparing for Literacy	1, 4, 5
Small group tutoring	EEF – small group tuition National Tutoring Programme	1, 2, 3, 4, 5, 6

## Wider strategies (eg, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,940.13

Activity	Evidence that supports this approach	Challenges addressed
Attendance Administrator 10 hrs pw (£4,974.82)	Monitoring & reporting on attendance and whole school initiative with attendance award & additional playtime for best attendance	1, 2, 3, 4, 5, 6, 7, 8
Music Provision – instrumental lessons with First Note Music. Hertfordshire Music Service initiatives.	EEF – Arts participation	4, 6, 7
Subsidising trips / workshops (£4,385.00)	EEF – Arts participation, What works for children's social care	5, 7, 8
Lunchtime Nurture Club – 2 Teaching Assistants and SENCo x 2hrs per week (£1789.81)	EEF – Improving behaviour in schools EEF – Behaviour interventions. Targeted children attend lunch club x2 weekly, Boxall profiles carried out at beginning and end.	5, 7, 8
Breakfast / After School Clubs subsidy (£1,802.00)	EEF – Social & Emotional learning, Extending School Time	4, 5, 7, 8
Parent workshops and engagement sessions across the school for maths and English.	EEF – working with Parents to support Children's learning EEF – Teaching and Learning Toolkit - Homework	1, 2, 3, 4, 5, 6, 8
Provision of free school meals and milk in Key Stage 2. (£15,988.5)	DfE - Using pupil premium: guidance for school leaders	1, 2, 3, 4, 5, 6, 7, 8

**Total budgeted cost: £ 96,392.13**

## 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 2023 to 2024 academic year.

During 2023-24, the school saw a 13% increase in children qualifying for PPG compared to 2022-23. End of year data analysis and discussions at pupil progress meetings indicated that overall PPG children had made less progress in reading, writing and maths than their non PPG peers. However, across the school, the % of PPG children achieving the EXS/GDS showed some increase from 2022-23 in R (+0.9%), W (+3.1%) & M (+8.4%). Both attainment and progress for our disadvantaged pupils remains a specific area for monitoring and discussions at pupil progress meetings.

In 2023-24, average attendance across the school for PPG children was lower when compared to the non-PPG children. Attendance monitoring remains a key focus area for school admin as well as involving teachers, e.g. discussions at parent consultation meetings and at pupil progress meetings.

During 2023-2024, teachers continued to use formative and summative assessments throughout the year to inform next steps in learning.

In maths, daily 'flashbacks' were embedded at the start of every lesson to revisit previously taught / less secure concepts. In addition, White Rose 'Pre-teach' activities were used as appropriate to 'switch on' to new learning. In KS2, whole class guided reading sessions were established to help develop children's stamina and fluency in reading. In these lessons, a range of targeted questions was used, particularly to support the assessment of children's comprehension and their progress. Children's stamina for longer pieces of writing continues to develop; we believe this is still a major impact from the 'Covid years'. Once again, all classes focussed on re-establishing expectations for grammar in the first term.

## Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle (online)
Subject Leader Cluster meetings	Herts for Learning / Local Area Heads
Key Stage moderation	Herts for Learning
Engaging Wheelchair participants in sport	Wheel Power
Understanding Developmental language disorder	NHS
Behaviour solutions: Behaviour Leadership Programme	Herts for Learning
Therapeutic Thinking Hertfordshire Physical Intervention	Therapeutic Thinking
An Introduction to Essential Writing	Herts for Learning
Music Leaders' Development Day	Herts Music Service