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 2024 to 2025 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 2025
Statement authorised by	
Pupil premium lead	Mr A. Teare Assistant Headteacher
Governor / Trustee lead	Ian Mackenzie Gemma Gooch

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

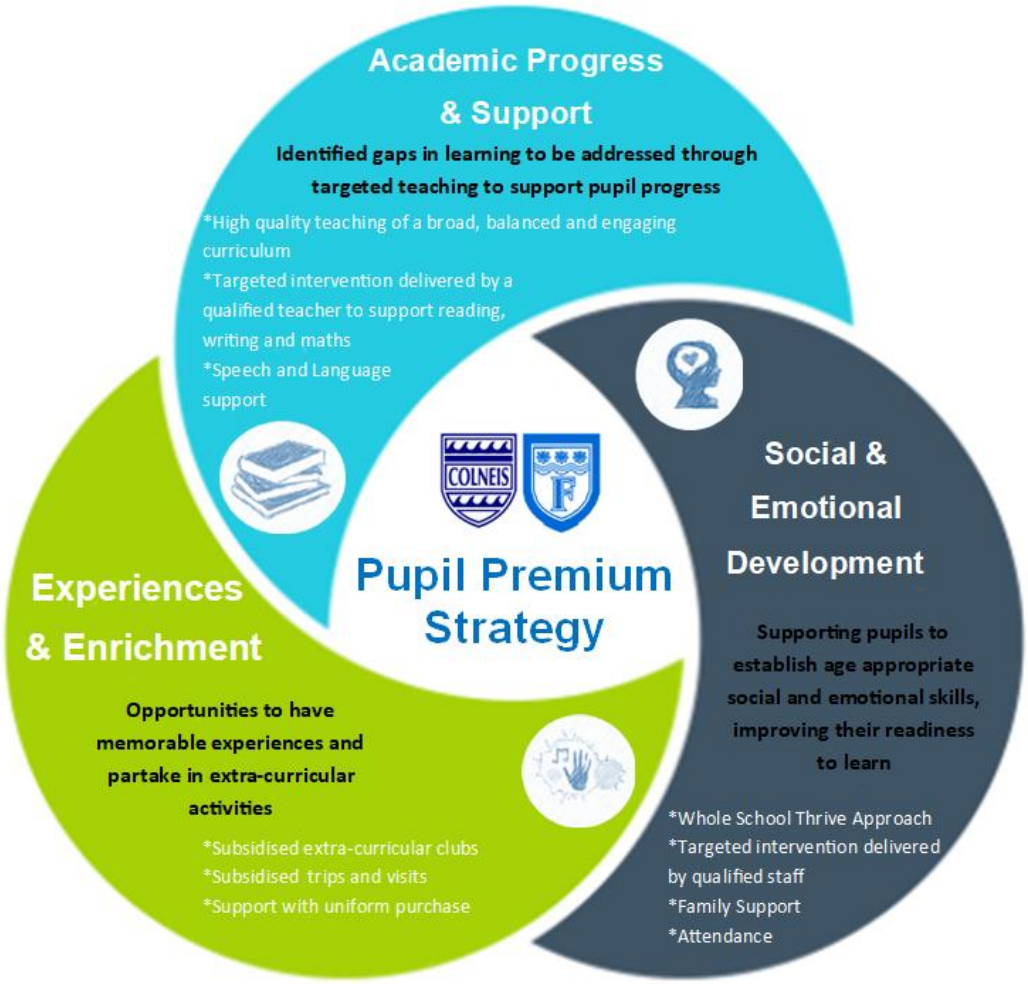
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To respond rapidly to targeted teaching for pupils at risk of underachievement. (1)	• 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	• Pupils will meet (or exceed) age related national expectations in Early Learning Goals.

in order to meet age related expectations by the end of the year. (2)	• 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.
Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met. (3, 4)	• 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.
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)	• 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.
Pupils will have good attendance at school (5)	• 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.
Barriers to learning will have been identified and the profile of these children will have been raised. (6)	• 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.
Decreased serious behavioural incidents across the school (SLT level involvement) (7)	• 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
Continuation of Accelerated Reader, Star Reader and MyOn across KS2 Effective assessment and diagnosis of specific strengths and weaknesses relating to reading comprehension, identifying reading materials suitable for the	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.	1, 6

pupils' reading capabilities that promote independent reading with an appropriate level of challenge as well as providing effective monitoring of reading comprehension.		
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	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.	1, 2, 6
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.	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.	1, 6
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.	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.	1, 2, 3, 6
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.	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.	1, 2, 3, 6

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
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.	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
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	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
Whole School Thrive Approach Supporting a whole school approach to social, emotional and mental health, including targeted intervention sessions for specific pupils.	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
Pastoral Support Our Family Support Worker and wider pastoral team will liaise with families to build positive relationships and provide support.	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

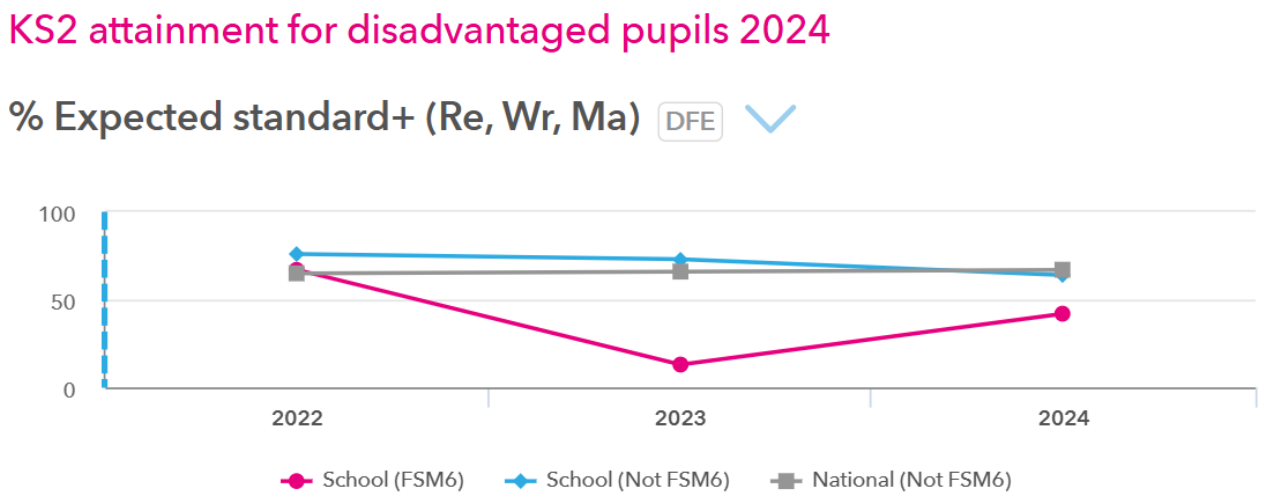
Outcomes for disadvantaged pupils

Annual Review – Year 1

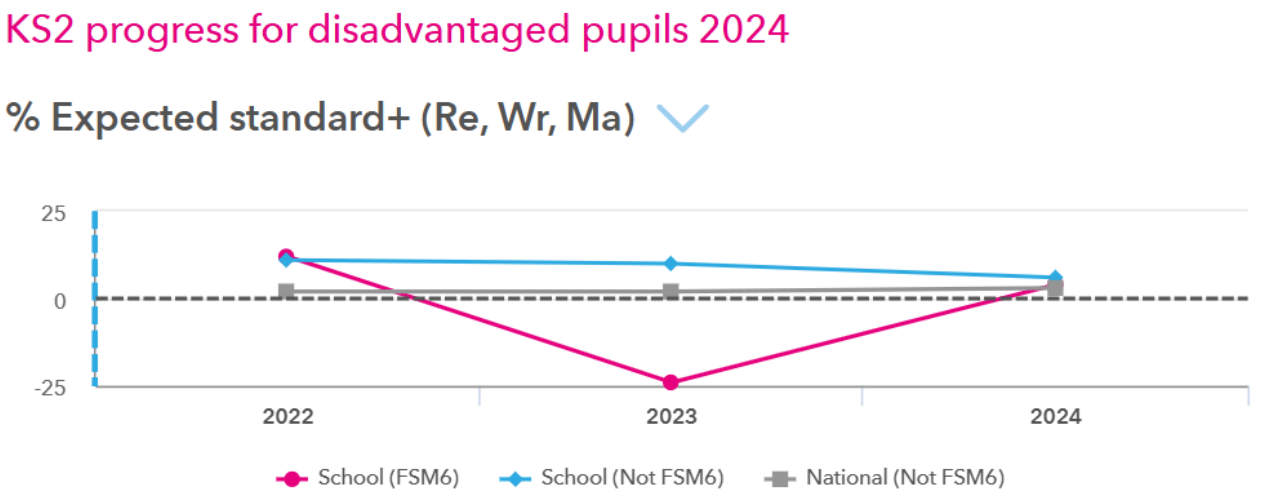
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

This is the first annual review of our 3-year strategy.

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



2023 attainment – FSM6 = 13% - NonFSM6 = 73% (gap of 60%)
2024 attainment – FSM6 = 42% - NonFSM6 = 64% (gap of 22%)



2023 progress – FSM6 = -24% - NonFSM6 = 10% (gap of 34%)
2024 progress – FSM6 = 4% - NonFSM6 = 6% (gap of 2%)

Both attainment and progress data shows that there has been a significant increase in the outcomes of the PP children. Staff across KS2 have worked diligently to support all children and develop the access that children are given to lessons and the work that is being completed in intervention.

2024 – Fairfield Infant School – KS1 data

Fairfield Infant School (9352076)

Results

	School Attainment	FFT Nat. 2024	Diff	FFT Nat. 2023
% Expected Standard + RWM (SS)	54%	55%	-1%	52%
% Higher Standard RWM (SS)	6%	5%	+1%	5%
Scaled Score Re/Ma	102.7	101.9	+0.8	101.7
% Expected Standard + Reading (SS)	74%	71%	+3%	65%
% Higher Standard Reading (SS)	21%	23%	-2%	20%
Scaled Score: KS1 Reading	102.6	102.2	+0.4	101.6
% Expected standard + Writing	62%	63%	-1%	61%
% Higher standard Writing	12%	10%	+2%	8%
% Expected Standard + Maths (SS)	72%	68%	+4%	68%
% Higher Standard Maths (SS)	13%	16%	-3%	18%
Scaled Score: KS1 Maths	102.8	102.0	+0.8	102.2
Scaled Score: KS1 GPS	102.0	100.6	+1.4	100.6

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	84	102.7	+0.8	102.6	+0.4	102.8	+0.8	94.1%
Female	40	102.4	+0.7	102.6	0.0	102.1	+0.9	94.1%
Male	44	102.9	+0.8	102.6	+0.8	103.4	+0.5	94.1%
EHCP	1	96.0	+1.2	97.0	+2.1	95.0	-0.3	92.5%
Support	8	95.1	-1.3	94.2	-2.3	95.4	-1.6	86.8%
Not SEN	75	103.5	+0.6	103.3	+0.1	103.6	+0.7	94.9%
FSM6	17	100.4	+1.3	100.0	+0.5	100.4	+1.1	90.9%
Not FSM6	67	103.3	+0.5	103.2	+0.1	103.4	+0.6	94.9%
Autumn	34	105.1	+1.8	104.9	+1.3	105.3	+1.9	94.8%
Spring	23	102.2	+0.3	102.5	+0.3	101.9	-0.1	95.6%
Summer	27	99.9	-0.6	99.6	-1.3	100.2	-0.4	91.9%

2023 school data
Gap between FSM6 and non FSM6 children = -27%

Attainment & progress

		Pupils		Attainment			Progress		
				% Expected Standard + (Re, Wr, Ma)			% Expected Standard + (Re, Wr, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	13	76	31%	58%	-27%	-14%	8%	-22%
Gender	Male	5	39	0%	44%	-44%	-21%	-3%	-18%
	Female	8	37	50%	73%	-23%	-9%	19%	-28%

2024 school data
Gap between FSM6 and nonFSM6 children = -15.1%

Fairfield Infant School	
Indicator	School FSM Ever 6 Yes
Reading >= EXS	50.0 % (Cohort: 14)
Writing >= EXS	50.0 % (Cohort: 14)
Maths >= EXS	57.1 % (Cohort: 14)
Science >= EXS	57.1 % (Cohort: 14)
RWM >= EXS	42.9 % (Cohort: 14)
RWMS >= EXS	42.9 % (Cohort: 14)

Fairfield Infant School	
Indicator	School Not FSM eligible
Reading >= EXS	76.8 % (Cohort: 69)
Writing >= EXS	62.3 % (Cohort: 69)
Maths >= EXS	79.7 % (Cohort: 69)
Science >= EXS	82.6 % (Cohort: 69)
RWM >= EXS	59.4 % (Cohort: 69)
RWMS >= EXS	58.0 % (Cohort: 69)

KS1 data also demonstrates a significant increase in the outcomes of our FSM6 children. Staff have been supported in raising the profile of these children and have worked together to ensure that expectations of all children are the same. Access to high quality teaching and high quality interventions have ensured that high expectations are being matched.

Phonics

NonFSM6 children

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self) 2022	2023	2024	Values Trend
	Local Authority - Suffolk	Cohort	6260	6,339 -	6,264 -75	6,177 -87	
		WA	80.0%	77.4% -	80.2% +2.8%	82.4% +2.2%	
		APS	0.3	32.8 -	33.6 +0.8	33.9 +0.3	
2076	Fairfield Infant School	Cohort	73	77 -	69 -8	73 +4	
		WA	81.5%	76.6% -	88.4% +11.8%	79.5% -8.9%	
		APS	0.3	32.9 -	35.8 +2.9	32.7 -3.1	

FSM6 children

2023 – gap 11.5%
2024 – gap 12.8%

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self) 2022	2023	2024	Values Trend
	Local Authority - Suffolk	Cohort	1447	1,543 -	1,447 -96	1,352 -95	
		WA	64.8%	59.7% -	65.7% +6.0%	68.9% +3.2%	
		APS	0.3	28.4 -	30.1 +1.7	30.4 +0.3	
2076	Fairfield Infant School	Cohort	12	11 -	13 +2	12 -1	
		WA	66.0%	54.5% -	76.9% +22.4%	66.7% -10.2%	
		APS	0.3	23.8 -	31.3 +7.5	27.5 -3.8	

Anticipated drop in outcome as children move through the school using the new phonics scheme. We expect to see more consistency and improvement from this point.

For phonics, although a widening gap between nonFSM6 and FSM6 children, the 2024 data is broadly in line with the LA results.

Reception GLD

	2022	2023	2024
All pupils	50.6%	67.8%	70.9%
FSM6	14.3% (14 children)	75% (4 children)	43.8% (16 children)

Reception GLD has continued to rise year on year following the introduction of planning in the moment. This way of working is not only supporting teacher workload, but also having a positive and significant impact on the outcomes of the children.

- We continue to operate a robust and accurate formative assessment by class teachers combined with termly monitoring of pupil progress by senior leaders which has allowed for continued targeted teaching and early intervention for pupils who are identified as vulnerable to under achievement.

- Over the academic year, 54% of our pupil premium cohort have accessed support from our intervention teacher. This equated to 38 children (79%) at Fairfield and 23 children (34%) at Colneis.

- 93 pp children (83%) across the federation were able to have access to some form of intervention. This data includes the children accessing the intervention teacher but also the children who were catered for within year groups.

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 Nursery were screened using WellComm and all pupils in Reception were screened using Language Link. All pupils identified at risk of underachievement in this area were support through high quality teaching, intervention and monitoring. Where children remained vulnerable, external agency referrals were made for additional assessment, support and guidance.
- The impact of releasing our ELKLAN trained HLTA to provide speech and language support full-time across the week has allowed a significant increase in capacity to meet the SLCN needs across the Federation. It has allowed for timely targeted intervention and individual assessment for pupil's identified as having a barrier to learning in this area; across the Early Years Phase, 29 pupils received specific 1:1 intervention of which 45% were registered as Pupil Premium.
- Pupils who flagged RED (intervention recommended) from the Language Link assessment completed a weekly intervention in two small groups with a reception teacher. Intervention package, session plans and resources provided by HW. This accounted for 14 pupils, 50% of whom are pupil premium.
- We continue to see an increase in the number of children moving out of the Early Years phase continuing to require on-going therapy and in-school intervention for SLCN. At Fairfield Infant School, in KS1, 23 pupils were supported by in-school intervention of which 52% were registered as Pupil Premium. At Colneis Junior School 7 pupils in KS2 were supported by in-school intervention of which 43% were registered as Pupil Premium.

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

- During the academic year, 62 pupils – down from 102 pupils - (including 48% registered as Pupil Premium – up from 37%) 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 continue to indicate the majority of pupils demonstrate positive learning behaviours.

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

- The increase in capacity to our pastoral team has positively supported our timely response for parents in better meeting the increased demand upon our Early Help offer.
- In-person parent events such as learning afternoons have yielded a good attendance by the majority of parents.
- Over the course of the academic year, we ran 3 Family Thrive courses enabling us to provide support for 14 families. Through feedback forms collected, parents have expressed the course has had a positive impact on their personal understanding and on their child and wider family; we currently hold an active waiting list for future courses

Outcome 4b: Children will have access to engage with a wide variety of additional opportunities and experiences.

Sporting event opportunities
76 of 112 pp pupils – 83% of the children in KS1 and KS2 attended a sporting event.
68% of all pp children – including the reception children

Club data
56 of 110 pp pupils – 51% of all pp children accessed some afterschool club provision

Children across the federation have had access to a number of trips and opportunities within their year groups.
Highlights include Bawdsey residential for Year 6, Fitzwilliam Museum for Year 5, Suffolk Food and Farm Fair for Year 4, Colchester Zoo for Year 3, Pipers Vale Gymnastics for Year 2, Animal World visit to school for Year 1, local area walks in reception and a very successful Happiness Festival held in the summer term at both schools!

Outcome 5: Pupils will have good attendance at school.

2023-24
FF – 93.1% overall
6.9% absence

Summary Information

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN	No. of students who met absence threshold & In Care	% of students who met absence threshold & In Care	No. of students in cohort
Term 1 : (04/09/2023 to 22/10/202	17.62	40	13	32.5	6	15	0	0	227
Term 2 : (28/10/2023 to 20/12/202	28.19	64	14	21.88	9	14.06	0	0	227
Term 3 : (03/01/2024 to 18/02/202	26.75	61	14	22.95	8	13.11	0	0	228
Term 4 : (24/02/2024 to 28/03/202	23.25	53	15	28.3	9	16.98	0	0	228
Term 5 : (12/04/2024 to 26/05/202	20.61	47	12	25.53	11	23.4	0	0	228
Term 6 : (01/06/2024 to 30/06/202	20.35	46	6	13.04	5	10.87	0	0	226
All Terms Included : (04/09/2023 t	19.15	45	11	24.44	10	22.22	0	0	235

Year to date comparison – Overall attendance – 95.6%
Year to date comparison – absence – 4.4%
Year to date comparison – Persistent absence = 15.2% - whole school

Year to date comparison for PP children – Persistent absence – 25% - (10/40 children)

2023 – 24
Colneis – 93.7% overall
6.3% absence

Summary Information

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN	No. of students who met absence threshold & In Care	% of students who met absence threshold & In Care	No. of students in cohort
Term 1 : (04/09/2023 to 22/10/2023)	16.71	59	23	38.98	16	27.12	0	0	353
Term 2 : (28/10/2023 to 20/12/2023)	25.21	89	27	30.34	17	19.1	1	1.12	353
Term 3 : (03/01/2024 to 18/02/2024)	19.03	67	25	37.31	16	23.88	0	0	352
Term 4 : (24/02/2024 to 28/03/2024)	20.75	72	24	33.33	13	18.06	0	0	347
Term 5 : (12/04/2024 to 26/05/2024)	18.68	65	14	21.54	11	16.92	0	0	348
Term 6 : (01/06/2024 to 26/06/2024)	20.58	71	18	25.35	14	19.72	0	0	345
All Terms Included : (04/09/2023 to 26/06/2024)	14.72	53	20	37.74	14	26.42	0	0	360

Year to date comparison – Overall attendance – 95.7%
Year to date comparison – absence – 4.3%
Year to date comparison – Persistent absence = 10.7% - whole school
Year to date comparison for PP children – Persistent absence – 20.5% - (15/73 children)

Whilst still supporting those children who are persistently absent (this group continue to be above the school average) it is encouraging that this year, attendance rates for disadvantaged pupils are improving in line with attendance rates generally across the school. There is evidence of the work undertaken on attendance starting to have an impact.

We continue to use the virtual voucher offer to ensure that our PP families have a greater level of support. This was well utilised last year however, £4000 was still left unused.
We will advertise this termly moving forwards.
We will also investigate the potential for an increased virtual voucher offer for the families of PLAC children, giving them greater access to before and afterschool provision.

Outcome 6: Investigating other barriers to learning that may make our children vulnerable to the progress they could make.

Work began with year group leaders to ensure that PP children were at the forefront of discussions when planning lessons and through discussions that were had at pupil progress meetings.

The most common barrier for a few children was their place on the SEND register as well as being PP.

Interventions ensured that these children were accounted for and supported.

TA training was utilised to ensure that all adults working with any child would be able to provide appropriate levels of support through tasks that were planned for and resourced by the class teacher. Emphasis was placed on these children receiving quality first teaching, from their class teacher, as the initial intervention.

Outcome 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 was undertaken this academic year and incidents closely tracked and evidenced.
The review and subsequent discussions with staff showed that there were no major changes that needed to be made to the policy.
The values worked well to support behaviour across the federation, with an increasing amount of the younger children speaking positively about these.
A few classes have started to trial the use of the Zones of regulation with a view to roll this out to the whole school for 2024-25.

76 incidents of negative behaviour recorded from PP children.

This was out of 172 total incidents recorded.

This attributes 44% of the negative behaviour incidents to pupil premium children.

To offer more context, 76% of the pupil premium incidents are the result of two children receiving very in-depth support.

Looking Ahead to Year 2 – 2024/2025

As we move forward into Year 2 of this plan, there are a number of points being worked on that will continue to benefit all pupils across the federation, with an insight and focus on the pupil premium children.

- Interventions – the role of the 'intervention teacher' has changed for this academic year with budgets becoming more difficult. We acknowledge the need to support year group teams in this process and so have developed a release timetable for staff to follow, planning for the delivery of intervention and ensuring adults are trained appropriately for these interventions. This will ensure that Tas are being used effectively and children are receiving a good offer. We have also been able to look at the strengths of our Tas, moving some with exceptional and detailed knowledge of language and communication to Fairfield to support the increasing language needs.
- Developing a Feedback and Marking policy – this will be developed over the year to help to reduce to cognitive load on children in lessons. This will allow for set routines to be transferable between classes and year groups and ensure staff are well prepared to deliver effective and focused feedback. There will be specific training on this in the Spring term, in line with the 'WalkThrus.'
- Tas will receive training on behaviour and aggression. This will be completed alongside Thrive principles and support all staff in supporting all children both in the classroom and out. MDSAs will receive the same training to improve lunchtime behaviours. As part of the intervention programme, we will also be introducing sensory groups in the afternoons to give children a break from the classroom and support their mental health.
- Staff training around the use of the zones of regulation, 'Time in' the classroom and positivity in language when talking about children.
- Thrive groups – There is an increasing demand for Thrive support. We will investigate and triage each case individually but discuss the possibility that pupil premium children could 'jump' the queue to receive support from the Thrive team.
- School trips – enhancing the 'offer' to all children. Year groups have been asked to ensure that children are given access to three trips a year. We are also developing our relationship with Felixstowe school, enabling us to offer more sporting opportunities. Our

own sports coach will also contribute towards attendance at events and he will also run a sensory group too.

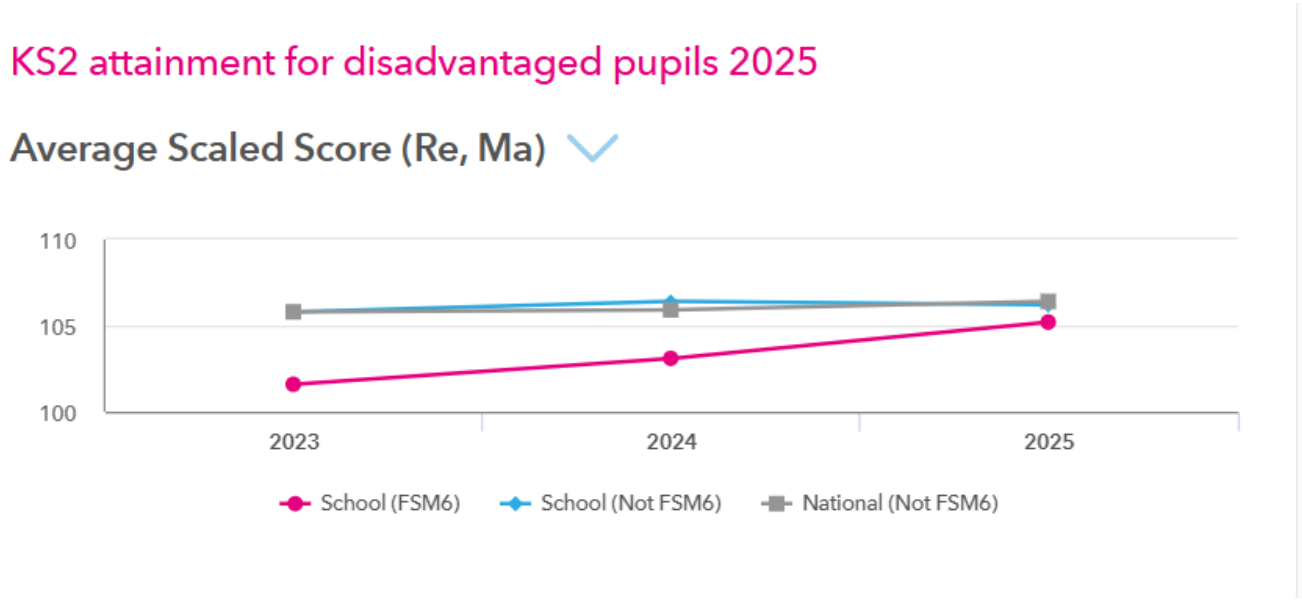
- Use of the Virtual voucher – advertising the use of this at the beginning of each term to ensure families are making full use of it. Of £13,000 allocated, £9000 was utilised by our families. Investigation into whether more can be allocated for PP+ children.
- Behaviour policy – this has been reviewed. Policy to stay the same but with some tweaks in the language being used by staff and a focus on the relationships that staff are able to build with children.

Annual Review – Year 2

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

This is the second annual review of our 3-year strategy.

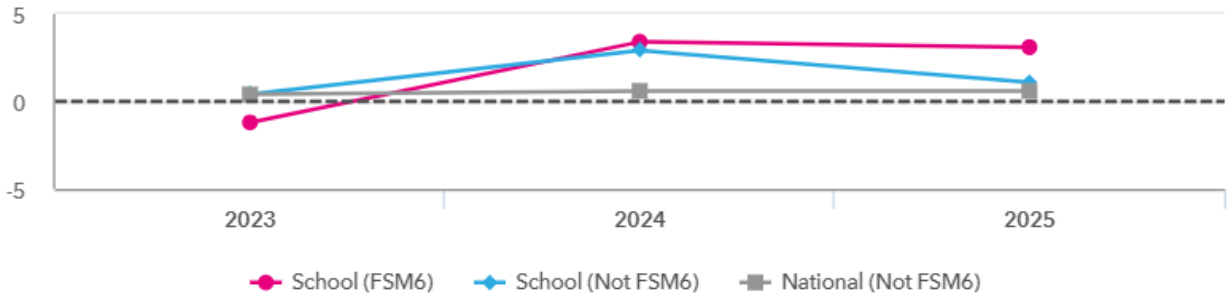
Outcome 1: To respond rapidly to targeted teaching for pupils at risk of underachievement.



Rapidly closing attainment gap between FSM6 children, Not FSM6 and National data in average scaled score in reading and maths.

KS2 progress for disadvantaged pupils 2025

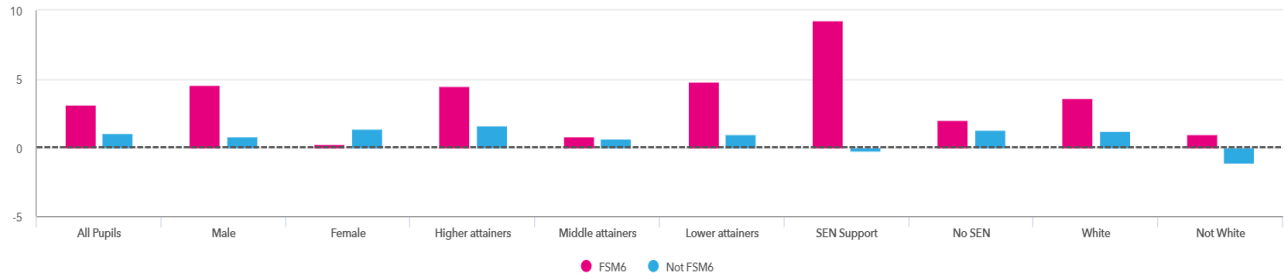
Average Scaled Score (Re, Ma)



Progress scores for disadvantaged pupils in reading and maths maintain levels from 2024. FSM6 children maintained a score above the not FSM6 children and national data.

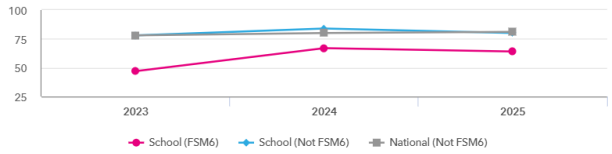
Progress gap

Average Scaled Score (Re, Ma)



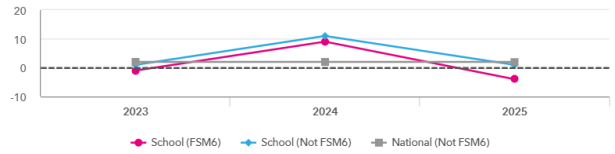
KS2 attainment for disadvantaged pupils 2025

% Expected standard+ Reading DFE



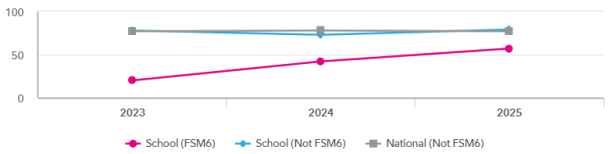
KS2 progress for disadvantaged pupils 2025

% Expected standard+ Reading



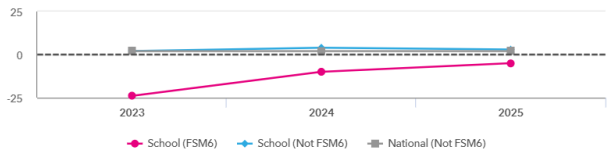
KS2 attainment for disadvantaged pupils 2025

% Expected standard+ Writing DFE



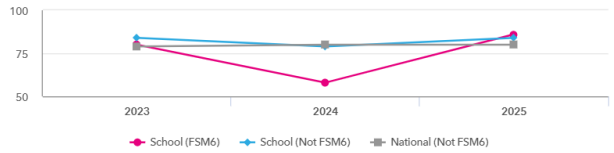
KS2 progress for disadvantaged pupils 2025

% Expected standard+ Writing



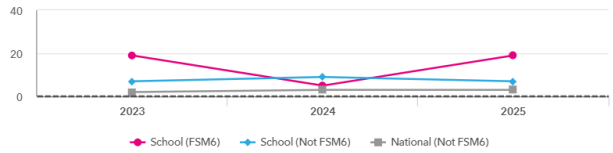
KS2 attainment for disadvantaged pupils 2025

% Expected standard+ Maths DFE



KS2 progress for disadvantaged pupils 2025

% Expected standard+ Maths



KS1

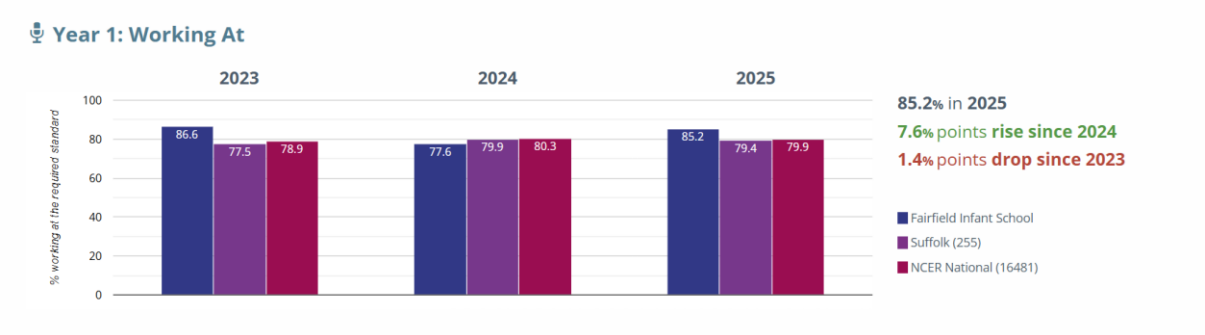
KS1 Trend

Estab No.	Establishment	Indicator	Cohort 2025	Average of Years	Values (& YoY* vs Self) 2023	2024	2025	Trend Viz.
	Local Authority - Suffolk	Reading ≥ EXS	2,693	68.3%	65.2% +1.6% pts	69.7% +4.5% pts	70.0% +0.3% pts	
		Writing ≥ EXS	2,693	59.1%	56.8% +2.6% pts	59.3% +2.5% pts	61.3% +2.0% pts	
		Maths ≥ EXS	2,693	69.0%	67.6% +3.1% pts	69.8% +2.2% pts	69.7% -0.1% pts	
		RWM ≥ EXS	2,693	54.0%	52.0% +3.0% pts	53.9% +1.9% pts	56.0% +2.1% pts	
2076	Fairfield Infant School	Reading ≥ EXS	86	66.9%	61.8% -6.9% pts	72.6% +10.8% pts	66.3% -6.3% pts	
		Writing ≥ EXS	86	58.3%	58.4% -3.0% pts	60.7% +2.3% pts	55.8% -4.9% pts	
		Maths ≥ EXS	86	77.2%	76.4% +5.3% pts	76.2% -0.2% pts	79.1% +2.9% pts	
		RWM ≥ EXS	86	54.8%	53.9% -6.3% pts	57.1% +3.2% pts	53.5% -3.6% pts	

KS1 Trend

Estab No.	Establishment	Indicator	Cohort 2025	Average of Years	Values (& YoY* vs Self) 2023	2024	2025	Trend Viz.
	Local Authority - Suffolk	Reading ≥ EXS	505	51.3%	48.7% +0.3% pts	52.8% +4.1% pts	52.3% -0.5% pts	
		Writing ≥ EXS	505	41.6%	39.3% +1.1% pts	43.0% +3.7% pts	42.4% -0.6% pts	
		Maths ≥ EXS	505	52.0%	51.3% +1.2% pts	51.1% -0.2% pts	53.5% +2.4% pts	
		RWM ≥ EXS	505	35.3%	34.3% 0.0% pts	35.0% +0.7% pts	36.6% +1.6% pts	
2076	Fairfield Infant School	Reading ≥ EXS	14	49.8%	46.2% -7.1% pts	53.3% +7.1% pts	50.0% -3.3% pts	
		Writing ≥ EXS	14	40.1%	38.5% +5.2% pts	53.3% +14.8% pts	28.6% -24.7% pts	
		Maths ≥ EXS	14	61.7%	53.8% -6.2% pts	60.0% +6.2% pts	71.4% +11.4% pts	
		RWM ≥ EXS	14	33.0%	30.8% -2.5% pts	46.7% +15.9% pts	21.4% -25.3% pts	

Phonics



Indicator	Average of Years	Values (& YoY* vs Self) 2023	2024	2025	Values Trend	YoY* vs LA '22 to '23	'23 to '24	'24 to '25
Cohort[1]	1084	1,067 -65	1,207 +140	977 -230		-	-	-
Good Level of Development[2]	49.7%	52.3% +4.5%	49.4% -2.9%	47.4% -2.0%		-	-	-
Average no. of ELGs at expected level per child	12.5	13.0 +0.3	12.3 -0.7	12.1 -0.2		-	-	-
All Goals: At expected	48.5%	50.5% +4.9%	48.6% -1.9%	46.3% -2.3%		-	-	-
Prime: At expected	60.7%	63.5% +2.5%	59.6% -3.9%	59.1% -0.5%		-	-	-
Specific: At expected	50.0%	51.7% +3.6%	50.5% -1.2%	47.7% -2.8%		-	-	-
Cohort[1]	9	4 -10	17 +13	7 -10		-	-	-
Good Level of Development[2]	50.2%	75.0% +60.7%	47.1% -27.9%	28.6% -18.5%		+56.2%	-25.0%	-16.5%
Average no. of ELGs at expected level per child	13.0	14.3 +4.2	11.6 -2.7	13.0 +1.4		+3.9	-2.0	+1.6
All Goals: At expected	48.3%	75.0% +60.7%	41.2% -33.8%	28.6% -12.6%		+55.8%	-31.9%	-10.3%
Prime: At expected	58.9%	75.0% +25.0%	58.8% -16.2%	42.9% -15.9%		+22.5%	-12.3%	-15.4%
Specific: At expected	48.3%	75.0% +60.7%	41.2% -33.8%	28.6% -12.6%		+57.1%	-32.6%	-9.8%

EYFS

ASSESSMENTS

Item	Fairfield Infant School (2076) Value	Local Authority - Suffolk Value	Gap
Good Level of Development ●	28.6%	47.4%	-18.8%
Average no. ELGs at expected	13.0	12.1	+0.9
All Goals, Exp+	28.6%	46.3%	-17.7%
Prime Goals, Exp+	42.9%	59.1%	-16.2%
Com. & Lang. Goals, Exp+ ●	71.4%	65.8%	+5.6%
PSE Goals, Exp+ ●	42.9%	70.3%	-27.4%
Phys. Dev. Goals, Exp+ ●	85.7%	75.1%	+10.6%
Specific Goals, Exp+	28.6%	47.7%	-19.1%
Literacy Goals, Exp+ ●	28.6%	50.2%	-21.6%
Maths Goals, Exp+ ●	71.4%	61.7%	+9.7%
Und. The World Goals, Exp+	71.4%	67.0%	+4.4%
Exp. Arts & Des. Goals, Exp+	100.0%	77.6%	+22.4%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

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 Nursery were screened using WellComm and all pupils in Reception were screened using Language Link. All pupils identified at risk of underachievement in this area were support through high quality teaching, intervention and monitoring. Where children remained vulnerable, external agency referrals were made for additional assessment, support and guidance.
- The impact of releasing our ELKLAN trained HLTA to provide speech and language support full-time across the week has allowed a significant increase in capacity to meet the SLCN needs across the Federation. It has allowed for timely targeted intervention and individual assessment for pupil's identified as having a barrier to learning in this area.
- Pupils who flagged RED (intervention recommended) from the Language Link assessment completed a weekly intervention in two small groups with a reception teacher. Intervention package, session plans and resources provided by HW.
- We continue to see an increase in the number of children moving out of the Early Years phase continuing to require on-going therapy and in-school intervention for SLCN.

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

- During the academic year, 208 pupils, (33% pupil premium) across the Federation accessed a Thrive intervention.
- This was a combination of 1:1 sessions, groups, Hamish and Milo and transition support.
- Pupil and parent voice in relation to impact remains positive. The demand for places and referrals remains high.
- Learning walks and monitoring show that the majority of pupils across the school demonstrate positive learning behaviours. This is also supported by the impact of the 'Zones of regulation' – children are more confident to visit regulation stations and identify there own emotions.

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

- The increase in capacity to our pastoral team has positively supported our timely response for parents in better meeting the increased demand upon our Early Help offer.
- In-person parent events such as learning afternoons have yielded a good attendance by the majority of parents.
- Over the course of the academic year, we ran 3 Family Thrive courses enabling us to provide support for 14 families. Through feedback forms collected, parents have expressed the course has had a positive impact on their personal understanding and on their child and wider family; we currently hold an active waiting list for future courses

Outcome 4b: Children will have access to engage with a wide variety of additional opportunities and experiences.

Sporting event opportunities

84 of 109 pp pupils – 77% of children in KS1 and KS2 attended a sporting event.
71% of all pupil premium children – including reception.

Club data
86 of 118 pp pupils – 73% - up 22% from last year – pupil premium children who accessed an after-school club provision.

Trips
Every year group committed to delivering a wide range of trips and opportunities for all children. Highlights include Bawdsey residential, Pipers Vale Gymnastics and Duxford for Year 6, Fitzwilliam Museum and an immersive Tudor day for Year 5, Suffolk Food and Farm Fair for Year 4, Colchester Zoo for Year 3, Pipers Vale Gymnastics for Year 2, Animal World visit to school for Year 1, local area walks in reception and a very successful Happiness Festival held in the summer term at both schools!

Outcome 5: Pupils will have good attendance at school.

Colneis attendance

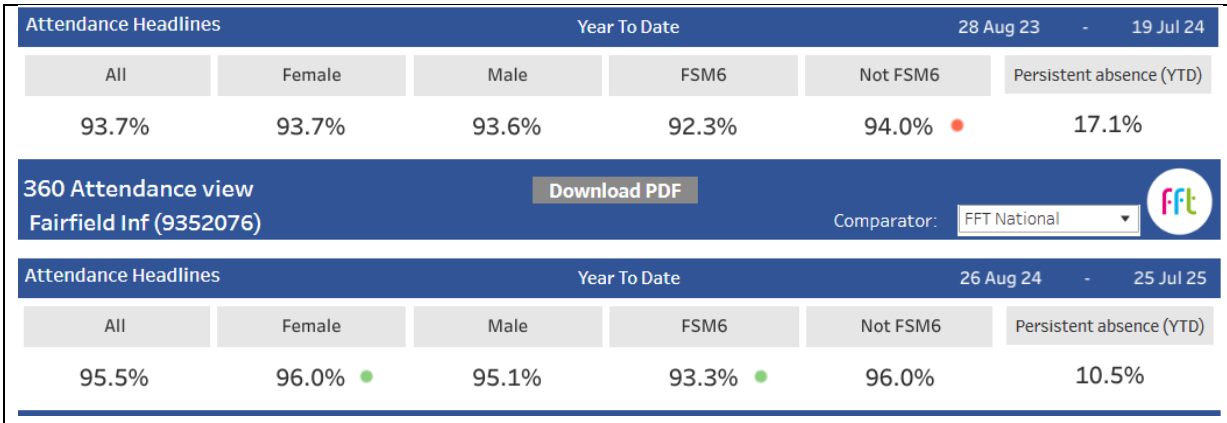
360 Attendance view
Colneis Jun (9352131)
Download PDF
Comparator: FFT National

Attendance Headlines	Year To Date	28 Aug 23 - 19 Jul 24			
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
94.0%	94.0%	94.0%	89.7%	95.0%	13.2%

Attendance Headlines	Year To Date	26 Aug 24 - 25 Jul 25			
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
95.4%	95.5%	95.3%	92.8%	96.1%	9.1%

Overall attendance +1.4%
FSM attendance +3.1%
Persistent absence – 4.1%

Fairfield attendance



Attendance Headlines	Year To Date	28 Aug 23 - 19 Jul 24			
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
93.7%	93.7%	93.6%	92.3%	94.0%	17.1%

360 Attendance view
Fairfield Inf (9352076)
Download PDF
Comparator: FFT National

Attendance Headlines	Year To Date	26 Aug 24 - 25 Jul 25			
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
95.5%	96.0%	95.1%	93.3%	96.0%	10.5%

Overall attendance +1.8%
FSM attendance +1%
Persistent absence – 6.6%

Outcome 6: Investigating other barriers to learning that may make our children vulnerable to the progress they could make.

Pupil premium children continue to be a characteristic that all teachers across the school are aware of and ensure that support is appropriate within each class for these children.

Discussions at pupil progress meetings are in depth and the progress of these children is closely tracked using the data from both the NTS tests and the teacher assessments.

The common link between SEND and PP remains a barrier for some children's level of progress. This is again closely monitored with appropriate support in place.

Interventions used well across the schools to support any potential gaps.

Outcome 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?

The behaviour policy has been in place for a number of years and incidents are tracked and shared amongst the DSL team to ensure a full picture of each child is received.

Values continue to be a real strength across both schools. Children are responsive to these and understand their meaning. Regular SLT assemblies keep these fresh and are supported by displays in the classroom. Positive recognition boards make clear reference to the school values.
Zones of regulation is in use in all classrooms. Children have access to a calm space and are regularly encouraged to visit these areas to self-regulate.

Academic Year 2024/25 – Colneis

255 negative behaviour incidents

169 recorded incidents for PP children.

66% of the incidents attributed to PP children.

For deeper context – 78% of these incidents refer directly to 3 specific children who have clear behaviour plans in place to support them. 2 of them are on the SEND register.

Academic Year 2024/25 – Fairfield

402 negative behaviour incidents

209 recorded incidents for PP Children

52% of the incidents attributed to PP children.

For deeper context - 94% of these incidents refer directly to 3 specific children who are all also on the SEND register and have behaviour plans and risk assessments in place.

Looking ahead to Year 3

As we move forward into the final year of this plan, We will continue to work and improve upon the original targets, whilst also looking at research and best practice to how we can continue to champion pupil premium children and ensure their progress.

- Interventions – we have now moved away from the 'intervention teacher' role. A lot of work has gone into expanding the 'inclusion' team and this has involved the redeployment of two Tas into a new role. They are working closely to support the SENDCO and as part of their role, are delivering bespoke and targeted interventions to support children across the federation. Year groups continue to keep pupil premium children at the forefront of conversations, including at pupil progress meetings and understand how to meet the needs of these children utilising our universal offer.
- The feedback and marking policy will be officially launched in September following successful trials across the school. The aim of the policy is to support teacher workload and ensure that children are getting 'live' immediate feedback during every lesson. It acknowledges the importance and position of in depth marking, as well as self and peer marking but emphasis live marking to ensure that misconceptions are being highlighted quickly and children are supported with making immediate progress.
- TA training continues to be a real priority. Behaviour and aggression training was completed in Year 2 of the plan, supporting all staff to understand both themselves and the children better. This has ensured that there are more positive interactions happening daily in every classroom and that all children will be adequately supported to regulate quicker when things are difficult. This has combined with zones of regulation training and following successful trials, every classroom will have a 'regulation station' in each classroom and children will be encouraged to develop their self-regulation strategies even further.
- Lunchtimes – we will be looking to redeploy our teaching assistants to support lunchtimes. We are hoping that this will give our children a better experience at lunchtimes and provide them with adults who will be able to support them more consistently and greatly improve the experience of lunchtime. This will be trialled at Colneis first and will follow at Fairfield if successful.
- Continued support from Thrive – this is an increasingly in demand offer across the federation. Hamish and Milo, a social and emotional intervention will be utilised to support group work.
- School trips – enhancing the 'offer' to all children. Year groups will continue to offer three trips a year. We are also developing our relationship with Felixstowe school, enabling us to offer more sporting opportunities. Our own sports coach will also contribute towards attendance at events and he will also run a sensory group too.

Externally provided programmes

Programme	Provider
N/A	