

# Pupil premium strategy statement

1. Summary information					
School	Fairholme Primary School				
Academic Year	2018-19	Total PP budget	£246,840	Date of most recent PP Review	
Total number of pupils	588	Number of pupils eligible for PP	161	Date for next internal review of this strategy	Autumn 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+ in reading, writing and maths (KS2)	32%	70%
progress in reading	-2.29	0.31
progress in writing	0.80	0.24
progress in maths	-5.60	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills are lower for PP pupils than for other pupils. This has an impact on their ability to construct grammatically correct and interesting sentences both orally and in writing.
<b>B.</b>	PP children fall behind their peers in their learning of phonics. This impacts their progress in reading and writing in subsequent years.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance rates for PP children are lower than their peers
<b>D.</b>	PP pupils do not receive the additional opportunities outside of school in order to widen their experiences.
<b>E.</b>	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.
<b>F.</b>	Many of our PP children do not receive the support at home to enable them to practice key skills and knowledge learnt at school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children have opportunities to extend their knowledge and experience outside of the normal school day.	More PP children attend our after school clubs. Local clubs are promoted within our school community. All children in KS2 are able to learn a musical instrument.
<b>B.</b>	Increased attendance rates for PP children.	Reduce the number of PP children whose attendance is below 96%.

<b>C.</b>	Increased phonic knowledge is supported in the lower phases of the school.	A higher percentage of PP children pass the phonics test at the end of Y1. 2017 60% of PP children passed the phonics test compared to 72% of non-PP children; a gap of 12%. Aim to reduce this gap to 8%.  Y2 retake of phonics test for the 40% of PP children who didn't pass is successful.
<b>D.</b>	The gap for PP children in reading and writing decreases in all year groups from Y1-6.	Tracking of PP children in pupil progress meetings shows a decrease in the gap between them and their peers.

## 5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve quality first teaching experience for all pupils across the school	Inset day with Isabelle Wallis	Isabelle provides a range of strategies for teachers and TA's to employ to provide experiences which engage and motivate the children in their learning. We completed day 1 last academic year and all staff will complete day 2.	Evidence of learning from the Inset will be seen in lesson observations, drop ins, planning and in books.	DHT	Spring and Summer 2019
Improve teaching of reading across the school	See School Development Plan	The development of reading teaching is a whole school focus – data from end of KS2 shows that we need to ensure all year groups are teaching key skills.	Evidence of improvement will be seen in lesson observations, drop ins, planning and reading progress and attainment data will improve.	Literacy Leader & DHT	Spring and Summer 2019
Improve phonics teaching across the lower phases of the school.	Literacy Leader to ensure consistency of phonics teaching across lower phases.	A sound understanding of phonics is essential for improving reading and writing. 80% of children passed the Y1 phonics screening test at the end of Y1. We need to ensure phonics is taught effectively across the lower end of the school so that children who did not pass catch up and are able to use their phonic knowledge to support their reading and writing..	Literacy Leader and DHT will meet regularly to monitor phonics provision. Literacy Leader is also on the SLT so will regularly feedback to this group.	Literacy Leader	Summer 2019

Number of PP children passing the phonics test in year one will increase. The gap between PP and their peers will be no more than 8%.	EYP/TA provision provide opportunity to teach phonics in small groups in EYFS and Year 1	Children are at varying stages of phonics learning and being able to split them accordingly will allow them to be challenged appropriately.	Monitor the provision of phonics sessions, discuss phonics progress at termly PPM.	HT	Termly at PPM
The gap between PP children and their peers will decrease across all subjects.	EYP/TA time in classrooms to provide additional in class support for children who need to make additional progress.	Having an additional adult allows opportunities for children to get more focused support either during a lesson or as part of an intervention.	Discussion in PPM	HT	Termly at PPM
<b>Total budgeted cost</b>					£176,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identified children will have their emotional needs met so that they are more prepared for learning.	Nurture Group Provision & Play Therapy	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.	Provision is monitored by the SENCO	SENCO	Annually
Families are better able to support the needs of their children.	Family Support Worker & Family Engagement Officer	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.	Provision is monitored by a DHT	DHT	Annually

Increased attendance rates for PP children.	Pastoral Support Officer	Children who are often absent or late miss out on key learning and fall behind their peers.	Attendance data will be tracked termly	HT	Annually
<b>Total budgeted cost</b>					£55,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children have opportunities to extend their knowledge and experience outside of the normal school day.	Free places in after school clubs	Some of our children would not be able to access the variety of high quality clubs we run at school if it is not subsidised.	Termly spreadsheet that compares take up in clubs	HT	
Wider opportunities for all children	Y3-5 children all learn an instrument.	Many of our children would not have the opportunity to learn an instrument outside of school. Music is a way some children will find success which can build confidence in other areas of the curriculum.	Feedback from CT's and Music Leader	DHT	
<b>Total budgeted cost</b>					£15,000

6. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase in children passing phonics test	TA/EYP additional support	80% of children in Y1 passed the phonics test compared with only 69% the previous year.  80% of year 2 children have now passed the phonics test either at the end of Y1 or in Y2.	Additional adults for phonics in Rec, Y1 and Y2 has been successful and will be continued in the future.
Improve teaching of reading across the school	In school support and Inset with Dee Reid	The % of pupils achieving the expected standard at the end of KS1 was 70% - 6% below 2017 national. 63% of Year 6 children reached the expected standard or above.	This work needs to continue as we are not yet at national averages in reading in either KS1 or KS2.
The gap between PP children and their peers will decrease.	EYP/TA time in classrooms to provide additional in class support for children who need to make additional progress.	By the end of 2018 the gap for PP children in Y5 had decreased in Reading and writing; in Year 4 it decreased in maths; in year 3 it decreased in writing; in Year 2 it decreased in all subjects.	There are still significant gaps in some areas between PP and NPP children (see PP tracking sheet). Additional support needs to remain to try and diminish these gaps.
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increased attendance rates for PP children.	Pastoral Support Officer	Unfortunately due to staffing issues in the school office the pastoral support assistant was required to provide general admin support in the summer term. A new pastoral support assistant has been appointed and has started the role in September 2018.	We have historically seen the impact that this role can have on improving attendance for all children so have decided to retain this role.

Identified children will get specific support for their needs	BEST Club	BEST club did not have the intended impact for the PP children. Although sessions during the day were attended teachers felt they took children out of key lesson time and had little knock on effect in other lessons. The after school group was not well attended.	BEST was terminated from Easter 2018
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
PP children have opportunities to extend their knowledge and experience outside of the normal school day.	Free places in after school clubs	157 free places were taken up by PP children in after school clubs. Many of these children would not have been able to access this provision without the funding being targeted to this area.	Free places in after school clubs are valued by the children and the parents.