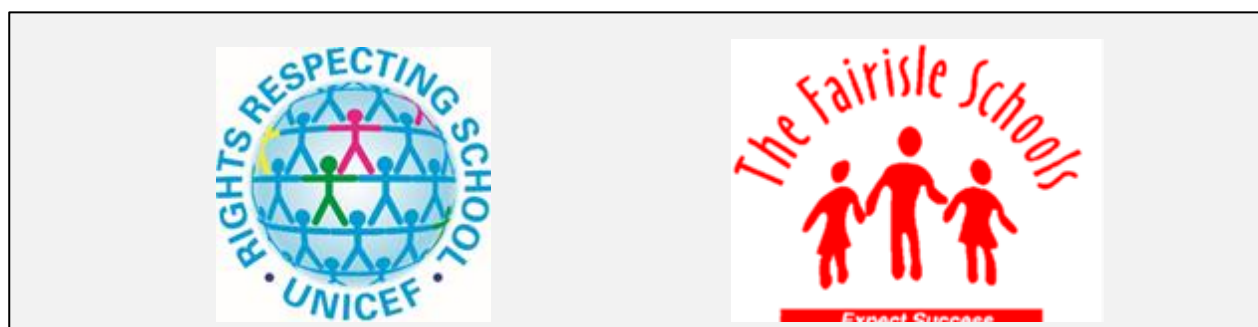


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fairisle Infant and Nursery School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Susanne Ottens
Pupil premium lead	Juliette Owens
Governor / Trustee lead	Rick Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,345
Recovery premium funding allocation this academic year	£8,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,975
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Part A: Pupil premium strategy plan

Statement of intent

Our focus here at Fairisle Infant and Nursery School is that all pupils, regardless of their background or the challenges they face, make at least good progress from their starting points. 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 the next stage of their education.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those that are 'looked after children' and high achieving pupils. The content outlined within this statement will support the needs of all pupils, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to our chosen school improvement priorities:

2021-2022

- **Mental Wellbeing – Prioritising Wellbeing across the school community**
- **Mathematics – to close gaps in children's mathematical knowledge**
- **Early Years Foundation Stage – ensuring that the new framework is securely embedded**
- **Physical Health – promoting children's physical health**

Our approach will be receptive to shared challenges and individual needs, embedded in purposeful diagnostic assessment and research evidence. The approaches we have adopted complement each other to help pupils be the best that they can be.

To ensure they are effective we will:

- 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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. The restrictions of Covid 19 have influenced this age range and this slows progress in literacy in subsequent years.
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. Covid 19 restrictions have increased susceptibility to more frequent issues arising. Teacher referrals for support have notably increased during the last 18 plus months with a significant number being disadvantaged pupils.
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. 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. Autumn 1 88.9% /3.8% gap and 8% PA 21 pupils who are disadvantaged. 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 this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in the core subjects particularly in Maths. End of KS1 – meeting the expected standard and above Maths 6.2% Disadvantaged to 15.4% Non-Disadvantaged Reading 53.8% Disadvantaged to 71% Non-Disadvantaged Writing 23% Disadvantaged 53.8% Non-Disadvantaged

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.	Assessments and observations indicate improved oral language and vocabulary among disadvantaged pupils. This is 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.	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.	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.	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.	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 maths attainment for disadvantaged pupils at the end of KS1.	KS1 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: £ 28000 approx.

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>ECTs will have access to HISP as well as high quality in school CPD.</p> <p>Staff will carry out CPD on our key identified areas of challenge as well as our SIP e.g. Restorative Practice, 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-staff-wellbeing-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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Restorative Practice – see hyper link below</p> <p>The Reading Framework July 2021 – see hyperlink below https://www.hispteachingschoolhub.org/</p> <p>https://educationendowmentfoundation.org.uk/</p>	<p>1,2,3,6</p>
<p>Develop a synthetic</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p>	<p>1,3</p>

<p>systematic Phonics programme to secure stronger phonics teaching for all pupils.</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>accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Reading Framework July 21</p> <p>See hyperlink below</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>https://educationendowmentfoundation.org.uk/</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>See Hyperlink below</p>	<p>1, 6</p>

Additional hyperlinks/research evidence:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative#:~:text=Restorative%20practice%20is%20a%20way,all%20of%20the%20parties%20involved.>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics>

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

Budgeted cost: £ 62975 approx.

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. These sessions will be monitored for their impact.</p>	<p>The Reading Framework July 2021 – see hyperlink below</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Carry out a programme (e.g. WellComm EYFS) to improve listening,</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of</p>	1

narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in school to be given opportunity to participate in activities, which enhance and broaden the curriculum and their learning experiences.	Provision of a range of initiatives to extend children's experiences see: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.annafreud.org/	2,4
Children will carry out activities that will support their social, emotional and behavioural development. Children will have access to regular mindfulness sessions, school council, class council and other related initiatives e.g. ELSA, SAOS, EP, Solent Mind,	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. We are a Rights Respecting School and fully support the CRC linked to UNICEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	2

<p>restorative practice.</p> <p>School will employ a full 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 as be able to identify behaviours that require further exploration through external agencies through the SENCo and DSL.</p> <p>Staff will carry out CPD on understanding the principles of Restorative Practice and ACEs.</p>	<p>https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help/</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.annafreud.org/</p> <p>https://www.unicef.org.uk/rights-respecting-schools/</p>	
<p>Embedding principles of good practice set out in the DfE’s advice for improving school attendance.</p> <p>Pupil Premium Lead to monitor alongside the Attendance Officer school attendance –</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5

release time to meet the EWO. Contingency fund to support initiatives that may need to be implemented.		
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Total budgeted cost: £ 120,975

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Phonics results for 2020-2021 88.6% with a reduced gap between disadvantaged and non-disadvantaged of 9% from 17% in 2019-2020. Our approach:

- Phonetically Decodable books
- Home learning – Phonics and reading
- Autumn term 2020 front loaded with a primary focus on synthetic systematic Phonics and early reading to close gaps
- Bespoke and timely interventions
- Frequent diagnostic assessment that informed planning
- Precision Teaching
- Remote Learning – phonetically decodable ebooks, Purple Mash Quizzes, Loom Phonics and Espresso Discovery.

The 2019 -2020-2021 Year 2 cohort lost 5 months of direct teaching due to the lock-downs. Using the approach listed above allowed children to access the curriculum and achieve in Phonics and fluency reducing the gap to 9% by July 2021. However, our overall Reading Results were not fully realised with 65% reaching the expected standard with a gap of 17.2 % between disadvantaged pupils and non-disadvantaged pupils, which was an increase of 16.6% from 2019. While fluency was increased, the coverage of comprehension skills were limited and affected the overall evidence for pupils to meet the expected standard in Reading.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous (2019) year in key areas of the curriculum. Despite our successful efforts in narrowing to close the gap in 2019, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Subject	2019 % gap	2021 % gap
Reading	0.6	17.2
Writing	3	30.8

Maths	4.4	9.2
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Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Maths saw the majority of children working towards the standard by the end of the year due to coverage, gaps in skills resulting in the lack of evidence to award the expected standard. Reading fluency maintained as that of previous years. Reading comprehension did not receive the coverage and practice required to award the expected standard and as a result this impacts on Writing. Remote learning supported reading and maths more than it did writing with our online learning platforms e.g. Loom, Espresso Discovery and Purple Mash; supplemented by ebooks, story time and First News.

The attendance gap between disadvantaged and non-disadvantaged pupils was kept low due to the clear and consistent process and approach that the school has in place to identify swiftly any absence, in particular those that are eligible for Pupil Premium. However, the challenge is still evident from current data with an increasing gap of 3.8% in Autumn 1.

	Gap
2019-2020	1.3
2020-2021	1.4

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues e.g. separation, loss and belonging. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils including employing a full time ELSA and daily mindfulness together with targeted interventions where required. We are building on that approach with the activities detailed in this plan as it is being observed to be having positive effects on both staff and pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Computing and curriculum	Purple Mash
Curriculum	Espresso Discovery
School created curriculum learning	Loom
Children's Newspaper	First News
Stories	Storytime
E-books	Book life

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We review our strategy using assessments, work scrutiny, task design, lesson observations, pupil conferencing, conversations with Staff (including the SENCo, subject leads and ELSA) to name a few, in order to identify the challenges faced by disadvantaged pupils. We also are using the research evidence, tools, guidance and resources that the EEF provides to support our approach to meeting the different needs of our pupils. We will continue to adapt and review our plan as we move forward.