

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	FAIRFORD ACADEMY BARNEHURST (FAB)
Number of pupils in school	559
Proportion (%) of pupil premium eligible pupils	36.31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Whittington
Pupil premium lead	Melanie Davids
Governor / Trustee lead	Remarsha Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,550
Recovery premium funding allocation this academic year	£27,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£283,100

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure that all of our pupils, irrespective of their early experiences and the challenges they face, achieve high attainment across all areas of the curriculum. We aim to equip all of our pupils with the resources to realise their aspirations and to have the self-belief that they can be anything they want to be.

Where pupil premium pupils are on track or above expected we aim to enable them to reach greater heights.

Through Quality First Teaching we aim to close the gap between disadvantaged and non-disadvantaged pupils. We expect the highest standards in teaching and learning so that the needs of all pupils are met including vulnerable groups. To this end we incorporate opportunities for targeted teaching using a variety of support and specialist programmes.

We believe that children excel when parents/carers, schools and stakeholders work together. To this end, we adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes with the highest expectations of what they can achieve.

We celebrate the diversity of rich cultures all pupils bring to our school community. Through our wider curriculum we aim to enhance and expand experiences for all our pupils.

In the intended outcomes detailed below, the intention that non-disadvantaged pupils' attainment and progress will be sustained, improved and challenged alongside the progress and attainment of non-disadvantaged pupils across our three-year plan.

Challenges

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

Challenge number	Detail of challenge
1	EYFS early language screening (NELI), observations and assessments indicate underdeveloped oral language and vocabulary. This is evident in pupils from Reception to KS2 and early assessment indicates that this is more prevalent among our disadvantaged pupils.

2	EYFS early assessment indicates that pupil premium pupils in particular are below baseline on entry which impacts upon progress towards Early Learning Goals.
3	Whole school pupil attendance is above National throughout Covid, however persistent absenteeism is above national data for disadvantaged pupils which has a significant impact on pupil progress of these pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Ongoing assessments indicate that pupils may achieve expected or greater depth at year 2 and year 6 however this might not always be the case across all three subjects, which impacts on the outcomes of pupils achieving combined.
6	Ensuring that all pupils have a rich and varied exposure to the wider world and experiences within it, for example clubs, trips, visitors, etc, thus broadening their experiences, language, knowledge and positively impacting on all learning outcomes.
7	Assessment of pupils joining the school midyear, indicate a high proportion of disadvantaged pupils requiring a supportive transition programme to enable them to progress and achieve outcomes in line with all pupils.

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
All pupils achieve higher than National in combined Reading, Writing and Maths at expected or greater depth at the end of KS2.	Over three years reduce the gap between Pupil Premium and Non Pupil Premium achieving above national for combined at KS2.
Improved oral language skills and vocabulary among disadvantaged pupils from reception to year 6.	Assessments and observations show significant improvement in oral language and vocabulary use in disadvantaged pupils. This is evident when triangulated with other sources of evidence; engagement in lessons, book scrutiny, individual care plans and ongoing formative assessment.
Baseline assessments are in line with Development Matters and pupils progress towards ELG	There will be an increase in children achieving ELG by the end of EYFS.
The attendance for PP improves and persistent absence reduces.	Attendance data indicates that the gap with National closes year on year. The gap between PP and NPP reduces year on year.

To achieve and sustain improved wellbeing for all pupils within our school, particularly our disadvantaged pupils.	Sustained high levels of well-being and qualitative data from pupil voice, pupil and parent surveys, and A significant increase in enrichment activities particularly for disadvantaged pupils.
All pupils are confident readers by the end of KS1 and there is an increase in pupils achieving Expected and Greater Depth at KS2.	Three-year increase in the year 1 and year 2 phonic pass rate and year 2 and 6 reading SATs, with pupils achieving above the National Expectations, closing the gap between PP and NPP pupils.
Pupil Premium achievements in wider curriculum subjects is in line with NPP and cultural capital is developed and sustained.	Pupils are confident, active members of the school and its community and show a greater understanding of the world around them. Pupils take part enthusiastically in clubs, trips, groups, workshops and opportunities offered to them.
Pupils transferring into school feel welcomed. They have a smooth transition and are able to access learning with minimal disruption to progression.	Pupils are fully engaged in school life. Pupils progress and achieve in line with or above all pupils.

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: £126,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: NTS Assessments in years 1-6 support informs teachers medium term and lesson planning. <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	1,2,4,5,7
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	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:	1,2,4,5,7

	<u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
<p>Enhancement of our Maths and English 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 resources and CPD (including Teaching for Maths Mastery training).</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: <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 We follow DfE non- statutory guidance for English. <u>Mastery Learning EEF</u></p>	1,2,4,5,7
<p>Therapeutic Play training – Educational Psychologist</p> <p>Supervision by Educational Psychologist</p> <p>Draw and Talk Training</p> <p>Advance Draw and Talk Training</p> <p>SEN Educational Psychologist & Wellbeing Advocate/ Bexley Mental Health Advisor understanding child mental health</p> <p>EP ASIS training cognitive behaviour therapy, adverse childhood experiences</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Staff have understanding that trauma and familial hardship can impact on the emotional wellbeing of a child. Pupils who are experiencing emotional turmoil or distress may have difficulty in focusing, retention and learning.</p> <p>Pupils whose behaviour becomes challenging, passive or changes may be experiencing or be at risk. <u>Social and Emotional Learning EEF</u></p>	1,2,3,4,5,7
<p>Language programmes and interventions, ie NELI, Talk Boost, BLAST, Lightning Read, Chatterbox, Lego Therapy</p>	<p>Oral language interventions have a positive impact on pupils' language skills. <u>Oral language interventions EEF</u> <u>Communication and Language EYFS EEF</u></p>	1,2
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. <u>Effective CDP EEF</u></p>	1 to 7

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

Budgeted cost: £82,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist Speech and Language assistant</p> <p>NELI screening/ NELI programme BLAST Talk boost Lego therapy</p>	<p>Speech Therapist is bought in 0.2. Speech Therapist carries out assessments; writes care plans and reviews. Speech Therapist carries out commissioned Speech and Language provision for EHC pupils. Speech Therapist carries out training with S&L TA, sets targets and oversees S&L programmes. Pupil's speech and language and speech sounds receive early support.</p> <p>S&L assistant carries out NELI screening; all programmes including care plans: memory magic; poric; chatterbox; black sheep press; colourful semantics in EYFS , KS1, KS2.</p> <p><u>Oral language interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>1,2,4,5,7</p>
<p>Before and after school booster groups</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are narrowed. Pupils feel confident and show increased independence with learning strategies.</p> <p><u>Small group tuition Toolkit Strand EEF</u> <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	<p>4,5,7</p>
<p>Bug Club- After School</p>	<p>Focussed phonics and reading programme for year 1 and 2. Evidence indicates accelerated reading scores</p> <p><u>Phonics Toolkit Strand EEF</u> <u>Small group tuition Toolkit Strand EEF</u></p>	<p>1,2</p>
<p>Toe by Toe Rigby Star Rapid Reading</p>	<p>Pupils make accelerated progress with their reading skills.</p> <p><u>Phonics Toolkit Strand EEF</u> <u>One to one tuition EEF</u></p>	<p>5,7</p>
<p>Phonics intensive</p>	<p>Pupils attain higher than national in the Phonics check in year 1 and year 2</p> <p><u>Phonics Toolkit Strand EEF</u></p>	<p>1,2,4,5,7</p>
<p>National Tutoring Programme :</p>	<p>Lightning Read digital screening tool to identify and target pupil premium children who</p>	<p>5,7</p>

	are not currently on track to make expected progress. Tuition supports Y2 Reading; Y2 English; Year 2 Maths; Y5 Reading; Y5 English ; Year 5 Maths <u>Small group tuition Toolkit Strand EEF</u>	
Jump Ahead OT programme Keyboard skills	Pupils develop fine motor skills so that their handwriting improves and their writing reflects their ability. Pupils develop alternative recording skills and life skills. <u>Small group tuition Toolkit Strand EEF</u>	1,2,5,7
EYFS transition Transition programme for new starters	EYFS lead is released to attend all transition meetings virtual and face to face in July with SENCO (professionals) parents/carers. EYFS and Nursery teacher carry out home visits and preschool visits. All parents are provided with pre learning packs to prepare pupils. Pupils attend with parents/carers in September. Pupils have a graduated start to enable a smooth transition.	1,2

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

Budgeted cost: £73,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team <ul style="list-style-type: none"> • Therapeutic Play • Draw & Talk • 1:1 emotional / behavioural support • SEMH partner (0.1 EIT) • Parental support 	Pupils come into school positively. Pupils engage fully in lessons. Pupils are able to express their feelings Pupils are ready to learn Behaviour for learning is good Feedback from parents is positive. Parents are sign posted to parenting groups including NVR; Living with Autism; Purple parenting Pupils feel supporting by school and parents working together <u>Behaviour interventions EEF</u> <u>Behaviour in Schools Review EEF</u> <u>Social and Emotional Learning EEF</u>	1-7

<p>Attendance</p> <ul style="list-style-type: none"> • Attendance awards • Trust Attendance Officer • EWO support • Free/Subsidised • Breakfast Club • Wake Up Club • Lunchtime club • 	<p>Pupils attend school every day</p> <p>Attendance of PP is in line or above national for PP</p> <p>Attendance for PP is in line with all pupils</p> <p>Parents are supported in helping pupils attending school on time and every day</p> <p>Early Help issues are identified and appropriate support is in place</p> <p>Pupils have a positive start to the school day.</p> <p>No pupil starts the day hungry.</p> <p>Pupils have an active start to the day in line with Health Schools</p> <p>Pupils have opportunities to engage in practical activities at lunchtime, which develop social skills.</p> <p>The DfE guidance has been informed by engagement with schools that have reduced levels of absence and persistent absence</p> <p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice- appointment of attendance/support officer to improve attendance</p>	<p>3,6</p>
<p>Wider curriculum opportunities</p> <ul style="list-style-type: none"> • Trips • Visitors • Workshops • Clubs 	<p>Pupils have access to a wide range of activities and opportunities within and beyond the curriculum experience to enhance their cultural capital. Pupils gain self-confidence, find their place in the school community, as well as, the wider community and build aspirations for the future.</p>	<p>6</p>
<p>Music Provision</p> <ul style="list-style-type: none"> • Ukulele lessons for all pupils in year 3 (first year) • Ukulele lessons for all pupils in year 4 (second year) 	<p>Pupils develop musicality and expand their appreciation of music whilst developing skills such as reading musical notation. Improve wellbeing.</p> <p><u>National Plan for Music Education</u></p> <p><u>Teaching Music in Schools</u></p> <p><u>Arts Education Review EEF</u></p>	<p>6</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Parent workshops including; Roots to Food, Maths, Mental Health, etc 	<p>Supporting the partnership between school and parents/carers. Parents/Carer empowered to support pupils at home.</p> <p><u>Parental Engagement Toolkit Strand EEF</u></p>	<p>4</p>

Total budgeted cost: £283,100

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.

ATTENDANCE DATA AND OUTCOMES FOR 2020/21:

Attendance 2020/21

- Whole school: 93.7%
- Pupil Premium: @@%
- Non Pupil Premium: @@%

End of KS2 in house outcomes (29 Pupil Premium pupils)

- Reading – 69% On track + (accelerated progress)
- Writing – 69% On track + (accelerated progress)
- Maths – 69% On track + (accelerated progress)
- Combined – 62% On track +

End of KS1 in house outcomes (31 Pupil Premium pupils)

- Reading – 45% On track + (accelerated progress)
- Writing – 23% On track + (accelerated progress)
- Maths – 42% On track + (accelerated progress)
- Combined – 19% On track +

End of Year – Years 1, 2, 3, 4, 5 and 6 (205 Pupil Premium pupils)

- Reading – 41% On track + (accelerated progress)
- Writing – 31% On track + (accelerated progress)
- Maths – 34% On track + (accelerated progress)
- Combined – 25% On track +

EYFS GLD

- Pupil Premium - 48%
- Non Pupil Premium - 56%

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