

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	293 (236 inf)
Proportion (%) of pupil premium eligible pupils	30%
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	Dec 2022
Date on which it will be reviewed	Dec 2023
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	£119,110.00
Recovery premium funding allocation this academic year	£5,981.25
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	£125,091.25

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. 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.
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 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 51.2% Disadvantaged to 63.8% Non-Disadvantaged Reading 63.4% Disadvantaged to 75.4% Non-Disadvantaged Writing 34.1% Disadvantaged % to 50.7% 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.	<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: £33,000

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>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</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>Restorative Practice – see hyper link below</p> <p>The Reading Framework July 2021 – see hyperlink below https://www.hispteachingschoolhub.org/ https://educationendowmentfoundation.org.uk/</p>	<p>1,2,3,6</p>

<p>and Language, Reading Framework.</p>		
<p>Develop a synthetic 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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily 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 21</p> <p>See hyperlink below</p>	<p>1,3</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>https://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>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_-_July2021.pdf

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative%23:~: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: £62,091.25

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>	<p>3</p>

<p>Carry out a programme (e.g. WellComm 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>	<p>1</p>
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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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>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>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 a Rights Respecting School and fully support the CRC linked to UNICEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help/</p>	<p>2</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. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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 – release time to meet the EWO. 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>	5

Total budgeted cost: £125,091.25

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.

Year 1 Phonics results for 2021-2022 81.4% compared to NA 75.5% with 78.1% of disadvantaged children passing compared to NA of 62.4%. A reduced gap between disadvantaged and non-disadvantaged of 5% from 9% in 2020-2021. Year 2 Phonics results were 92.7% compared to 87% NA with our disadvantaged achieving substantially higher than NA with 94.2% passing compared with 65.1% for NA.

Our approach continues to be:

- Phonetically Decodable books daily intervention for disadvantaged readers at a set point in their academic year
- Home learning – Phonics and reading
- Bespoke and timely interventions
- Frequent diagnostic assessment that informed planning
- Precision Teaching

End of KS1 reading results 2022 compared to 2019

Subject	NA 2019	NA 2022	School 19	School 22
Read EXS	74.9%	66.9%	81.3%	70.9%
Read GD	25.0%	18.0%	31.3%	17.3%

End of KS1 reading results, although lower than 2019 where 5% higher than NA for all children and Fairlse Infant and Nursery disadvantaged children performed 10% better at ARE in reading than NA.

Maths saw the majority of children working towards the standard by the end of the year in Year 2 due to coverage, gaps in skills resulting in the lack of evidence to award the expected standard. However, our disadvantaged children performed slightly higher than NA with 51.2% achieving ARE compared to 50.5% NA.

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 a gap of 3.2% by the end of the academic year 2021-2022. (Gap 2019- 2020 1.3, 2020-2021 1.5)

We continue to use pupil premium funding to provide wellbeing support for pupils including employing a full time ELSA and daily mindfulness together with targeted interventions where required. Our Emotional Literacy Support Assistant has a designated space to hold her 1:1 or group sessions as nurture. Verbal feedback and impact on the children when returning to class is that the impact is positive on well-being and resilience. This reduces anxieties and the children are able to learn and potentially make progress faster. The ELSA also supports staff with techniques they can use in the classroom to support children, developing staff knowledge and skills. On account of this, staff have been able to intervene and support individuals in class at an earlier stage.

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

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, book looks, 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.