Pupil premium strategy statement – Fairfield Road Primary School 25/26

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	445
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	23/24 24/25 25/26
Date this statement was published	December 2022
Date on which it will be reviewed	Annually July
Statement authorised by	FGB
Pupil premium lead	Alec Stephenson
Governor / Trustee lead	Darren Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,585
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	
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*	£194,585

Part A: Pupil premium strategy plan

Statement of intent

At Fairfield Road Primary School we have extremely high expectations for all of our pupils. High quality teaching and learning underpins all that we do, this aligned to pastoral support and strong home-school relations can allow all children to be the very best they can be.

Our strategic use of Pupil Premium funding supports us with our aim of enabling pupils to realise their potential by:

- Ensuring that the teaching and learning is off the highest quality in our classrooms
- Supporting children who are not meeting realistic targets and those children with specific needs
- Providing a curriculum that is is both relevant and stimulating to the children in our community
- Introducing children to experiences that are normally beyond what are available to them

We allocate the finding and resources effectively to ensure positive impact.

The impact includes:

- Closing the attainment gap for PP children in core areas
- To tackle any attendance issues, especially persisitent absenteeism
- To prioritise mental health and wellbeing
- To enable all pupils to participate in all facets of school life

Challenges

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

Challenge number	Detail of challenge
1	High number of children on the SEND register and a rapidly increasing number of children with EHCPs
2	Speech and language levels are becoming increasingly lower on entry to the school
3	Some children have limited life experiences beyond their homes and immediate surroundings. This impacts aspects of accruing cultural capital
4	Some children enter school with low levels of confidence, self-esteem and resilience. This curtails their ability to fully access some learning opportunities.
5	Attendance is lower for disadvantaged children, this is a historical situaltion

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
Disadvantaged children progress well in the core subjects and phonics	Staff are aware of the children and their starting points. They subsequently plan and teach accordingly to ensure progress is strong and learning embedded The EY GLD outcomes are comparable Children achieving ARE in RWM at KS2 increases Phonics is taught consistently and well. The monitoring of this is paramount.
The language gap evident upon entry is closed	The curriculum encourages the use of essential language. The attainment gap reduced due to the relevant SALT interventions being delivered consistently well
Whole school attendance is improved with emphasis on disadvantaged children	Overall attendance is above the national and LA average PA is reduced EWO work impacts positively

Disadvantaged children develop increased cultural capital through a high quality curriculum and experiences beyond the classroom	The curriculum excites and engages the children opening them up to new experiences

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: £61,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring quality first teaching is in place across the curriculum. Release time for all leaders for mentoring and monitoring	EEF	1-5
Professional organisation membership across curriculum areas	EEF	1-5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support	EEF	1,2,5
Phonics interventions (RWI)	EEF	1-5
Group interventions targeting children nusing accurate assessment stategies	EEF	1-5

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

Budgeted cost: £72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling provision £25,000	To try and alleviate traits that prove a barrier to a positive lifestyle and learning	1,5
EWO £2000	EEF	5
Ed Psychology £5000	Accurate assessment and diagnosis at earliest points	1,2,4
Nurture Provision £10,000	EEF	1-5
Access to online platforms	Higher level of engagement in home learning	3,4
School trip subsidies	Allowing cultural capital opportunities fo all	2,3,4,5
Sports Clubs	EEF wider strategies	2,3,4,5
School uniform assistance	Ensure all have access to uniform	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Historically all of our pupils have attained well. Each year the school performs above the national averages and generally the disadvantaged pupils at Fairfield achieve above the national averages in KS2 SATs.

We strive for our disadvantaged pupils to do well and ensure they are rwell-equipped for the next stage of their educational journey.

	KS2 Validated Data 2024 EXS (GD) Fairfield Road Primary School		
	All Pupils	**Disadvantaged**	**National All Pupils**
Reading	87% (36%)	88% (38%)	74% (28)
Writing	78% (7%)	67% (4%)	72% (13%)
Maths	94% (30%)	92% (17%)	73% (24%)
Combined	75% (7%)	67% (4%)	61% (8%)

Outcomes at the end of KS2 show disadvantaged children at Fairfield Road achieve well. Their attainment is generally inline or above of the national figures for all children. This trend is consistent over a period of years at Fairfield. The cumulative impact of strategic PP spending over the course of the children's time with us supports the consistently strong outcomes.

Y1 Phonics Screening Check Validated Data 2024		
Whole Cohort	**Disadvantaged**	**Non-Disadvantaged**
93%	83%	97%

The consistency of the teaching of synthetic phonics has twice been questioned during inspections. As a essential part of learning this was addressed and led by a strong lead. The impact has been very strong and attainment has improved for all pupil groups. This learning is central to and a foundation for further learning and the resources provided for this have proven to be successful. The early acquisition of these skills allows the disadvantaged children access the curriculum much earlier.

Early Years Good Level of Development		
Whole Cohort	**Disadvantaged**	**National**
64%	46%	68%

The historic pattern at Fairfield Road Primary School matches the above data with minor fluctuations that are cohort specific. This is not something we are resigned to and the children make great progress from their on-entry starting points.

The main barrier to more children achieving GLD is the Communication and Language strand. This is aligned to the increasing number of children that need Speech and Language intervention. The school uses the Wellcomm resources to provide the required help fot the children.

The Communication and Language development in the EYFS is carefully monitored with ongoing interventions and assessments due to the significant delays many children face upon entry. We allow time for the children to settle into Fairfield Road and build comfort with the staff before starting assessments.

From our WellComm assessments, only 24% of Reception children were at age-related expectations on entry. For those working below expectations, they receive twice-weekly interventions alongside targeted support during independent learning. Their progress is reviewed every 12 weeks to plan further support.

24% of children were at ARE on the initial assessment, the figure is currently 43% and a large group are predicted to achieve this at the next assessment point.

In the tracking of Communication and Language 63% of the children are on track with a further 25% well on their way to achieve the required outcomes.

The interventions funded by PP are essential to the ‘bigger picture’ and show a good return on the investment of resources.

Attendance for disadvantaged children is currently 93.1% this academic year. The non-disadvantaged children’s attendance is 96.3%. This is something that is constantly re-visited. Data analysis shows that PA children account for several percentage points and they also are disadvantaged. Support is offered, home visits carried out when required and fines are issued as a last resort. We have re-introduced awards for good attendance and will monitor the success of this over th rest of the academic year.

Extra-curricular activities are generally free of charge and records are kept to ensure all children get the opportunity to take part.

Trips and experiences are subsidised ensuring that the disadvantaged children are involved and hopefully inspired by the events.

The school has also provided a set of uniform for the children at the beginning of each academic year and this is greatly received and the uptake is very high.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils