Pupil Premium Strategy Statement

Fairhaven CE VA Primary School - September 24

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	107 (October Census 2023) 99 (October Census 2024)
Number of pupil premium eligible pupils	Oct 22 - 18 pupils (19%) Oct 23 - 16 pupils (15% Oct 24 - 14 pupils (14%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chair of Governors
Pupil premium lead	Mrs. S Lake (Head Teacher)
Governor / Trustee lead	Mrs J Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 24 budget)	£29,910
Pupil premium funding carried forward from previous years	£663
Total budget for this academic year	£30,573

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England school, Fairhaven CE VA Primary School's strong Christian values *'Belief-Friendship-Diversity-Achieve'* underpin all that we do as a school. Our intent is that all pupils regardless of their background or the challenges they face can learn. We aim to provide a variety of learning experiences for our young people and encourage them to explore their interests, find their talents and flourish. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective equitably and inclusively. We recognise that each pupil is unique and will have dissimilar needs, which may vary throughout their time in the school.

Providing a rich and varied curriculum is at the heart of our approach, where pupils can find and celebrate success. Alongside this, we ensure that high-quality teaching focuses on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is central to our plans for education recovery. To close identified gaps exacerbated by the pandemic, we will provide targeted support through the National School Led Tutoring Programme and employ additional experienced, highly skilled teachers for targeted academic and mental/emotional support.

Our key principles are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Ensure all pupils develop interests and feel successful.
- Develop a language-rich curriculum across EYFS, KS1 and KS2 that develops pupils' vocabulary and access to knowledge across the curriculum.
- Enable pupils to look after their social and emotional well-being and to develop healthy learning attitudes and behaviours.
- Ensure that all disadvantaged pupils are challenged in their work; including those who can achieve at the highest level
- Ensure disadvantaged pupils achieve and attend school in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	The demographic of the school is variable. We have seen a slight decrease in the number of pupils receiving the Pupil Premium Funding over the last three years - down from 19 in Oct 22 to 14 in 2024. Despite this decrease, all staff need to develop their understanding of effectively meeting the needs of disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest some pupils in EYFS/KS1 who are eligible for PPG have significant underdeveloped oral language skills and vocabulary gaps, in comparison with their peers. They also have greater difficulties with speaking and phonics, and this negatively impacts their development as readers. Appendix 1 gives a data comparison of the Phonics Screening Check between Pupil Premium Pupils and Non Pupil Premium Pupils.
3	Statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is mostly below that of non-disadvantaged pupils in Key Stage 2. Due to the small numbers of PP pupils within the school trends in Key Stage 1 are difficult to establish. Appendix 1 gives a data comparison of the Statutory Assessment results between Pupil Premium Pupils and Non Pupil Premium Pupils in Year 2 and 6.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which have affected self-esteem and anxiety levels. These challenges particularly affect disadvantaged, including their resilience, approach to learning and their attainment. In 2022/23, several pupils in upper Key Stage 2 required additional support with social and emotional needs. Some of these pupils were disadvantaged.
5	Our observations are that pupils eligible for PPG do not stay for after school clubs due to financial pressures. Financial support is required if to allow all pupils equal access to these extra-curricular activities and life experiences, due to household financial pressures.

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
1. Improved staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.	The Headteacher and Subject Leaders will have planned a curriculum that recognises the needs of disadvantaged. This is reflected in all curriculum plans, is evident in all lessons and leads to all pupil groups being able to access and achieve high outcomes. There is a robust PP tracking system in place for monitoring PP pupils' level of engagement in all areas of school life. The school will prioritise the teaching of foundational knowledge so that all pupils have the best start in life.
2. Pupils in EYFS/KS1 who are eligible for PPG will have an increased acquisition of language skills and vocabulary and will have opportunities to use their spoken language and vocabulary effectively.	Pupils in EYFS/KS1 who are eligible for PPG will be able to use oral language and vocabulary for a wide range of uses and across the curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessments. British Picture Vocabulary Scale will be used to screen and identify pupils in need of early intervention.
3. Good phonics attainment among PP pupils.	Pupil premium pupils will perform in line with non-pupil premium pupils and in line with Norfolk and National outcomes.
4. Higher rates of progress across all Key Stage for disadvantaged pupils so that by the end of Key Stage 2 progress and achievement is in line with Norfolk and National Data.	Pupils eligible for PPG make as much progress as 'other' pupils across Key Stage 2 in reading, writing and maths. This will be measured in Years 3 to 6 by teacher assessments and be reported termly to Governors.

5. To achieve and sustain improved wellbeing and attitude towards learning for all pupils in our school, particularly our disadvantaged pupils.	Specialist support is in place to support social, emotional, and mental health of all pupils, particularly disadvantaged. The school will adopt Zones of Regulation across the school. Pupils will be able to recognise their emotions at any one given time and put in place strategies to help them remain calm and focused. Pupil Wellbeing Ambassadors will support a supportive / listening culture throughout the school. Schools' ethos of growth mind-set is evident during lesson observations / monitoring conversations with pupils. Pupil views on self-esteem / wellbeing will be collected via pupil survey. Opportunities in place for all pupils, especially those who are working below key stage standards to achieve in other areas of school life.
6. All PPG children able to access the same provision and extra-curricular opportunities as others.	PPG children will attend after school clubs and will attend school trips and be offered the opportunity to learn to play a musical instrument on a 1:1 basis.

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: £7,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our English Curriculum planning. Support from VNET to deliver quality CPD to develop teaching and learning in English. School leaders build an English curriculum that builds the knowledge and skills of all pupils, including those eligible for PPG; throughout EYFS, KS1 and KS2.	Investing in an excellently planned and delivered English curriculum will engage pupils in their learning and ensure that they have the skills necessary to move on to the next stage in their education. Evidence suggests that an emphasis on 'Quality First Teaching' and providing consistently high standards of teaching and learning will support all pupils, including those eligible for PPG. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, & 4
Purchase of Writing and Reading lesson planning resource which is based on Cognitive Load Theory (John Sweller) and Principles of Instruction (Rosenshine). Timetable discrete reading lessons focus on comprehension skills. Fund teacher release time to explore / embed understanding of CUSP Writing and Reading. Leaders to ensure that English lessons are planned so that all pupils, including those eligible for PPG, can access all elements.	*Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.* (EEF Toolkit) *Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies…. we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.* (EEF Toolkit)	3
Embedding of a DfE validated Systematic Phonics programme to secure strong phonics teaching for all pupils. Continued subscription to Read, write Inc Phonics.	*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.* (EEF Toolkit – Phonics) Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from	1 & 4

	phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Enhancement of our maths curriculum planning in line with DfE and EEF guidelines. Funding of release time (over £1000) to embed Teaching for Mastery training in school	The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics (NCETM) Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 & 4
Enhancement of our maths and writing teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths and English Hub resources and CPD. Maths subject lead will be involved in the Maths mastery CPD with the Norfolk Maths Angles hub.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	1 & 4

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

Budgeted cost: £13,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Homework Champion Reading Teaching assistant to read with PP pupils regularly – monitoring level of decoding skills / fluency level and encouraging reading for pleasure. Homework Teaching assistant to monitor level of participation with homework – supporting this to be completed in school when necessary. Mentoring Teaching assistant to establish strong relationships with pupils and function as a positive role model / mentor	1:1 tuition targeted at reading to support all PP pupils to achieve in line with age related expectations.	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who have gaps in learning due to the pandemic. A proportion of pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one or small group tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: £8,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support from school pastoral key workers and art therapist provides SEMH support to pupils, including those eligible for PPG.	Evidence from the previous academic year shows that pupils, and their families, who have received targeted support, have reduced levels of school anxiety and improved understanding of emotions/feelings. In turn this has led to improved participation in lessons.	5 & 6
Subsidising all enrichment activities: 1:1 music lessons School trips Residential stays	Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely to embrace the whole school environment which could have a positive influence on their academic learning. DfE Research to understand successful approaches to support the most academically able disadvantaged pupils (2018)	5 & 6
Subsidising breakfast clubs, morning snacks and after school clubs for eligible pupil premium pupils.	Offering before school breakfast, enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. After school clubs offer working families support and allow disadvantaged children the same opportunities as non-disadvantaged pupils.	4 & 6

Total budgeted cost: £29,675

Part B: Review of the previous academic year – 2023 / 24

Outcomes for disadvantaged pupils

Intended outcome	Actual Outcomes
1. Improved staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.	CPD on curriculum design completed. Teacher pedagogy and subject knowledge consequently improved. Quality of teaching foundation subjects improved. Second year of Maths Mastery completed. The structure of maths lessons across the school is to a Mastery approach.
2. Pupils in EYFS/KS1 who are eligible for PPG will have an increased acquisition of vocabulary and will have opportunities to use this vocabulary effectively.	The BPVS screening tool evidenced that all PP pupils in Reception had age-appropriate understanding of vocabulary. Key Stage 1 Talk Boost intervention was completed with a PP pupil. Entry and exit tests evidenced that the pupil made some progress but also needs more specialist intervention. The school has worked closely with Speech and Language Therapists and implemented interventions following their guidelines.
3. Improved phonics attainment among PP pupils.	Over the last two years the school has obtained a high pass mark for PP pupils. (See Appendix 1)
4. Higher rates of progress across KS2 for targeted groups of PPG children	See data above. PP pupils benefited from School Led Tutoring sessions after school. Despite not achieving the expected standard, two pupils achieved a scaled score of 99 in reading. One PP pupil who the school considered disapplying from the Statutory Assessments Tests achieved a scaled score in the three areas. This was an achievement as the pupil had suffered from severe anxiety leading up to the SATs.
5. To achieve and sustain improved wellbeing and attitude towards learning for all pupils in our school, particularly our disadvantaged pupils.	Attendance for PP pupils is in line with NPP pupils. 2023/24 attendance for PP pupils was 93.58% and for NPP this was 94.85% (One PP pupil had significant medical absence - without his data our PP attendance would be 95.04%)

	2022/23 attendance for PP pupils was 95.42% and for NPP this was 95.88%.
6. All PPG children able to access the same provision and extra-curricular opportunities as others.	**23/24** 44% of all PP pupils received 1:1 music tuition over the course of the year 100% of PP pupils attended after school clubs regularly throughout the year 44% of PP pupils attended breakfast club regularly throughout the year **22/23** 89% of Key Stage 2 PP pupils received 1:1 music tuition over the course of the academic year. 80% of PP pupils attended after school clubs regularly throughout the year 37% of PP pupils attended breakfast club regularly throughout the year

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
Read, Write Inc. Spelling	Read, Write Inc
Read, Write Inc. Phonics	Read, Write Inc
CUSP Reading & Writing	CUSP
Numicon – Big Ideas	Oxford University Press
Numicon – Early Years	Oxford University Press
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils