

An illustrative example of a completed primary template is available at:
<http://tsCouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>

Pupil premium strategy statement (primary)

1. Summary information					
School	Fairfield Endowed Junior School				
Academic Year	2018-2019	Total PP budget April 18-19	£164,840	Date of most recent PP Review	July 2018
Total number of pupils	195	Number of pupils eligible for PP	130 (66%)	Date for next internal review of this strategy	July 2019

Use measures that replace levels.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school) (National not available until Dec 2018)</i>
% achieving in reading, writing and maths	59%	55%
% making progress in reading	92%	96%
% making progress in writing	99%	99%
% making progress in maths	98%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor oral language skills which impact inference, reasoning and problem solving.
B.	Lower level of life experience.
C.	Undiagnosed medical and SEND issues on arrival in the school.
D.	Children arriving into Y3 working 2 years + behind with no outside agency involvement.

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Low attendance of some children on the vulnerability list.
B.	Poor punctuality of some children on the vulnerability list.
C.	Increasing numbers of children who are on the vulnerability list with challenging home circumstances and external agency involvement.
D.	Rising thresholds and cuts to supporting services e.g. MAT Team, Social Care.
E.	Highly mobile school population who have often attended several other schools before arriving here.
F.	Increasing numbers of parents who hold down multiple jobs leading to children being cared for by multiple family members throughout the week hence impacting the chance to practise basic skills at home.

G.	Education not always the prime concern of families who have other challenges to deal with.	
H.	In some cases lack of access to resources such as books and libraries.	
I.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school. E.g. PE kit.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Parents have the opportunity to engage with school despite other challenges.	Parental questionnaire shows continued positive responses. Maintaining/increasing attendance levels at parental consultations. Increased attendance at parental support events e.g. family cooking, curriculum celebration events
B.	<p>Oral language development within school continues to improve and supports development in writing, reasoning and problem solving.</p> <p>Pupils read regularly and have access to high quality texts in Literacy and in Guided Reading.</p> <p>Pupils have the opportunity to write extended pieces which apply their Literacy skills across the curriculum e.g. in Topic and Science Learning and will receive effective feedback to help them improve these pieces.</p> <p>Pupils will complete guided reasoning in Maths several times a week to build and develop mathematical language</p>	<p>Reading attainment is maintained and improved. PP boys writing attainment will rise to decrease the gap with non PP boys. Writing attainment across the school improves to be in line with reading. Maths attainment improves with a particular focus on reasoning. Continue use of Pie Corbett approach to writing within school to build speech and language skills within Literacy particularly in Lower school. Engage with older members of the community and our families to support reading within school. Vulnerable children heard read as often as possible in school to close the gap with reading 4x a week. Children rewarded through star system for the number of times they read outside of normal class reading. Daily reading lessons concentrating on explicit teaching of reading skills e.g. retrieval, inference, fact and opinion across the school. Children will be encouraged to complete an individual purple reading journal logging their own reflections on what they have read as well as book reviews.</p>
C.	<p>Children across the school have the opportunity to access a wide range of life experiences.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Clubs continue to run wide range of extra-curricular clubs including, Dance, Debating. Year groups run multiple trips each year aiming to take the children further afield and give a wide range of experiences. Expand the range of trips available e.g. R.E. trip for whole school to develop awareness of other faiths and cultures. Outreach trip to visit Derby university to raise aspirations. Music provision continues within school. Residential trips continue. Forest schools begins across the school.</p>
D.	Parents are supported to support their children.	<p>Increase in number of families working with the school funded Family Liaison Officer. Continued use of breakfast shop. Continued use of before and after school clubs. Continued access to supportive services such as Crossroads, school counsellor, MeToo.</p>

E.	Children will have opportunities in school to read and consolidate x tables.	<p>Pupils will read at least 4 x a week.</p> <p>Pupils will read with a school adult or individually to close the gap towards reading 4x a week.</p> <p>Children will complete times table consolidation activities daily in class.</p>
F.	Vulnerable and PP children will meet national expectations for punctuality and attendance.	<p>Parents will be informed of their child's attendance and punctuality through parental consultations and/or written reports 3 times a year.</p> <p>The school will contact parents proactively of attendance slips.</p> <p>Parents will receive letters celebrating improvements in attendance.</p> <p>The Head Teacher will conduct attendance interviews with parents where there are attendance concerns.</p> <p>Punctuality and attendance will be monitored monthly to highlight any concerns so that timely intervention and support can occur.</p> <p>Invite.</p> <p>Children invited to free breakfast club to help them improve attendance as appropriate.</p>

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop oral and writing skills	<p>Continue Pie Corbett Talk for Writing across the school.</p> <p>Give increased opportunities to apply writing skills across the school in more extended pieces of writing.</p>	<p>Identification of a weakness in writing – particularly in articulating ideas and being able to structure a text.</p> <p>A significant gap between boys and girls in writing attainment and even more so between PP boys and non PP boys.</p> <p>Less opportunities for extended writing within the Talk for Writing model.</p>	<p>Monitoring by the Literacy lead throughout the year.</p> <p>Continued CPD via Talk for Writing providers.</p> <p>One afternoon management time for Literacy lead.</p>	Jill Hewson	Each term.
Develop explicit reading skills for inference.	<p>Continue with Headstart reading comprehension materials across the school.</p> <p>Begin explicit reading lesson 5 times a week across the school targeting explicit reading skills such as retrieval and inference.</p>	<p>Identification of inference as a key development area from monitoring of summative assessment across the school.</p> <p>Identification of oracy and reading as key area to develop across the school.</p>	<p>Monitoring by the Literacy lead throughout the year.</p> <p>Question level analysis of summative assessment by all staff to be shared at Staff Meetings.</p> <p>Monitoring of summative Reading Scores.</p> <p>One afternoon management time for Literacy lead.</p>	Jill Hewson	<p>One staff meeting each term.</p> <p>Post each of the 3 summative testing weeks.</p> <p>Staff to support vulnerable and PP readers after school once a week in groups of 1:3 during Autumn 2 and Spring 1/2</p>
Total budgeted cost					£4000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Accelerate progress for children who arrived in Y3 at PKF and low year 1 levels</p>	<p>Children to work in class this year as they are now Year 5.</p> <p>2 children will work in lower years to allow them to fully access the KS2 curriculum. 7 children will work in a smaller Y5 class with appropriate support and differentiation as appropriate.</p> <p>Fresh Start intervention program for key children in Y5</p>	<p>Baseline testing and KS1 confirmed that 9 of the current Y5 children were working at reception and low Y1 levels on entry to Y3. Baseline testing and KS1 confirmed that 7 of the current Y4 children were working at reception and low Y1 levels on entry to Y3. KS1 results show that 59 of the current Y3 children will arrive working at reception and low Y1 levels on entry to Y3. This will be confirmed using CAT testing to baseline.</p> <p>Children have made expected progress throughout their time here but we now need to accelerate progress to close the gap.</p>	<p>Tracking of summative data in several forms including Book bands SPAR spelling Phonics assessment Arithmetic scores</p> <p>Tracking of referrals to school doctor service. Tracking of referrals to agencies</p> <p>SENCO to monitor children termly with class teacher. Pre teaching intervention whenever possible to allow access during class teaching. Reading in school as often as possible to build basic skills and ensure continuity.</p> <p>SENCO to continue to pursue GRIP and EHCP funding for these children to support provision of extra support in class as well as focused intervention beyond the first 9 hours for each child.</p>	<p>Chandra Wood (SENCO) Class teachers Sue Parkes Andrew Pace</p>	<p>Review monthly with Head Teacher re SEND/Medical referrals.</p> <p>Review progress and attainment termly with SENCO</p> <p>Review teaching through AfL weekly adjusting as needed.</p>
<p>Continue to maintain a profile of PP children within the school to identify sub groups such as Vulnerable and working with Social care.</p>	<p>Deputy Headteacher to focus on PP as a priority area and continue to analyse how the high number is made up.</p>	<p>Increasing number of PP (66%) this year. Now that PP are the majority of the school it is necessary to have a greater understanding of the groups within this so that we can target support.</p>	<p>One afternoon dedicated management time.</p> <p>RMIntegris training for relevant staff to ensure they can access analysis needed.</p> <p>Consideration of role of ICT tracking system to ensure it supports analysis of sub groups within PP to mirror school approach.</p> <p>Focus on vulnerable PP boys reading within school and identification of strategies to accelerate progress.</p>	<p>Sue Parkes</p> <p>Sue Parkes/Jill Hewson</p>	<p>Termly by discussion with head teacher. Findings shared with all staff at staff meetings.</p>

Detailed monitoring of in school interventions in terms of progress achieved, collated centrally.	Develop a system so that the paper tracking of intervention is now put onto the Insight tracking system for children on the SEND register.	To allow the impact of interventions to be accurately assessed so that TA time and input can be optimally managed. To allow interventions to be applied in a timely way to maximise individuals progress.	All interventions to be recorded via Insight. Sue Parkes to train Alison Thyer to do this.	Sue Parkes Alison Thyer	Termly review with head and SENCO to determine effectiveness.
To provide an outside learning regime for key children to develop social and language skills.	Forest schools	Key children throughout the school struggle with social relationships and social language skills. Many children in school have limited life experiences.	Forest schools sessions begin now that training is complete. Children to access a wider area through the use of a mini bus to allow them to see beyond their school and estate.	Nathan Neequaye	Termly review with Head teacher.
Develop the oral skills of high attaining pupils including PP	Debating Club in school Enter Public Speaking Competition Locally	Our current attainment shows that many of our PP attain highly in reading (42% in upper school) and we therefore need to expand the experience and skills of these pupils further.	Develop speaking in an after school club over a term. Mentor the children to develop a piece of speaking for the Speaking competition locally.	Alison Thyer	Review with Head, Alison Thyer and Literacy Lead to see if this can be further built on in school.
A wide range of clubs to expand aspirations and life experiences for all children but PP children explicitly invited	Guitar Ukelele Multi Sports Science Gardening Choir Newspaper Club Debating Dance	We have identified that many of our children do not have access to extra curricular activities outside of those provided by school due to a mixture of poverty, parental working patterns and access into town from the estate.	We use several outside providers and monitor quality. Athletics Science Dance We also use staff with specialist training and experience in music and sport.	Neil Redman Nathan Neequaye Tracey Johnson	Head to review with staff offering clubs each large term so that the newsletter can accurately reflect what is on offer allowing as much access and notice as possible.
Total budgeted cost					£108,646

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting parents to support their child's learning.	School funded Family Liaison Worker	Increasing vulnerability in school (can be seen in Y3/4 57% as opposed to 44% in Y5/6)	Performance management	Emma Mellor	Termly
Improved health and well-being of school community and reaching	School funded Family Liaison Worker runs breakfast shop, family cooking club.	Context report produced which shows lower life expectancy in community due to poverty. Some obesity. Life expectancy for men 9	Buy into scheme to fund breakfast shop.	Emma Mellor Nathan Neequaye	Termly

<p>out into wider community.</p>	<p>PE coach runs family and child exercise session weekly and parent walking club. All children do a Monday Mile each week.</p> <p>School produce and distribute healthy eating information to parents.</p>	<p>years lower than national average, for women 7 years lower.</p>	<p>Training for staff to ensure all current opportunities for involvement are sourced. Action plan and review to ensure impact.</p>		
Total budgeted cost					£20,400

6. Review of expenditure				
Previous Academic Year		2017/208		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop oral and writing skills	Implement Pie Corbett Talk for Writing across the school.	Writing Attainment for Current Y6 – rose from 43% ARE or better at the end of Y4 to 65% at the end of Y5. Writing Attainment for Current Y5 – rose from 35% at ARE or better at the end of Y3 to 59% at the end of Y4. Writing Attainment for Current Y4 – rose from 44% at ARE or better at the end of Y2 to 58% at the end of Y3	Pie Corbett approach will continue across school. There is now a need to develop and hone the approach further in upper school so that the full impact of the Book Talk approach on children's ability to unpick a text can be built upon.	None
Develop explicit reading skills for inference.	Implement Headstart reading comprehension materials across the school.	Reading inference has improved across the school as is demonstrated by Reading Results across school during 2017/2018	Continue with Headstart across the school.	None
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate progress for children who arrived in Y3 at PKG and low level 1.	Employment of an experienced KS1 to work with a group of 10 children to develop basic numeracy and literacy to allow them to access the KS2 curriculum as soon as possible. Member of staff to also work as SENCO	Analyse progress for Chan's group Reading particularly. Analyse fact the 7 out of 9 have now rejoined year group with support.	The approach allowed greater focus on the needs of children working significantly below but it was felt that for some there was a balance needed between their social development with age appropriate peers within the school and the academic acceleration. Therefore this year, 6 out of 9 children will be dispersed throughout the school. 3 will be within younger year groups as it is felt that this will aid their social development more successfully, 6 will return to Y5. As a whole children who are working at the very bottom of their year group or significantly behind will work in a much smaller group with significant TA	

Develop a profile of PP children within the school to identify sub groups such as Vulnerable and working with Social care.	Deputy Headteacher to focus on PP as a priority area and consider how the high number is made up.	This has been maintained throughout the year and it has become clear that the biggest group who show barriers to learning in school are the children we consider vulnerable. This was shared with OFSTED at the last Section 8 inspection. This has enabled the school to prioritise schemes such as the breakfast club and the Family Liaison Worker Post.	We will continue to main this and use it to inform where we allocate effort and funds e.g. Family Liaison work, family outreach, family support.	
Detailed monitoring of in school interventions in terms of progress achieved, collated centrally.	Investigate how the paper assessment which is already collated by an HLTS as line manager for TAs can be demonstrated via the	It has been possible through this system to show progress in small steps for children who overall show as working below on the tracking system. This had an impact on the ease of reporting to other agencies e.g. Ed Psych and on the quality and detail within case studies.	Continue to track SEND children in this way but also look to taking this further with in Maths and particularly writing where SEND children can be tracked against a lower Year groups objectives to show progress in smaller steps.	None
To provide an outside learning regime for key children to develop social and language skills.	Forest schools	This has a positive effect on children who took part allowing them to build relationships both within their own peer group and with staff which resulted in several children being able to go back to working with their peer group rather than in intervention groups.	The use of the FINS grounds was inadequate and now the Nathan Neequaye has been fully trained, we are investigating the use of a minibus to allow children to engage in a full range of Forest Schools activities across the school.	
Develop the oral skills of high attaining pupils including PP	Debating Club in school Enter Public Speaking Competition Locally	The school won the speaking competition locally. His has the effect of raising the profile of the school and of speaking and listening skills within the school as a whole as the team delivered their piece in front of both parents and pupils	Parents and children are aware of the high priority of Speaking and Listening within the school. All children within school had excellent role models for speaking skills. Speaking skill shave been given a high status within school.	None.
A wide range of clubs to expand aspirations and life experiences for all children but PP children explicitly invited	Art Guitar Ukelele Multi Sports Scratch (Computing) Science Gardening Choir Newspaper Club Debating	There has been a steady uptake of clubs by PP children and this has been supported by the before and after school club which allows children who might otherwise be unable to attend to take advantage of other opportunities offered within school.	Continue to offer as many opportunities as possible. Continue to offer after school club so that children can access additional clubs.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Supporting parents to support their child's learning.	School funded Family Liaison Worker	Increased engagement from hard to reach families and children. Increased liaison with other outside agencies. Increased monitoring of lateness and absence and picking up reasons and solutions with families. Identification of additional opportunities to support and engage with families identified.	This will continue.	
Improved health and wellbeing of school community.	School funded Family Liaison Worker runs breakfast shop, family cooking club. PE coach runs family and child exercise session weekly and parent walking club. All children do a Monday Mile each week.	Monday Mile Parent and children sports activities Athletics Club Multi sports club Gifted and Talented sports each week Increased school involvement in sports competitions Increased success in sports competitions Increase in school pride and belonging	This will continue	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk