Fairhaven C of E V.A Primary Pupil Premium Strategy Statement 2021 - 2022			
Belief – Friendship – Diversity - Achieve			
Financial year: 2021 - 2022		Total PP budget: £17,485 (carry forward from 2020 – 21 £11,966) Total - £29,451	
Total number of pupils: 91 (Oct census 2020)		Number of pupils eligible for PP: 14* (Oct census 2020 - 13) 15% of roll (*The school has included one extra pupil in this strategy. The pupil does not currently qualify for PP but we believe should be supported with PP funding.)	
Key Stage 1 – 4 children	Key Stage 2 – 9 children		
1. Current Attainment			
Teacher Assessment only as no official data from Summer 2020	Fairhaven Primary pupils eligible for PP	National Average for PP	Fairhaven Primary Pupils not eligible for PP
Good level of development for EYFS	No PP children in the year group	N/A – no data due to Covid - 19	N/A
Phonics screening Year 1	100% (Autumn 20 Data)	N/A – no data due to Covid - 19	100%
Expected standard or above Key Stage 2 Maths	66%	N/A – no data due to Covid - 19	100%
Expected standard Key Stage 2 Reading	33%	N/A – no data due to Covid - 19	100%
Expected standard Key Stage 2 Writing	33%	N/A – no data due to Covid - 19	100%
Expected standard Key Stage 1 Maths	50%	N/A – no data due to Covid - 19	69%
Expected standard Key Stage 1 Reading	50%	N/A – no data due to Covid - 19	69%

Expected standard Key Stage 1 Writing	50%		62%

2. Barriers to future attainment for pupils eligible for Pupil Premium

The barriers and challenges disadvantaged children face are complex and varied – there is no single difficulty faced by all but the following barriers are generalised to the Pupil Premium Group.

A Basic Needs	Maslow's hierarchy of needs states the physiological needs of food, 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 that we can provide these basic needs for our pupils.
B Self-esteem and wellbeing	For some children, lack of aspirations, 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.
C Engagement and Learning	Lack of school readiness, lack of confidence, poor mental health and wellbeing, as discussed above, can lead to a poor attitude towards learning. In addition, low parental engagement and support, or a lack of understanding of how to enable their children to flourish academically can also lead to lack of engagement and aspiration. For some of our Pupil Premium children there is a lack of regular reading, writing and maths opportunities out of school.

	Desired Outcomes	**Success Criteria**
A	Pupils will feel prepared for their day at school.	PP pupils will feel comfortable and be able to concentrate and actively engage in lessons.
B	Pupils will have self-confidence. They will develop an interest in extra curricula activities. They will see themselves as being able to do the same things as their non-pupil premium peers.	PP pupils will feel they belong to the school community in the same way as non-pupil premium pupils. They will be able to talk about their interests and future aspirations.
C	Progress and attainment will be in line with non-pupil premium pupils. Ways are explored to close the gap.	PP pupils will have a good attitude towards learning and make as much progress as non-PP in all Key Stages in maths, reading and writing. Year 1, 3, 4 and 5 - measured by end of year teacher assessment

		Year 2 and 6 – measured by end of Key Stage SATS Year 1 phonics – measured by phonics screening test EYFS – measured by EYFS learning goals

Our Christian aim is to:

- Ensure all pupils have their basic needs met.
- Provide all pupils with a variety of learning experiences.
- Encourage all our pupils to explore new interests, find their talents and flourish.
- Help children believe in themselves and have confidence that they can achieve.
- Support all children so that they can become successful independent learners.

3. Planned Expenditure

A - Basic Needs

Desired Outcome	Chosen Action / Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Estimated Cost
All children will have had a nutritious breakfast before they start their day of learning.	Subsidise breakfast club (if necessary) in order for school to be able to provide breakfast for PP children in an inclusive way.	Hungry children are unable to concentrate during lessons.	Parents / carers informed of school funding available. Register of attendance will be kept and take-up evaluated.	£1,000 Starting second half summer term 21
PP children will have equal opportunity during the school day and will feel included in school routines.	Key Stage 2 Snack and Key Stage 1 milk will be made available to PP children.	Children are treated equally during the school day.	Parents / carers informed of school funding available. Register of attendance will be kept and take-up evaluated.	10 KS 2 children @ £1 a day = £1,950 4 KS 1children @ 25p a day = £195
				14 x £25 per child = £350

Children will be warm and prepared for school.	Provide essential school uniform for all PP children	Children will feel they belong to the school community if they have the same clothes as everyone else.		
				Total - £3,495
B – Self-esteem and Wellbeing				
Desired Outcome	Chosen Action / Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Estimated Cost
To provide access to a 1:1 counselling support / Time 4 U sessions for pupils identified with social, emotional and mental health difficulties.	Employ a qualified child counsellor to support pupils identified with social, emotional and mental health (SEMH) barriers to learning.	Pupils may need to be supported emotionally in order to enable them to access learning and develop emotionally and intellectually.	Termly summary from child counsellor to HT.	Four PP children supported £30 an hour x 2 x 39 = £2,340 Resources - £150 £2,490
Children interested in learning a musical instrument will be given the same opportunity as non-pupil premium children. Raise children's aspirations and life chances.	1:1 music lessons available to PP children who are interested in learning the piano, flute or saxophone. (Key Stage 2 only)	Parent's low income is not a barrier to children having equal opportunity.	Issued on an individual basis at the discretion of the HT.	Four PP children £10 per lesson x 4 x 39 = £1,560
Children interested in participating in an after school clubs will be given the same opportunity as non-pupil premium children.	After school clubs will be offered to all PP children.	Parent's low income is not a barrier to children having equal opportunity.	Parents / carers informed of school funding available.	£5 per week per child £2,730

Children will be given same learning experiences as non-pupil premium children.	Equality funding of school trips including summer residential, swimming and school trips.	Parent's low income is not a barrier to children having equal opportunity.	Parents / carers informed of school funding available.	Residential – (£300 per child in future years) Swimming £30 per child School trips £10 per child £480
The quality of teaching across the school will continually improve. .	Plan high quality CPD for staff to continually improve teaching by focusing on clear pedagogy.	EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending – EEF*	Impact of training courses evaluated.	£3,000
				Total - £10,260
C - Academic Progress through targeted support				
Desired Outcome	Chosen Action / Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Estimated Cost
Children in Key Stage 2 to access individualised and group				HLTA - £8,000

programmes to ensure they make at least the progress of non-pupil premium children	HLTA to raise the profile of Pupil Premium children, champion drive for improvement, monitor the progress and attainment of specific children. The profile of disadvantaged children will be kept high and will be rigorously monitored. Picking up misconceptions early and providing immediate and timely feedback.	*Evidence consistently shows that the positive impact that targeted academic support can have, including on those not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-one or small group targeted intervention to classroom teaching, is likely to be a key component of an effective PP strategy. (EEF)*	Pupil progress meetings. Termly impact measured. HLTA conduct Question Level Analysis on summative test papers to identify gaps in learning across KS2. Gaps in learning will be revisited in small group work.	(Split over 2 years) (£3152 / £4848)
Ensure that individual PP children are given immediate feedback to support progress.	HLTA to use mentoring strategies to motivate individual children. Gaps in learning discussed with pupil. HT to investigate Bloom's 'Mastery Learning'	*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.(EEF)*	HLTA will report back to class teacher / Headteacher regularly on individual engagement and pupil discussions.	Included in above

Ensure children enjoy reading for pleasure. Through reading a range of quality texts their vocabulary and comprehension skills develop at an age appropriate rate. Impact	Teaching Assistant to engage with pupils and help them to develop a love of books. Ensure pupils regularly choose a book from the school library. Listen to them read on a 1:1 basis at least 2 times a week – using Elklan strategies to develop vocabulary and comprehension skills.	All research shows that reading is a key to learning.	Reading progress monitored through summative reading assessments. Discussion with pupils to ascertain view of reading.	TA - £2,700
				Total - **£5,852 21/22** **£4,848 22/23**

Overall Spend
A - Basic Needs £3,495
B – Wellbeing and Self Esteem £10,260
C – Academic Progress – targeted support £5,852

Overall Total - £19,607
Unallocated Budget - £9,844* (£4,996)
***£4,848 of unallocated budget to be carried forward to 22/23 to cover cost of HLTA Summer 23**