

Pupil premium strategy statement



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	313 (253 inf)
Proportion (%) of pupil premium eligible pupils	30%
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)	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Juliette Owens
Pupil premium lead	Sally Beckenkraeger
Governor / Trustee lead	Rick Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,885
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,585
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£117,470

Part A: Pupil premium strategy plan

Statement of intent

At Fairisle Infant and Nursery School we 'expect success' for our children and our focus is that all pupils, regardless of their background or the challenges they face, make at least good progress from their starting points. Every child is individual to us and we aim to instil an enthusiasm for learning in all and a pride in their achievements. Our disadvantaged children have many additional barriers to learning that may prevent them achieving so we endeavour to use the pupil premium in a variety of ways. The intention of our pupil premium strategy is to support disadvantaged pupils to enable better outcomes by the end of KS1 and to prepare them for both the next stage of their education and their lives.

The greatest impact on closing the disadvantaged attainment gap is widely recognised to be high quality teaching, together with timely targeted support and the use of wider strategies. Inherent in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment be sustained and improved alongside progress for their disadvantaged peers.

Principles

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils are provided with the appropriate work and challenge to move learning on
- act in a prompt and timely manner to address any issues that arise
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS1. There is also an increasing number of EAL children with this increasing from 18% in 2021, 22.8% in 2022 to 35% in 2023.
2	Pupils eligible for PP can face challenges relating to social, emotional and behavioural matters that affect their wellbeing and have a detrimental effect on their attitude to learning and progress.
3	Assessments and observations of pupils suggest that disadvantaged pupils generally face more challenge when learning phonics than their peers. This is a hindrance and impacts on progress as readers.
4	There is a reduced number of enrichment opportunities outside of school for pupils eligible for PP due to financial constraints at home or the absence of opportunities made available to them, compounded by the current cost of living crisis. This impedes their social, creative and physical development
5	Attendance for pupils eligible for PP is currently below the target for all children (96.5%), thus reducing their school hours and hindering the pace of progress. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	National studies support our observations and assessments towards the impact on education that the school closures relating to Covid 19 have had on pupils, in particular those that are eligible for PP. Internal assessments indicate that we have now closed the gap for reading and are closing the gap for maths. However, there continues to be significant knowledge gaps in writing leading to pupils falling further behind age-related expectations. (see data % in review)

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - Assessments and observations indicate improved oral language and vocabulary among disadvantaged pupils. This will be evident from pupil conferencing, engagement in lessons, work scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Observations and qualitative data indicate that pupils are demonstrating an improved understanding of their own wellbeing that is sustainable. This will be evident from pupil conferencing, surveys, teacher observations and a reduction in the number of teacher referrals received
Improved Phonics attainment for disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> - KS1 Phonics outcomes in 2023/24 show that the gap between non-disadvantaged pupils and disadvantaged pupils is reducing.
Improved awareness of opportunities to support the social, creative and physical development of all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Evidence from after school clubs and external social, creative and physical events demonstrates a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance data by 2023/24 will demonstrate that the attendance gap between disadvantaged pupils and their non-disadvantaged peers has continually reduced each year this will also be the case for disadvantaged pupils who are persistently absent.
Improved writing and maths attainment for disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> - KS1 Writing and Maths outcomes in 2023/24 show that the gap between non-disadvantaged pupils and disadvantaged pupils is reducing

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Staff will have access to the National College.</p> <p>Staff will carry out CPD on our key identified areas of challenge as well as our SIP e.g. Writing, SEND, Mastery Maths, Speech and Language, Reading Framework.</p>	<p>DfE Wellbeing Charter https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf</p> <p>https://www.gov.uk/guidance/education-staffwellbeing-charter</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The Reading Framework July 2023 – see hyperlink below The reading framework (publishing.service.gov.uk)</p> <p>https://www.hispteachingschoolhub.org/ https://educationendowmentfoundation.org.uk/</p>	<p>1,2,3,6</p>
<p>Develop a synthetic systematic Phonics programme to secure stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1,3</p>

<p>Staff CPD programme developed and lead in school to understand the research around how to teach reading -a fundamental life skill that is essential to accessing the curriculum and beyond.</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework July 23 The reading framework (publishing.service.gov.uk)</p>	
<p>Enhancement of our writing and maths teaching and planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school e.g. implementing improving Literacy guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english</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>https://educationblog.oup.com/primary/the-new-dfe-mathematics-guidance-for-ks1-and-ks2#:~:text=New%20Mathematics%20Guidance%20for%20Key,their%20pupils'%20mastery%20of%20maths</p>	<p>1, 6</p>

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

Budgeted cost: £ 57,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and reading based support sessions targeted at disadvantaged pupils who require further phonics and early reading support.</p> <p>Staff will receive CPD in school to be able to target children who need additional interventions including Cued Articulation training. These sessions will be monitored for their impact.</p>	<p>The Reading Framework July 2021 – see hyperlink below Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Carry out a programme (e.g. Blast, EYFS and Word aware focus groups) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in school to be given opportunity to participate in activities, which enhance and broaden the curriculum and their learning experiences</p>	<p>Provision of a range of initiatives to extend children's experiences see: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit https://www.annafreud.org/</p>	<p>2,4</p>
<p>Children will carry out activities that will support their social, emotional and behavioural development.</p> <p>Children will have access to regular mindfulness sessions, school council, class council and other related initiatives e.g. ELSA, SAOS, EP, Solent Minds restorative practice.</p> <p>School will employ a part time ELSA and support their CPD.</p> <p>Staff will carry out CPD on Safeguarding and will understand how to sign post families to Early Help as well</p>	<p>All behaviour is communicating something. Research clearly shows that when the correct support is in place promptly, it will potentially reduce the impact that any negative lived experience has on a child's future.</p> <p>We are reaccrediting as a Rights Respecting School and fully support the CRC linked to UNICEF.</p> <p>https://www.gov.uk/government/publications/keepin-gchildren-safe-in-education--2 https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://www.annafreud.org/ https://www.unicef.org.uk/rights-respecting-schools/</p>	<p>2</p>

<p>as be able to identify behaviours that require further exploration through external agencies through the SENCo and DSL. Staff will carry our CPD on understanding the principles of Restorative Practice and ACEs. School will link with Senior Family engagement worker (West)</p>		
<p>Embedding principles of good practice set out in the DfE's advice for improving school attendance.</p> <p>Breakfast club subsidy</p> <p>Pupil Premium Lead to monitor alongside the Attendance Officer school attendance – release time to meet the EWO.</p> <p>Contingency fund to support initiatives that may need to be implemented.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>2, 5</p>
<p>Enhanced support from Educational Psychologist</p>	<p>EEF - targeted support Pupils with Special Educational Needs and Disabilities (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p>	<p>2, 3</p>

Total budgeted cost: £117,470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

GLD	FIN Disadv	NA Disadv	FIN non Disadv	NA non Disadv
EYFS GLD	73.3%	52.1%	71.2%	69.9%

73.3% of the school's **Disadvantaged** cohort achieved a good level of development, **11 pupils** out of 15. This was **3.4%** higher than the **national Non-Disadvantaged** cohort at **69.9%**.

Phonics

Phonics	FIN Disadv	NA Disadv	FIN non Disadv	NA non Disadv
Yr 1	55%	67%	85.2%	82.3%
Yr 2	66.7%	53.2%	85.7%	62.6%

55.0% of the school's **Year 1 Disadvantaged** cohort achieved the expected standard in Phonics, **11 pupils** out of 20. The **school's gap to Non-Disadvantaged** pupils nationally has **decreased by 26.2%** from -1.0% in 2021/22, to -27.2% in 2022/23. There **continues to be a gap** between Fairisle and National Disadvantaged as well as between Non Disadvantaged. By the **end of Key stage 1** Disadvantaged children at Fairisle perform **better than National**.

KS1

END OF KS1	FIN Disadv	NA Disadv	NA non Disadv
Reading ARE+	78.4%	54.1%	72.8%
Maths ARE+	67.6%	55.9%	75%

78.4% of the Disadvantaged cohort achieved the expected standard in Reading, **29 pupils** out of 37. This was **5.6%** higher than the **national Non-Disadvantaged** cohort at **72.8%**. The **school's gap to Non-Disadvantaged** pupils nationally has **improved by 9.4%** from -3.8% in 2021/22, to +5.6% in 2022/23. The Disadvantaged cohort's **Reading Expected Standard** has **increased by 10.8%** from 67.6% in 2021/22, to 78.4% in 2022/23.

67.6% the school's Disadvantaged cohort achieved the expected standard in Maths, **25 pupils** out of 37. This is **7.4%** lower than the **national Non-Disadvantaged** cohort at **75.0%**. The **school's gap to Non-Disadvantaged** pupils nationally has **improved by 8.0%** from -15.4% in 2021/22, to -7.4% in 2022/23. The Disadvantaged cohort's **Maths Expected Standard** has **increased by 10.8%** from 56.8% in 2021/22, to 67.6% in 2022/23.

Our Emotional Literacy Support Assistant continues to have a designated space to hold 1:1 or group sessions. 70% of the ELSA time was allocated to support identified disadvantaged children to help meet needs as identified in Maslow's theory and provide the best possible scaffolds for success. With an increasing number of ELSA

referrals being made, the ELSA continues to support staff with techniques they can use in the classroom to support children, developing staff knowledge and skills. The ELSA is attending regular ELSA network meetings to ensure their knowledge and understanding is up to date.

Absence

The attendance gap between disadvantaged and non-disadvantaged pupils has closed again to 1.5% with our disadvantaged pupil's attendance in 2022-23 being 91.6% whilst non disadvantaged attendance was 93.1%.

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
Computing and curriculum	Purple Mash