

Pupil premium strategy statement – Fairways Primary School

This statement details our school's use of pupil 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	411
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025
Date this statement was published	October 24
Date on which it will be reviewed	July 25
Statement authorised by	Mr L Pinchback
Pupil premium lead	SLT
Governor / Trustee lead	Miss J Cushion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,830

Part A: Pupil premium strategy plan

Statement of intent

At Fairways Primary School, we have high expectations of all our pupils. We aim for all pupils, including disadvantaged pupils, to make good progress from their starting points in all subjects. We also aim for disadvantaged pupils to achieve the nationally expected standards in all subjects by the end of KS2.

The percentage of disadvantaged children in each current cohort are:

Reception - 7 out of 65 – 10.7%

Year 1 – 11 out of 46 – 22.9%

Year 2 – 9 out of 62 – 14.5%

Year 3 – 13 out of 61- 21.3%

Year 4 – 12 out of 60 – 20%

Year 5 – 14 out of 59 – 23.7%

Year 6 – 11 out of 60 – 18.3%

Our current strategy focuses on the development of high impact teaching and learning so that all pupils' learning improves. We use whole class teaching strategies alongside the use of targeted academic support, such as interventions and booster groups to improve attainment; and other strategies which focus on improving pupil wellbeing.

Our aim is for a balance of these strategies to ensure that disadvantaged pupils have the best possible chances of success.

Challenges

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

Challenge number	Detail of challenge
1	Handwriting, spelling, punctuation and grammar skills limiting writing ability across the curriculum.
2	Lack of resilience impacting on self-confidence and co-operation when approaching work.
3	Social and emotional issues affecting learning behaviours that support independent learning.
4	Some pupils have limited experiences beyond their home life and immediate community.
5	29% (23 out of 77 pupils) of our disadvantaged have also been identified as SEN with a projected increase based on those pupils who have recently entered Reception at the start of the academic year.

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
Children make good progress, at least in line nationally and with each full cohort in school, in Reading, Writing, as well as the Spelling, Punctuation and Grammar test at end of Year 6.	End of summer 2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.
Children make good progress, at least in line nationally and with each full cohort in school, in Maths.	End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Identified social and emotional barriers to learning are addressed for individual pupils.	Pupils with identified needs will be supported to overcome barriers to learning and make good progress socially, emotionally and academically.
Disadvantaged pupils who are also identified as having a SEN, will make good progress.	Reviewed ISPs will evidence good progress from pupils' own starting points.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Senior Leadership Team to work with subject leaders to improve/enhance the teaching and learning within every subject (1 day a week)</i>	<p>We want to improve all pupils' access to Quality First Teaching through effective support and development for all teachers and subject leaders.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3
<p><i>To provide staff with resources and CPD on how to engage and enthuse pupils.</i></p> <p><i>Share good phonics practice with KS2 Staff</i></p>	<p>A whole school phonics approach is an effective way of ensuring that early reading development is successful, and is indicated by the proportion of children achieving the expected standard in the Y1 Phonics Screening Check. The school has invested in Little Wandle, and continues to do so, including time for the Phonics Lead to monitor progress and support staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3
<i>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3

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

Budgeted cost: £ 51,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Higher Level Teaching Assistant to support specified children with Reading, Spelling, Writing and ISPs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months	1,4,5
<i>Non-Teaching Deputy to oversee targeted interventions (including keep up phonics support)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4,5

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

Budgeted cost: £ 39,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counsellor to emotionally support identified children in order to develop resilience, self-confidence and well-being.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months	4,5
<i>Subsidised off site learning experiences including residential visits and school trips</i>	EEF - Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	6
<i>Subsidised extra-curricular activities</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months	6
<i>Subsidise theatre workshops and other experiences</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months	6
<i>To provide free music lessons for disadvantaged children</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months	6

Total budgeted cost: £ 109,830

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When analysing the statutory assessments, the following outcomes were noted:

Year 6 – SATS (10 disadvantaged pupils)

Reading - 40% disadvantaged pupils achieved the expected standard compared 88% non-disadvantaged (school) and 80% National.

Writing - 10% disadvantaged pupils achieved the expected standard compared 74% non-disadvantaged (school) and 78% National.

Maths – 60% disadvantaged pupils achieved the expected standard compared 76% non-disadvantaged (school) and 79% National.

Due to only 1 disadvantaged pupil meeting expected standard in Writing, this meant that our combined (Reading, Writing and Maths) data was only 10% compared to 67% non-disadvantaged National.

Year 4 – Multiplication Tables Check (14 disadvantaged pupils)

Mean average score for disadvantaged was 24.2 compared to 22.5 non-disadvantaged National. The focus on using Times Tables Rock Stars has had a positive impact.

Year 1 – Phonics (9 disadvantaged pupils)

67% of disadvantaged pupils achieved the expected standard compared to 91% non-disadvantaged (school) and 84% National. From the 3 children who did not achieve the expected standard – 1 EHCP and 1 SEN Support.

Externally provided programmes

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

Programme	Provider
NA	NA