

# Federation of Fairfield and Colneis: Pupil Premium Strategy Statement 2020-2023

TOGETHER WE'RE BETTER



# Pupil Premium Strategy Statement

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. 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: 259<br>Colneis Junior School: 353  |
| Proportion (%) of pupil premium eligible pupils                         | Fairfield Infant School: 15.4%<br>Colneis Junior School: 15.9%  |
| Academic year/years that our current pupil premium strategy plan covers | 2020-2023   |
| Date this statement was published                                       | November 2020<br><i>Annual review undertaken November 2021</i><br><i>Annual review undertaken December 2022</i> |
| Date on which it will be reviewed                                       | November 2023   |
| Statement authorised by   |   |
| Pupil premium lead  | Miss E. Gooding<br>Assistant Headteacher  |
| Governor / Trustee lead   | Ginny Idehen  |

## Funding overview

| Detail   | Amount   |
|--|--|
| Pupil premium funding allocation this academic year                                    | Fairfield Infant School: £60,192<br>Colneis Junior School: £73,676 |
| Recovery premium funding allocation this academic year                                 | Fairfield Infant School: £4,932<br>Colneis Junior School: £6,672   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | Fairfield Infant School: £0<br>Colneis Junior School: £0           |
| <b>Total budget for this academic year</b>   | <b>£145,472</b>  |

# 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. 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.

This strategy is also integral to the wider school plans for education recovery including linking to our 'Catch Up Plan', following the impact of the COVID-19 pandemic and associated periods of partial school closures. National studies would suggest that the education and wellbeing of many disadvantaged pupils have been impacted to a greater extent than for other pupils; from our observations, this trend has been reflected within our school community.

## 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.  |

## Intended Outcomes

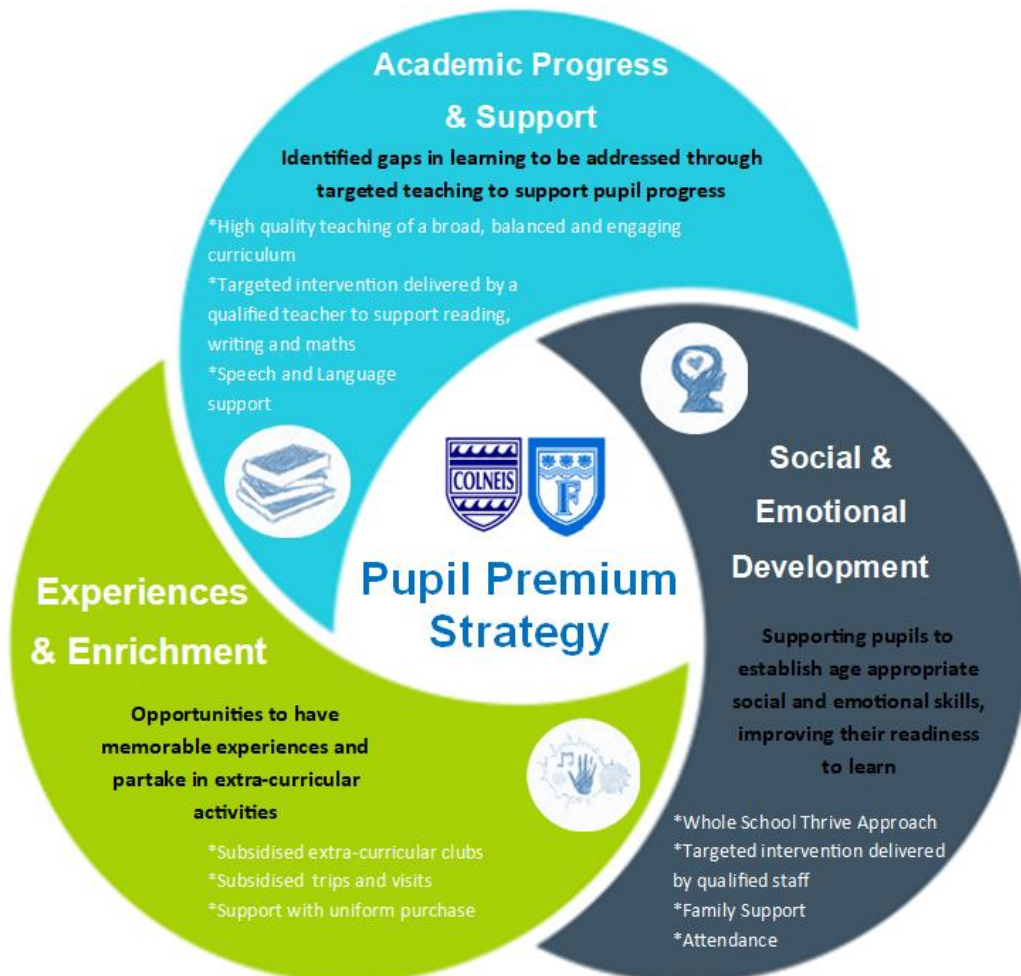
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| To respond rapidly to targeted teaching for pupils at risk of underachievement. (1)   | <ul style="list-style-type: none"> <li>Teachers will use accurate formative assessment to adapt their teaching to pupil need and identify where early intervention is required.</li> <li>An intervention programme is in place to support pupils based on identified gaps/need.</li> <li>Support staff will support learning effectively.</li> <li>Pupils will demonstrate progress in line with (or exceeding) their starting points in Reading, Writing and Maths.</li> <li>Effective monitoring of the quality of teaching and interventions by SLT will take place termly.</li> </ul> |
| Disadvantaged pupils in Early Years will make progress in improving their language skills in order to meet age related expectations by the end of the year. (2) | <ul style="list-style-type: none"> <li>Pupils will meet (or exceed) age related national expectations in Early Learning Goals.</li> <li>All pupils in Reception will be screened using Language Link and early intervention will be identified for pupils at risk of underachievement.</li> <li>Teachers will use accurate formative assessment to adapt their teaching to pupil need.</li> <li>Support staff will support learning effectively.</li> </ul>   |
| Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met. (3, 4)  | <ul style="list-style-type: none"> <li>Fewer behavioural incidents will be recorded for specific pupils.</li> <li>Data will show a positive increase in the Thrive scores for specific pupils and this will be reflected in their learning.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>All staff will support pupils emotional wellbeing in a consistent manner.</li> <li>All pupil's awareness and understanding of emotional literacy will improve.</li> <li>Pupils will demonstrate positive learning behaviours.</li> </ul>  |
| <p>Parents will engage positively with the school and actively their child's learning. (4)</p> <p>Children will have access to engage with a wide variety of additional opportunities and experiences. (4)</p> | <ul style="list-style-type: none"> <li>Good attendance by parents at events such as learning cafes, coffee mornings, class assembly/information sessions.</li> <li>Families will engage with our Family Support Worker and, where appropriate, the Early Help Team to access support and services.</li> <li>All pupils will partake in a wide range of trips and visits and extra-curricular opportunities.</li> </ul> |
| <p>Pupils will have good attendance at school (5)</p>  | <ul style="list-style-type: none"> <li>Data will show a positive improvement in attendance for all pupils.</li> <li>Pupils and their families will be supported through early intervention to address barriers impacting on attendance.</li> </ul>   |

## 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: £25,000 (this is a contribution towards the total cost of these activities)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Implementation of Accelerated Reader, Star Reader and MyOn across KS2 and investment in new reading material to support this</b></p> <p>Effective assessment and diagnosis of specific strengths and weaknesses relating to reading comprehension, identifying reading materials suitable for the pupils' reading capabilities that promote independent reading with an appropriate level of challenge as well as providing effective monitoring of reading comprehension.</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</p>                      |
| <p><b>New reading material for EYFS &amp; KS1</b></p> <p>Investment in a wide range of new reading material that is linked to the teaching of phonics to support children to access reading books that are more closely linked to their current skill in terms of their phonetic awareness and their knowledge of associated graphemes.</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</p>                   |
| <p><b>Standardised tests (NTS) and the linked Shine intervention programme</b></p> <p>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</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><b>Intervention Programmes</b><br/>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                             |
| <p><b>Speech and Language Support</b><br/>Elklan trained teaching assistants provide 1:1 or small group speech and language therapy sessions.<br/><br/>Improve knowledge of staff through training additional staff and the implementation of the NELI programme in the early years.</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                             |

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

Budgeted cost: £ 35,000 (this is a contribution towards the total cost of these activities)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Whole School Thrive Approach</b><br/>Implementing a whole school approach to social, emotional and mental health, including targeted intervention sessions for specific pupils.<br/><br/>Increase the capacity of the wider pastoral team to ensure timely support can be offered to 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                             |
| <p><b>Pastoral Support</b><br/>Our Family Support Worker and wider pastoral team will liaise with</p>  | As noted by the EEF teaching and learning toolkit, supporting positive parental engagement has a positive impact on pupil progress. There is also  | 4, 5                          |

|  |   |   |
|--|---|---|
| <p>families to build positive relationships and provide support. Where appropriate, referrals to outside agencies to support pupils and their families will be made. Any attendance issues will be addressed with families.</p> <p>A deputy pastoral support worker will be employed to increase the capacity of the team.</p> | <p>evidence that the impact is higher for pupils with low prior attainment.</p> <p><a href="#">‘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.</a></p> |   |
| <p><b>Subsidised Trips/Wrap-around Care/After-school Clubs/Uniform</b></p>   | <p>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.</p>  | 4 |

Budgeted cost: £ 5,472

|  |  |     |
|--|--|-----|
| <p><b>Unallocated Amount for Crisis Situations</b></p> | <p>To be able to respond to emerging needs within the school environment in a timely manner.</p> | All |
|--|--|-----|

**Total budgeted cost: £145,472**



## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

## Annual Review – Year 1

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This is the first annual review of our 3-year strategy. The academic year 2020-2021 has been significantly impacted by the disruption caused by the COVID-19 pandemic and the associated partial school closures. As evidenced in schools across the country, school closure was most detrimental to vulnerable groups including disadvantaged pupils. The impact of COVID-19 caused disruption in all areas to varying degrees and we were unable to offer consistent delivery of some pupil premium funded intervention. Therefore, pupils were not able to benefit to the degree we had intended.

Our resolution to mitigate the impact of this was to maintain a high-quality curriculum, including during periods of partial closure, through our home-learning offer. In addition, we provided welfare checks to identified vulnerable families to offer academic and pastoral support. We were also able to offer free-school meal vouchers and access to laptops to families via the government funded schemes. On return to full school opening both in September 2020 and again in March 2021, we tailored our teacher-led intervention groups to ensure that disadvantaged pupils were able to access targeted intervention to support gaps in knowledge as our observations showed that some of these pupils found it difficult to consistently engage with home-learning due to a range of factors.

As a result of the COVID-19 pandemic, all statutory assessments were cancelled by the DfE including the KS1 and KS2 SATs tests. Therefore, there is no published end of year data for our schools or nationally.

### Looking Ahead to Year 2

We have noticed an increase in the number of children who are finding regulating their emotions difficult to self-manage as well as a higher proportion of children finding social interaction with peers difficult to manage both in school and at home. We are noticing more children who are withdrawn, upset, anxious, or in conflict/disagreements with peers and this trend is also reflected in the conversations with parents through contact with teachers and/or the pastoral team. We feel this may be largely due to the restrictions of COVID-19 and the operation of classes in “bubbles” resulting in children not mixing with a range of children from other classes/year groups for over 12 months. In addition, children have many months of lockdowns at home where they have not been exposed to social situations with peers or extended family members. In addition, we are noticing that the number of families seeking parenting or non-educational based advice from school as well as accessing our Early Help offer has increased over the last 12 months. As a result, the demand for social and emotional support, access to our Early Help offer via our pastoral support team and referrals to external agencies has increased. Therefore, we have committed to increasing our pastoral team by developing a new role of Deputy Pastoral Support Worker to ensure we are able to meet the increasing demands we have identified.

We have noticed that a high proportion of our children joining our Reception cohort this academic year are not ‘school ready’; a number of these are disadvantaged pupils. As part of this, there has been a significant increase in the number of children experiencing difficulties in their speech, language and communication needs. During our baseline assessments on language link, we have identified that around 20% of our Reception cohort are requiring support in this area. We believe that these factors are a direct result of the COVID-19 pandemic; these children have had limited or disrupted access to pre-schooling, regular face to face appointments health visitors, closed baby/toddler groups, more access to ‘online’ activities resulting in children having less face to face interactions, less socialisation for both the parents/child with other

families/peers for role models/support. As a result, we have increased our capacity of offer speech, language and communication intervention by committing to releasing our ELKLAN trained HLTA to provide support full-time across the week. We have also enrolled our Early Years Staff on the NELI language programme.

Over the next year, we continue to commit to ensuring that all vulnerable groups, including disadvantaged pupils, are carefully monitored and early intervention identified to support improved outcomes for these pupils. We will achieve this through regular, focused analysis of relevant internal data including impact of interventions as well as gathering pupil and parent voice. We will continue to make adjustments to this strategy, where appropriate, to ensure that it best fits the needs of our pupils.

*All changes made to the strategy above at this review point have been highlighted purple for ease of reference.*

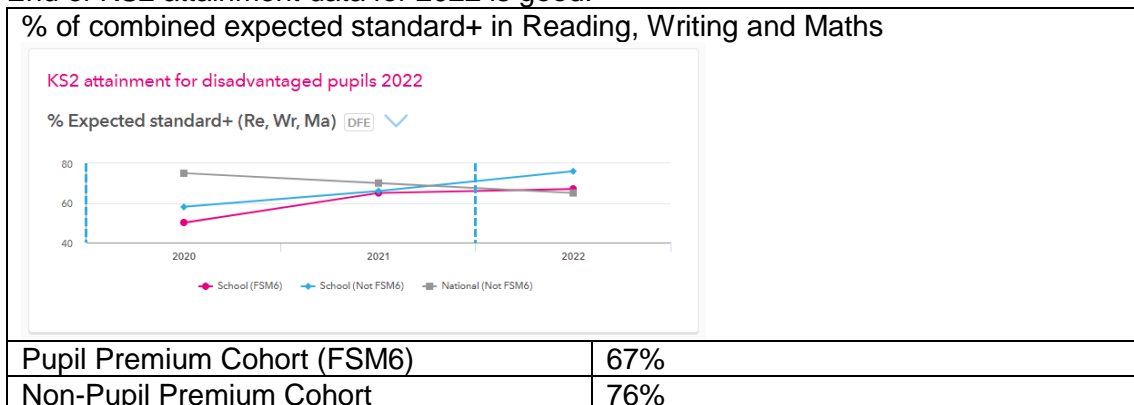
## Annual Review – Year 2

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year; this the second annual review of our 3-year strategy.

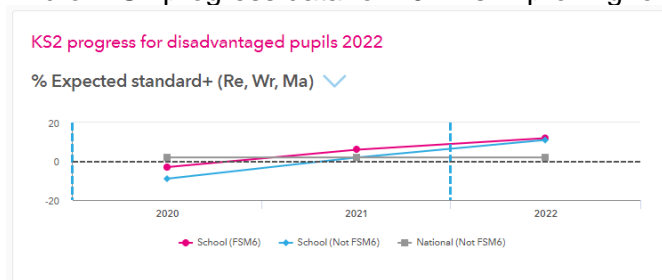
Reflecting on our intended outcomes within this strategy, we have noted the following impact over this review period:

### Outcome 1: To respond rapidly to targeted teaching for pupils at risk of underachievement.

- End of KS2 attainment data for 2022 is good.



- End of KS2 progress data for 2022 is improving for those identified as pupil premium.



- End of KS2 progress data for 2022 for our pupil premium cohort is particularly strong in Maths.

|                             |      |
|-----------------------------|------|
| Pupil Premium Cohort (FSM6) | +3   |
| Non-Pupil Premium Cohort    | +3.1 |

- Robust and accurate formative assessment by class teachers combined with termly monitoring of pupil progress by senior leaders has allowed for continued targeted teaching and early intervention for pupils who are identified as vulnerable to underachievement.
- Over the academic year, 60% of our pupil premium cohort have accessed support from our intervention teacher and this targeted intervention has positively contributed to overall pupil progress and end of year outcomes.
- Vulnerable groups, including disadvantaged pupils, continue to be a key focus in decision-making for access to additional tutoring support.

### Outcome 2: Disadvantaged pupils in Early Years will make progress in improving their language skills in order to meet age related expectations by the end of the year.

- On entry, all pupils in Reception were screened using Language Link and pupils identified at risk of underachievement in this area were support through high quality teaching, intervention and monitoring.

- We committed to releasing our ELKLAN trained HLTA to provide speech and language support full-time across the week which has allowed for targeted intervention and individual assessment for pupil's identified as having a barrier to learning in this area; 25 pupils received specific 1:1 intervention.
- All EYFS teachers have been trained on the NELI programme and consideration has been given to daily access to activities within the provision that promote, encourage and support speech and language skills with the EYFS provision.
- During the summer term, upon completion of training, 9 children identified as vulnerable in the area of speech and language but not under NHS caseload completed the NELI intervention programme with positive outcomes noted for the majority of children. Where children remained vulnerable, external agency referrals were made for additional assessment, support and guidance.

**Outcome 3: Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.**

- During the academic year, 150 pupils (including 41 pupil premium pupils) across the Federation accessed Thrive intervention either on a 1:1 or small group basis to support their social and emotional development. Positive pupil and parent voice in relation to impact has been captured.
- Data measuring the impact of Thrive intervention and whole school approaches shows a positive impact for the majority of pupils.
- Deep dives and monitoring indicate the majority of pupils demonstrate positive learning behaviours.

**Outcome 4: Parents will engage positively with the school and actively their child's learning.**

- A Deputy Pastoral Support Worker has been appointed and the increased capacity and expertise has allowed us to better meet the increased demand of our Early Help offer.
- In-person parent events have resumed over the course of the academic year and good attendance at these events has been reported.
- Interest in our Family Thrive courses has been noted through parental response and one course ran for 11 parents in the Summer term and parents reported the course had a positive impact on their personal understanding and on their child and family.

**Outcome 5: Children will have access to engage with a wide variety of additional opportunities and experiences.**

- 41 families accessed their 'virtual voucher' to support enrichment and extra-curricular opportunities.
- All pupils had the opportunity to partake in a trip/visit during the academic year and the majority of our Year 6 cohort attended the residential trip allowing children opportunities to enrich their learning experiences.

**Looking Ahead to Year 3**

Through continued monitoring and analysis, we have identified two further priorities that are to be reflected in our strategy as we move in to the third year of this strategy.

It has been highlighted that some pupils have poor school attendance and in some cases, this is described as 'persistent absence'. As research highlights, the barriers to school attendance can be varied, complex and often unique to each family circumstance. The impact of poor attendance on learning as well as well as a pupil's wider social and emotional development is significant and persistent absence is detrimental to a pupil's progress and future attainment. In order to encourage and support positive school attendance, robust and frequent monitoring of attendance by senior leaders will allow for rapid identification of attendance concerns and patterns to be further investigated. As a result, early intervention to be put in place to support children and their families in improving school attendance by all key stakeholders. In addition, our

increased pastoral capacity will allow for early intervention to be timely and bespoke to the children and families we support.

The end of KS2 data continues to highlight a gap between disadvantaged pupils and their peers in both attainment and progress particularly in reading and writing. We continue to commit to ensuring that all vulnerable groups, including disadvantaged pupils, are carefully monitored and early intervention identified to support improved outcomes for these pupils with the aim to ensure that these pupils achieve the same outcomes as their peers and the gap narrows.

Planning ahead to the third-year review of this strategy in November 2023, we will ensure that all stakeholders are consulted in a timely manner to feed in to the development the next 3-year strategy. This will include capturing parent and pupil voice.

We will continue to adjust this strategy, where appropriate, to ensure that it best fits the needs of our pupils.

*All changes made to this strategy above at this review point have been highlighted blue for ease of reference.*

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A       |          |