

# Pupil premium strategy statement – 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fairford C of E Primary School
Number of pupils in school	342 July 2024 319 September 2024 (Year 6 who left in July cohort of 54 children 24 above PAN and new intake for EYFS Sep 2024 30 with a PAN of 45)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021 November 2022 November 2023 September 2024
Date on which it will be reviewed	March 2022 November 2022 March 2023 November 2023 March 2024 September 2024
Statement authorised by	FGB
Pupil premium lead	Julie Fellows
Interim Governor/s / Trustee lead	Elizabeth Knox and Elspeth Murano

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,027
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,754
<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	£99,596

## Part A: Pupil premium strategy plan

### Statement of intent

At Fairford we believe that Quality First Teaching is the key to successful learning. CPD for Subject Leaders and all staff enables our children to have the best learning provision possible to ensure successful outcomes for all children but especially our disadvantaged learners. We invest in all leaders of learning across the school, with high quality bespoke training. Language acquisition is essential in accessing learning. NELE and Oracy Projects are in place from Early Years across the whole school; this is one part of the huge jigsaw to successful learning and achievement. Reading is at the heart of all we do at Fairford through a bespoke 'Novel Ideas' approach. Maths Mastery approach is embedded across the whole school, enabling every child to develop as a mathematician.

As a result of the Global Pandemic in March 2020, the well-being needs of our children have become increased and supporting all of our children in this aspect is fundamental to their future success. We have invested in training to develop a Trauma Informed approach across the whole school with all staff. A Lead Professional will enable children to be supported when they are in crisis or struggling to settle, so they are then able to focus on their learning. Mindfulness with a PAWSb approach is supported across the whole school from Nursery to Year 6 and by the staff team. Playtime and Lunchtime support is vital in ensuring children with SEMH have successful leisure time outside of the structure of the classroom. A new whole school approach to behaviour will be developed across the whole school from September 2021. This is as a direct result of the Pandemic in 2020 and on-going.

Metacognition across all classes led by a Middle Leader in school is supporting a culture of high expectations, understanding of pupils' starting points, providing the right level of challenge and providing effective feedback.

Decisions on how to spend the Pupil premium are always based on sound research. The EEF Teaching and Learning Toolkit is embedded in our approach to all interventions and learning across the school.

Governors rigorously challenge decisions around funding and ensure that the highest quality provision is in place to ensure disadvantaged pupils and all learners are able to be successful.

### Challenges

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

Challenge number	Detail of challenge
1	Children's speech and language needs have a huge impact on their ability to communicate with adults and their peers. Their ability to access the curriculum is impacted, if they are unable to speak or have enough of a developed vocabulary to express their ideas.
2	The number of children with SEMH needs is increasing and children struggle to access the curriculum when they are not in a good place to learn. Playtimes and lunchtimes can be difficult for children with SEMH issues and structured activities need to be in place to support outside of the classroom. Embed a new whole school behaviour approach from September 2021.

3	CPD meets the needs of those well established in their teaching career as well as those relatively new to the profession. A recognition that all adults in the classroom are leaders of learning and all adults have an impact on the successful outcomes for all learners in their care. Provide training for all leaders of learning in school.
4	Poor attendance is a huge barrier to learning and a supportive but challenging approach is continued to be required following the Pandemic.
5	Access to the wider school curriculum including clubs, trips and groups.

## 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
Speech, Language and Oracy will not be a barrier to learning and impact progress	Children will increasingly be able to verbally express their ideas Children will have greater understanding of word meanings, which they will explore through discussion and reading extensively
Behaviour standards will continue to be outstanding. Children will feel listened to and be able to be part of any resolution where there is difficulty, as opposed to being part of further difficulty	Children will work together for collective goals in learning behaviour; this will in turn improve learning focus and attitudes to learning Trauma Informed approach across the whole school will be a supportive model for children and families and lead to improved outcomes and children who increasingly feel safer in their learning environment MDSAs will receive training to support them with lunchtimes
Quality First Teaching has an impact on all learners in the classroom and ensures gaps are closed	High quality training will be put in place to ensure gaps close in children's learning. The training will be bespoke and ensure it is delivered at the right place and time for all staff Staff feel confident to meet the needs of all learners in their classrooms
All vulnerable groups will have at least 95% attendance No child should be below 90% attendance	The Attendance Officer and Headteacher will work closely in supporting families who have low attendance Any child with below 90% attendance will have nurture support to encourage them to see the value of being in school All children will see improvements in their overall achievement as a result of being in school for a greater amount of time
All disadvantaged pupils will be encouraged to attend at least one after school club. Cost and equipment will not be a barrier to participation	Children will be healthier as a result of attending a sports club

	<p>Children will feel a greater sense of belonging by participating in an after school club</p> <p>Children will be able to develop passions in new areas; music, arts, performance, science, cooking, gardening etc</p>
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## Activity in this academic year – 2023 - 2024

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: **£ 10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop and embed Metacognition across the whole school</i>	EEF Teaching and Learning Toolkit	3
<i>To develop speech and language of disadvantaged and all pupils through NELE and Oracy Project</i>	DfE recommended NELE and Local Authority supporting Oracy Project	1

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

Budgeted cost: **£ 52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing NELE across Early Years</i>	DfE Study	1
<i>Developing Oracy across the whole school</i>	Local Authority Study – if the children can say it they can write it approach.	1
<i>Developing Meta-Cognition across the whole school</i>	EEF Research states this is a low cost high impact strategy	3
<i>Development of reading comprehension Skills, sentence types and vocabulary building through the 'Novel Ideas approach'</i>	Evidence based on results and feedback from Reading Teachers, Reading Pupils.	3
<i>Mastery approach with support around number and the four operations in particular across all year groups</i>	Intervention, one-to-one and tutoring using high quality resources and providing quality first teaching has an impact on learning	3
<i>Implement a tutoring programme across KS2</i>	EEF Research and DfE training	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: 26 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed a new whole school behaviour approach (September 2021)</i>	Based on research of several behaviour approaches. Paul Dix is a renowned behaviour specialist who has worked with governments and supported many schools in challenging circumstances.	2
<i>To embed Mindfulness across the whole school; continued staff training, parent meetings around Mindfulness will be held and a lunchtime club will start in Term 2 2021.</i>	Mindfulness has been proven to work with children, in helping them to relax, to manage anxiety effectively and take greater control of their mental health.	2
<i>To train and support the whole staff in a Trauma Informed approach across school</i>	TISUK is part of the work with the Children's Mental Health Institute and work led by Dr Margot Sunderland. It is an approach that several Local Authorities have across all schools and one that Gloucestershire is supporting. It is part of a project across our Local Cluster of 22 schools in the South Cotswolds.	2
<i>To improve the attendance of disadvantaged pupils</i>	Supporting families and children to attend school enables them to access learning and improves future outcomes	4
<i>Support disadvantaged pupils in accessing clubs, trips and groups as part of an extended curriculum</i>	Children being able to experience the fullness of an extended curriculum improves their social skills, enables them to have experiences upon which to build their learning.	5
<i>Develop activities that support play and lunchtimes</i>	Support with play activities improves social skills, lessens behaviour incidents and the fall-out from this.	2

Total budgeted cost: £ 88 000

## 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, 2021 – 2022, 2022 – 2023 and 2023 - 2024 academic years.

*All classes were supported during the academic years 2020 – 2021, 2021 – 2022, 2022 – 2023 and 2023 - 2024. In addition extra adult support was put in place for each year group to support Pupil Premium children. All Pupil Premium children were invited to attend school during the lockdown January – March 2021 and given the opportunity to work in small bubble groups of less than 15 children with 2 adults. Most families took up this option. During this time, nurture and additional support with reading, phonics, and maths was put in place. The children responded positively to this time in school and have said that it really helped them.*

*Following the first lockdown in March 2020 and the subsequent lockdown in January 2021, this has had an impact on some children more than others. Children have made progress considering their starting points, even if some did not achieve Working At End of Year Expectations. Evidence of the objectives met and those still to be achieved have been transferred to the next year group so that all adults are ready to support each child with achieving these objectives and further close any gaps in learning. Curriculum coverage was captured so that class teachers were able to ensure all learning was able to be covered and caught up.*

*Metacognition (EEF) is being developed across the whole school to support learning. Mindfulness has supported children with managing their anxieties and enabling them to be in a better place to learn.*

*Training led by subject leaders in all core subjects has been supportive of colleagues at all times. Remote training, in phases and classes has meant teachers are equipped to meet the needs of learners in their classes.*

*Additional resources for core subjects were purchased to support high quality learning. Additional adult support to each year group, whilst year groups were working in bubbles, enabled bespoke smaller group and on occasion individual learning to take place. Under confident children benefitted immensely from this.*

*Whilst we are pleased most PP children attended school during lockdown, and those who did not had a package of support with remote learning, there is no doubt that the pandemic has affected the amount of progress each child has made. Tutoring, Quality First Teaching and continued nurture support will continue to be in place for the academic year 2021 – 2022, 2022 - 2023, in ensuring the gap is closed further.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Play therapy	Private provider
Family Therapy	Private provider
Behaviour Support	Private provider



## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Each Year Service Pupil Premium is spent on a nurture assistant who works 10 hours a week each afternoon. In addition a teacher is employed 2 afternoons a week for woodland activities and pupils have the opportunity to participate in a variety of 'woodland' activities.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupils achieve at least in line with their peers and most achieve above their peers.

### Data Outcomes 2021 – 2022

EYFS - FSM	0/6 = 0%
Good Level of Development	

Year 1 FSM	Number of children/%
Reading	0/2 = 0%
Writing	0/2 = 0%
Maths	0/2 = 0%

Year 2 FSM	Number of children/%
Reading	2/7 = 29%
Writing	2/7 = 29%
Maths	3/7 = 43%

Year 3 FSM	Number of children/%
Reading	3/9 = 33%
Writing	3/9 = 33%
Maths	4/9 = 44%

Year 4 FSM	Number of children/%
Reading	2/7 = 29%
Writing	2/7 = 29%
Maths	2/7 = 29%

Year 5 FSM	Number of children/%
Reading	4/4 = 100%
Writing	2/4 = 50%
Maths	3/4 = 75%

Year 6 FSM	Number of children/%
Reading	6/6 = 100% Greater Depth 83%
Writing	3/6 = 50% Greater Depth 17%
Maths	4/6 = 43% Greater Depth 17%

#### Data Outcomes 2022 – 2023

EYFS - FSM	Number of children
Good Level of Development	Yes = 0/5 = 0%
	No = 5/5 = 100%

Year 1 FSM	Number of children/%
Reading	WT = 5/7 = 71%
	WA = 2/7 = 29%
Writing	WT = 6/7 = 86%
	WA = 1/7 = 14%
Maths	WT = 3/7 = 43%
	WA = 4/7 = 57%

<b>Year 2 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 2/3 = 66% WA = 1/3 = 33%
<b>Writing</b>	WT = 2/3 = 66% WA = 1/3 = 33%
<b>Maths</b>	<WT = 1/3 = 33% WT = 2/3 = 33% WA = 1/3 = 33%

<b>Year 3 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 2/6 = 50% WA = 1/6 = 17% GD 2/6 = 33%
<b>Writing</b>	WT = 3/6 = 50% WA = 3/6 = 50%
<b>Maths</b>	WT = 3/6 = 50% WA = 3/6 = 17% GD = 2/6 = 33%

<b>Year 4 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 4/9 = 44% WA = 5/9 = 56%
<b>Writing</b>	WT = 4/9 = 44% WA = 5/9 = 56%
<b>Maths</b>	WT = 2/9 = 56% WA = 4/9 = 44%

<b>Year 5 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 7/10 = 70% WA = 3/10 = 30%
<b>Writing</b>	WT = 7/10 = 70% WA = 3/10 = 30%
<b>Maths</b>	WT = 7/10 = 70% WA = 2/10 = 20% GD = 1/10 = 10%

<b>Year 6 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WA = 3/4 = 75% GD = 1/4 = 25%
<b>Writing</b>	WT = 2/4 = 50% WA = 2/4 = 50%
<b>Maths</b>	WA = 3/4 = 75% GD = 1/4 = 25%

**Data Outcomes 2023 – 2024**

<b>EYFS - FSM</b>	<b>Number of children</b>
<b>Good Level of Development</b>	Yes = $2/3 = 67\%$ No = $1/3 = 33\%$

<b>Year 1 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = $3/5 = 60\%$ WA = $2/5 = 40\%$
<b>Writing</b>	WT = $4/5 = 80\%$ WA = $1/5 = 20\%$
<b>Maths</b>	WT = $3/5 = 60\%$ WA = $2/5 = 40\%$

<b>Year 2 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = $3/8 = 37\%$ WA = $1/8 = 12.5\%$ GD = $1/8 = 12.5\%$
<b>Writing</b>	WT = $5/8 = 62.5\%$ WA = $3/8 = 37.5\%$
<b>Maths</b>	WT = $2/8 = 25\%$ WA = $6/8 = 75\%$

<b>Year 3 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 3/3 = 100% WA = 0/3 = 1%
<b>Writing</b>	WT = 3/3 = 100% WA = 0/3 = 0%
<b>Maths</b>	WT = 2/3 = 67% WA = 1/3 = 33%

<b>Year 4 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 4/7 = 57% WA = 1/7 = 14% GD = 2/7 = 29%
<b>Writing</b>	WT = 5/7 = 71% WA = 2/7 = 29%
<b>Maths</b>	WT = 4/7 = 57% WA = 1/7 = 14% GD = 2/7 = 29%

<b>Year 5 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 5/11 = 44% WA = 4/11 = 38% GD = 2/11 = 18%
<b>Writing</b>	WT = 6/11 = 55% WA = 5/11 = 45%
<b>Maths</b>	WT = 5/11 = 45% WA = 4/11 = 37% GD = 2/11 = 18%

<b>Year 6 FSM</b>	<b>Number of children/%</b>
<b>Reading</b>	WT = 2/9 = 22% WA = 4/9 = 45% GD = 3/9 = 33%
<b>Writing</b>	WT = 2/9 = 22% WA = 7/9 = 78%
<b>Maths</b>	WT = 1/9 = 11% WA = 6/9 = 67% GD = 2/9 = 22%