

Federation of Fairfield and Colneis: Pupil Premium Strategy Statement 2023-2026

TOGETHER WE'RE BETTER



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. Please refer to our Pupil Premium Statement for further information.

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	Federation of Fairfield Infant School and Colneis Junior School
Number of pupils in school	Fairfield Infant School: 256 Colneis Junior School: 353
Proportion (%) of pupil premium eligible pupils	Fairfield Infant School: 18.75% Colneis Junior School: 21%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	Mr A. Teare Assistant Headteacher
Governor / Trustee lead	Ginny Idehen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Fairfield Infant School: £57,659 Colneis Junior School: £96,875
Recovery premium funding allocation this academic year	Fairfield Infant School: £4785 Colneis Junior School: £8120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Fairfield Infant School: £0 Colneis Junior School: £0
Total budget for this academic year	£167,439

Part A: Pupil premium strategy plan

Statement of intent

In line with the recommendations from the DfE to consider a multi-year strategy, we have developed a 3-year strategy which enables us to take a longer-term view of the support provided through the grant and align it with wider school improvement plans. The Senior Leadership Team have discussed at length how Pupil Premium funding can best be used to have maximum impact and benefit. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school development and support systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

This strategy is designed to support our Pupil Premium children based on the things that may prevent them from achieving their full potential, stop them from acquiring the skills they need for life or inhibit their aspirations. It will support them in becoming successful, resilient and independent learners, removing barriers and helping them to engage in a broad and rich curriculum. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will fall into this category. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. A range of support and interventions have and will be funded by the Pupil Premium, to support progress and attainment for a wide range of pupils. We have chosen to develop our strategy based on three overarching themes: academic support and progress; social and emotional development; experiences and enrichment.

This strategy is a 'living document' and will evolve over time with light-touch annual reviews documented. The success of this strategy may not be measured solely by judging national curriculum achievements, government data, facts and figures. Effectiveness is not necessarily based upon the number of children who meet the expected standard but instead judgements on its impact and effectiveness will consider whether we have supported children to be successful individuals with the same potential and opportunities open to them as all pupils within our school.

The key principles of our strategy plan are:

- To ensure that all staff have the knowledge, skills and resources to deliver quality first teaching to all our pupils every day.
- To ensure that all pupils attend school regularly to benefit from this quality first teaching so that they are ready for the next stage of their education.
- To support all pupils to become emotionally resilient, independent learners.
- To ensure that targeted interventions are in place to support pupils who need additional support to thrive as learners.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.
2	Some pupils may have limited language skills, which can impact upon their learning.
3	For some, a range of social, emotional and mental health difficulties impact on their ability to access and engage with learning.
4	In some cases, home support including parental engagement and parenting skills and limited access to resources, a wide range of opportunities and life experiences.
5	Some pupils may have increased attendance difficulties including persistent absence.
6	Investigating other barriers to learning that may make our children vulnerable to the progress they could make. This will involve closely tracking children that can also be categorised as SEN, EAL, YC and make direct comparisons with children that are non-PP.
7	Impact and success of the behaviour policy. Are disadvantaged children supported by the current behaviour policy? Are there more incidents involving pupil premium children? A comprehensive review of the behaviour policy will be undertaken this academic year and incidents closely tracked and evidenced.

Intended Outcomes

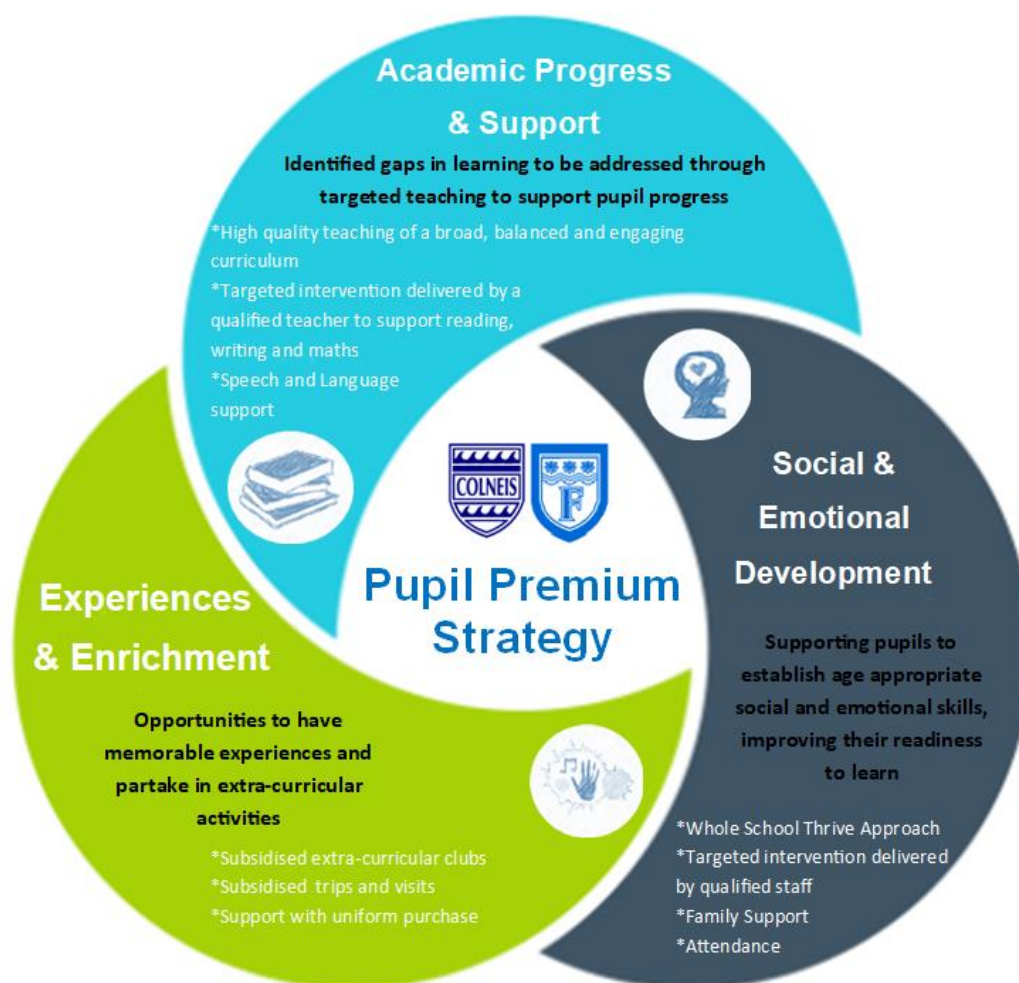
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To respond rapidly to targeted teaching for pupils at risk of underachievement. (1)	<ul style="list-style-type: none"> Teachers will use accurate formative assessment to adapt their teaching to pupil need and identify where early intervention is required. An intervention programme is in place to support pupils based on identified gaps/need. Support staff will support learning effectively. Pupils will demonstrate progress in line with (or exceeding) their starting points in Reading, Writing and Maths. Effective monitoring of the quality of teaching and interventions by SLT will take place termly.
Disadvantaged pupils in Early Years will make progress in improving their language skills	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations in Early Learning Goals.

<p>in order to meet age related expectations by the end of the year. (2)</p>	<ul style="list-style-type: none"> • All pupils in Reception will be screened using Language Link and early intervention will be identified for pupils at risk of underachievement. • Teachers will use accurate formative assessment to adapt their teaching to pupil need. • Support staff will support learning effectively.
<p>Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met. (3, 4)</p>	<ul style="list-style-type: none"> • Fewer behavioural incidents will be recorded for specific pupils. • Data will show a positive increase in the Thrive scores for specific pupils and this will be reflected in their learning. • All staff will support pupils' emotional wellbeing in a consistent manner. • All pupil's awareness and understanding of emotional literacy will improve. • Pupils will demonstrate positive learning behaviours.
<p>Parents will engage positively with the school and actively their child's learning. (4) Children will have access to engage with a wide variety of additional opportunities and experiences. (4)</p>	<ul style="list-style-type: none"> • Good attendance by parents at events such as learning cafes, coffee mornings, class assembly/information sessions. • Families will engage with our Family Support Worker and, where appropriate, the Early Help Team to access support and services. • All pupils will partake in a wide range of trips and visits and extra-curricular opportunities.
<p>Pupils will have good attendance at school (5)</p>	<ul style="list-style-type: none"> • Data will show a positive improvement in attendance for all pupils. • Pupils and their families will be supported through early intervention to address barriers impacting on attendance.
<p>Barriers to learning will have been identified and the profile of these children will have been raised. (6)</p>	<ul style="list-style-type: none"> • Close monitoring of data will ensure that SLT are aware of potential vulnerabilities. • These will be addressed within MLT meetings and PPM. • Data gaps between PP and non-PP children will be closer together. • All staff will be able to speak more confidently about these children and the provision they are receiving.
<p>Decreased serious behavioural incidents across the school (SLT level involvement) (7)</p>	<ul style="list-style-type: none"> • Analysis of the behaviour policy will highlight areas of success and areas that need development • Comprehensive training of all staff (Teachers, TAs, MDSAs) will ensure a consistent approach and one that supports children well (Sept 2024) • Tracking of these incidents will ensure that they do not build up and some early intervention work can be put in place to support the children

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: £45,000 (*this is a contribution towards the total cost of these activities*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of Accelerated Reader, Star Reader and MyOn across KS2</p> <p>Effective assessment and diagnosis of specific strengths and weaknesses relating to reading comprehension, identifying reading materials suitable for the</p>	<p>As noted by the EEF teaching and learning toolkit, reading comprehension strategies have a high impact on progress. Alongside phonics, reading comprehension is a critical skill of reading instruction.</p>	<p>1, 6</p>

<p>pupils' reading capabilities that promote independent reading with an appropriate level of challenge as well as providing effective monitoring of reading comprehension.</p>		
<p>ELS phonics scheme Continued investment into a new phonics scheme, providing resources and CPD to all staff. Investment into higher level texts at KS1 to ensure there is appropriate stretch and challenge for all pupils</p>	<p>As noted by the EEF teaching and learning toolkit, there is extensive evidence relating to the positive impact phonic approaches have on progress. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>
<p>Standardised tests (NTS) Regular identification of pupil strengths and areas for improvement enhances teacher assessment and supports planning as well as the identification of targeted intervention for pupils.</p>	<p>As noted by the EEF, 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 high quality teaching and targeted intervention.</p>	<p>1, 6</p>
<p>Metacognition work CPD provided to staff following DH training. Professional development can be used to develop a mental model of metacognition, alongside an understanding of teaching the strategies.</p>	<p>As noted by the EEF teaching and learning toolkit, there is evidence to suggest that disadvantaged pupils are less likely to use metacognitive strategies without being taught them explicitly. Teachers can demonstrate effective use of metacognitive strategies by modelling their own thought processes. EEF has shown that there is a potential for 8 months of progress within a year at Primary level.</p>	<p>1, 2, 3, 6</p>
<p>Coaching Headteacher to lead coaching with the middle leadership team. Lead teacher to create and provide CPD on coaching 'triads' amongst the teaching staff leading to higher quality teaching.</p>	<p>https://steplab.co/resources/papers/BP6w3bcs/A-Beginners-Guide-to-Instructional-Coaching Lots of data to support the development of a coaching culture within the school. Studies have been shown to have a positive outcome on progress in classes where the teacher received instructional coaching. Allowing teachers to be more comfortable observing each other will ensure that we are utilising the talents within our staff.</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £80,000 (this is a contribution towards the total cost of these activities)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Programmes A range of varied interventions (according to identified need) to be provided at school by qualified teachers to support the progress of children particularly in reading, writing and maths.</p>	As noted by the EEF teaching and learning toolkit, small group tuition and one-to-one tuition focusing on targeting specific gaps in learning has been found to be effective in supporting pupils to make accelerated progress especially for low attaining pupils and those from disadvantaged backgrounds.	1, 6
<p>Speech and Language Support Elklan trained HLTA provide 1:1 or small group speech and language therapy sessions. Early Talk Boost project/Language Link intervention</p>	There is a wealth of knowledge about the impact of children's speech and language in the Early Years and the impact this has on progress and attainment in later life. As noted by the EEF teaching and learning toolkit, evidence consistently shows positive benefits and accelerated progress for all children who engage in language and communication approaches. Evidence also suggests a slightly increased impact for children from disadvantaged backgrounds.	2, 6

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

Budgeted cost: £42,439 (this is a contribution towards the total cost of these activities)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Thrive Approach Supporting a whole school approach to social, emotional and mental health, including targeted intervention sessions for specific pupils.</p>	As noted by the EEF teaching and learning toolkit, social and emotional learning approaches have a positive impact on academic outcomes. In addition to this, there is a wealth of research and evidence linking childhood social and emotional skills with improved outcomes at school and in later life.	3, 7
<p>Pastoral Support Our Family Support Worker and wider pastoral team will liaise with families to build positive relationships and provide support.</p>	As noted by the EEF teaching and learning toolkit, supporting positive parental engagement has a positive impact on pupil progress. There is also evidence that the impact is higher for pupils with low prior attainment.	4, 5, 7

Where appropriate, referrals to outside agencies to support pupils and their families will be made.		
Attendance Supporting good attendance for all families. Pastoral team / attendance team meet regularly to track attendance and agree on a 3-tiered approach.	'Working together to improve school attendance' guidance (September 2022) outlines the importance of supporting children and their families to remove any barrier(s) to school attendance and the impact improving school attendance has on pupil progress and wider outcomes.	5, 6, 7
Subsidised Trips/Wrap-around Care/After-school Clubs/Uniform	Supporting pupil aspirations and providing equal access to a range of wider opportunities; this was positively received by parents and pupils in previous pupil premium strategies.	4, 5
BEHAVIOUR Review of the behaviour policy.	To review current behaviour policy this year. To look at what is working well – tracking of incidents to identify whether there are any patterns of note. The EEF teaching and learning toolkit highlights that both behaviour interventions and universal approaches will lead to 4 months progress. Figures from the DfE highlighted that FSM pupils are most likely to receive permanent or fixed period exclusions, with persistent disruptive behaviour being the most common reason. By reviewing and adapting our behaviour policy to meet the needs of our current pupils, we hope to create an environment where we reduce the number of major incidents across the federation.	
Mental Health First Aid Training for YGL, SLT and lead office staff. To support children but also families	Ethos and environment of the school Curriculum and teaching – to be delivered through the PSHE curriculum reflecting current cohort and tailored to meet needs Training for staff around ACES, attachment disorders and signs of MH difficulty Links for Parents/Carers – promotion available through the website	3, 4, 5

Total budgeted cost: £167,439

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Programme	Provider
N/A	