

Pupil Premium Strategy Statement

Fairhaven CE VA Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	98 (Sept 2022)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chair of Governors
Pupil premium lead	Mrs. S Lake (Head Teacher)
Governor / Trustee lead	Mr. F Shippam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,240
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	PP £10,971 RP £934
Total budget for this academic year	£30,765

Part A: Pupil premium strategy plan

Statement of intent



As a Church of England school, Fairhaven CE VA Primary School's strong Christian values '*Belief-Friendship-Diversity-Achieve*' underpin all that we do as a school. Our intent is that all pupils regardless of their background or the challenges they face can learn. We aim to provide a variety of learning experiences for our young people and encourage them to explore their interests, find their talents and flourish. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective equitably and inclusively. We recognise that each pupil is unique and will have dissimilar needs, which may vary throughout their time in the school.

Providing a rich and varied curriculum is at the heart of our approach, where pupils can find and celebrate success. Alongside this, we ensure that high-quality teaching focuses on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is central to our plans for education recovery. To close identified gaps exacerbated by the pandemic, we will provide targeted support through the National School Led Tutoring Programme and employ additional experienced, highly skilled teachers for targeted academic and mental/emotional support.

Our key principles are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Ensure all pupils develop interests and feel successful
- Develop a language-rich curriculum across EYFS, KS1 and KS2 that develops pupils' vocabulary and access to knowledge across the curriculum.
- Enable pupils to look after their social and emotional well-being and to develop healthy learning attitudes and behaviours.
- Ensure that all disadvantaged pupils are challenged in their work; including those who can achieve at the highest level
- Ensure disadvantaged pupils achieve and attend school in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>The demographic of the school is slowly changing, with an increased number of pupils eligible for Pupil Premium Grant (PPG). There is a higher number of pupils eligible for PPG starting in EYFS. All staff need to develop their understanding of effectively meeting the needs of disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest some pupils in EYFS/KS1 who are eligible for PPG have significant underdeveloped oral language skills and vocabulary gaps, in comparison with their peers. They also have greater difficulties with phonics, and this negatively impacts their development as readers.</p> <p>In 2022, 100% of disadvantage pupils did not pass the Year 1 phonics screening test.</p>
3	<p>Statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of Key Stage 2.</p> <p>End of Key Stage 1 Results 2022 PP pupils achieved better than non-pupil premium pupils.</p> <p><u>Reading</u> 100% of PP pupils achieved the expected or above the expected standard 80% of NPP pupils achieved the expected or above the expected standard</p> <p><u>Maths</u> 100% of PP pupils achieved the expected or above the expected standard 80% of NPP achieved the expected or above the expected standard</p> <p><u>Writing</u> 100% of PP pupils achieved the expected or above the expected standard 70% of NPP pupils achieved the expected or above the expected standard No PP pupils achieved greater depth in any statutory assessment.</p> <p>End of Key Stage 2 Results 2022 PP pupils achieved less well than non-pupil premium pupils.</p> <p><u>Reading</u> 50% of PP pupils achieved the expected or above the expected standard</p>

	<p>67% of NPP pupils achieved the expected or above the expected standard</p> <p><u>Maths</u></p> <p>25% of PP pupils achieved the expected or above the expected standard</p> <p>75% of NPP achieved the expected or above the expected standard</p> <p><u>GP & S</u></p> <p>50% of PP pupils achieved the expected or above the expected standard</p> <p>83% of NPP pupils achieved the expected or above the expected standard</p> <p><u>Writing</u></p> <p>50% of PP pupils achieved the expected or above the expected standard</p> <p>92% of NPP pupils achieved the expected or above the expected standard</p> <p>No PP pupils achieved greater depth in any statutory assessment.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which have affected self-esteem and anxiety levels. These challenges particularly affect disadvantaged, including their resilience, approach to learning and their attainment.</p> <p>Several pupils in upper Key Stage 2 currently require additional support with social and emotional needs and have precision teaching and small group interventions. Some of these pupils are disadvantaged.</p>
5	<p>Pupils eligible for PPG do not have equal access to extra-curricular activities and life experiences, due to household financial pressures.</p>

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
1. Improved staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.	The Headteacher and Subject Leaders will have planned a curriculum that recognises the needs of disadvantaged, SEN. This is reflected in all curriculum plans, is evident in all lessons and leads to all pupil groups being able to access and achieve high outcomes.
2. Pupils in EYFS/KS1 who are eligible for PPG will have an increased acquisition of vocabulary and will have opportunities to use this vocabulary effectively.	Pupils in EYFS/KS1 who are eligible for PPG will be able to use oral language and vocabulary for a wide range of uses and across the curriculum.

	<p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessments.</p> <p>British Picture Vocabulary Scale will be used to screen and identify pupils in need of early intervention.</p>
3. Improved phonics attainment among PP pupils.	In 2022/23 we are targeting 75% of PP pupils to score 32 or higher in the Year 1 Phonics Screening Test.
4. Higher rates of progress across KS2 for targeted groups of PPG children	Pupils eligible for PPG make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. This will be measured in Years 3 to 6 by teacher assessments and be reported termly to Governors
5. To achieve and sustain improved wellbeing and attitude towards learning for all pupils in our school, particularly our disadvantaged pupils.	<p>Specialist support is in place to support social, emotional, and mental health of all pupils, particularly disadvantaged</p> <p>Observations of pupil participation during lessons Parent views and pupil voice on self-esteem / wellbeing collected via pupil survey</p> <p>Opportunities in place for all pupils, especially those who are working below key stage standards to achieve in other areas of school life</p> <p>Schools' ethos of growth mind-set is evident during lesson observations / monitoring conversations with pupils</p>
6. All PPG children able to access the same provision and extra-curricular opportunities as others.	PPG children will attend after school clubs and will attend school trips.

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: £7,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for foundation subject, Maths and English leaders to ensure that each subject leader has considered and planned the curriculum so that all pupils, including those eligible for PPG, can access all elements.</p> <p>School leaders build a curriculum that builds the knowledge and skills of all pupils, including those eligible for PPG; throughout EYFS, KS1 and KS2.</p> <p>Fund teacher release time to explore / embed understanding of CUSP curriculum.</p>	<p>Investing in an excellently planned and delivered curriculum will engage pupils in their learning and ensure that they have the skills necessary to move on to the next stage in their education.</p> <p>Evidence suggests that an emphasis on 'Quality First Teaching' and providing consistently high standards will support all pupils, including those eligible for PPG.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Enhancement of our maths and writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths and English Hub resources and CPD.</p> <p>Maths subject lead will be involved in the Maths mastery CPD with the Norfolk Maths Angles hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	<p>1 & 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme, (Read, Write, Inc Phonics) to secure stronger phonics teaching for all pupils.</p> <p>Provide Read Write Inc phonics training to all staff (teachers and TAs) looking at pedagogical approaches and implement</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1 & 3</p>

<p>straight away</p> <p>Subscription to Read Write Inc training and resource repository to allow for model lessons to be viewed and help embed consistently good practise</p> <p>Purchase of phonic reading books to compliment teaching</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Development of oracy in the classroom. Refresher CPD on Eklan strategies.</p> <p>Use of Language Intervention (Talk Boost) to support the development of oral language skills.</p> <p>CPD on development of classroom talk for knowledge acquisition and development of spoken language skills.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 & 2</p>

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

Budgeted cost: £14,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children in Upper Key Stage 2 to access individualised and group programme to ensure	Evidence consistently shows the positive impact that targeted academic support can have, including on those not making good	4

<p>they make at least the same progress of non-pupil premium pupils.</p> <p>HLTA to champion drive for improvement, monitor the progress and attainment of specific children.</p> <p>Misconceptions and gaps in learning identified.</p>	<p>progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group targeted intervention to classroom teaching, is likely to be a key component of an effective PP strategy.</p> <p>(EEF)</p>	
<p>HLTA to give immediate feedback to support progress. HLTA will also use mentoring strategies to motivate individual children.</p> <p>HT to investigate Bloom's Mastery Learning.</p>	<p>Feedback studies tend to show very high effects on learning. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's mastery learning", tend to have a positive impact.</p> <p>(EFF)</p>	4
<p>Use School led tutoring (1:1 and small groups) to deliver catch-up sessions.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one or small group tuition. Low attaining pupils are particularly likely to benefit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	

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

Budgeted cost: £8,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Outdoor learning and / or Forest School for all pupils in Sycamore, Chestnut and Beech during 2022-23. Incorporating Oak Class during 2023-24.</p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged</p>	1,5 & 6

	<p>pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence, and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
Registration to AQA Unit Award Scheme and 5 individual pupil accounts	Provide and celebrate learning opportunities for pupils working below key stage levels.	5 & 6
One to one support from child and adolescent counsellor and art therapist provide SEMH support to pupils, including those eligible for PPG.	Evidence from previous academic year shows that pupils, and their families, who have received targeted support, have reduced levels of school anxiety and improved understanding of emotions/feelings. In turn this has led to improved participation in lessons.	5 & 6
<p>Subsidising all enrichment activities:</p> <p>1:1 music lessons School trips Residential stays</p>	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p> <p>DfE Research to understand successful approaches to support the most academically able disadvantaged pupils (2018)</p>	5 & 6
Subsidising of breakfast clubs and after school clubs for eligible pupil premium pupils.	Offering before school breakfast, enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. After school clubs offer working families support and allow disadvantaged children the same opportunities as non-disadvantaged pupils.	4

Total budgeted cost: £30,234

Part B: Review of the previous academic year – 2021 / 22

Outcomes for disadvantaged pupils

Fairhaven Primary's previous strategy was separated into three sections and will be reviewed using this format.

A – Basic Needs

Maslow's hierarchy of needs states that the physiological needs of water, clothing and sleep are the most important of all needs. If these are not satisfied the body cannot function and other needs cannot be met. We know that some children do not have breakfast before coming to school and some are poorly clothed. The pupil premium grant allows us to ensure we can provide these basic needs for our pupils.

The PP strategy enabled us to provide breakfast, uniform and daily snacks for eligible children as well as cover the cost of school trips/residentials. The outcome of this was to "level-up" and ensure that school experiences were the same for all pupils.

B – Self-esteem and Wellbeing

For some children, lack of aspiration, self-belief and confidence are barriers to achievement. There is a need for them to believe that they can achieve and have high expectations of themselves. Child poverty may mean that children are not given the same opportunities to experience new life experiences.

Our Christian ethos ensures the emotional development and general wellbeing of all pupils is a key focus. Helping children to believe in themselves and have the confidence to try new things is a core value.

One outcome has been to help all children understand their feelings and emotions and learn strategies to cope with challenges. Another has been daily support for pupils with high anxiety, enabling them to manage the school day and return the next. One pupil who started the year on a reduced timetable finished the year attending full time.

Through our provision of 1:1 music lessons, some eligible pupil premium learnt the skill of playing a musical instrument and experienced playing solo in front of an audience. Pupil accomplishment and self-image were positive outcomes of this work.

Parent/Carer Survey Summer 22 – *The school helps my child to understand wellbeing and the importance of having a healthy, active lifestyle* – 100% of parent/carers strongly agreed or agreed.

C – Engagement and Learning

Lack of school readiness, confidence, poor mental health, and wellbeing, as discussed above, can lead to a poor attitude towards learning. In addition, low parental engagement and support, lack of understanding of how to enable their children to flourish academically can also lead to lack of engagement and aspiration.

Our 20/21 strategy focused on delivering high quality teaching to pupils, by employing an HLTA to provide extra support to the large cohort of Year 5/6 children. Focus was on providing small group tuition and high-quality feedback.

The outcome of this was a higher pupil / adult ratio (1:18) and this enabled adults to closely monitor the participation and progress of learners within lessons and give instant feedback. Engagement in school life was good with all eligible PPG children attending after school clubs during the year. School attendance was also good, with the average attendance figure for our PP cohort being 93.16%. Despite, some of the eligible pupil premium pupils making considerable progress in Key Stage 2 and particularly in Year 6, they did not achieve the End of Key Stage 1 National expected Standard in the three core subjects. Although, the school community celebrated the academic progress they had made.

End of Key Stage 1 pupil premium outcomes were good, with 100% of eligible pupil premium pupils achieving the National Expected Standard.

It needs to be taken into consideration that our year group numbers are small and this can affect the data – both in an advantageous and a disadvantageous way.

Parent/Carer Survey Summer 22 – *My child enjoys school* – 96.3% of parent/carers strongly agreed or agreed.

Parent/Carer Survey Summer 22 – *My child is making enough progress at Fairhaven* – 92.6% of parent/carers strongly agreed or agreed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write Inc Spelling	Read, Write Inc
Numicon – Big Ideas	Oxford University Press
Numicon – Early Years	Oxford University Press
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils