



Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fairfield Primary School
Number of pupils in school	400 pupils plus Nursery
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	R Birtwhistle
Pupil premium lead	R Birtwhistle
Governor / Trustee lead	Mrs L Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,930
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£



Part A: Pupil premium strategy plan

Statement of intent

Fairfield Primary School staff aim to close the gap between those from disadvantaged backgrounds to those from advantaged backgrounds without prejudice or compromising equal opportunities. Pupil Premium children need equality of opportunity and life chances through a broad and balanced curriculum that aims to raise attainment and progress. Through targeted support in small groups and 1:1 sessions, staff will provide quality intervention and direct instruction that significantly improves skills, social mobility and ultimately life chances. This forms a key pillar in our 'Dream, Believe, Achieve' motto.

The funding will support social, emotional, health and wellbeing by giving children access to opportunities, clubs, activities and experiences that may have otherwise been beyond their circumstances. As a research-informed school, this report has been influenced from a number of sources including the EEF, Ian Middlewood and Ian Abbott, Sue and David Richardson. Also work by Raffo et al 2007 and Carpenter (2013).

Research has shown that direct instruction from well-trained professionals has a substantial impact on the progress and attainment of children that are eligible for Pupil Premium. The diagram below informed the strategy and direction of travel of Fairfield Primary School's approach towards teaching. This is research from Middlewood and Abbott (2019). As a result of this, long-term solutions that are proven to be effective, are employed to give our children the very best start in life so that they can take advantage of social mobility and live happy, healthy futures. A significant proportion of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services (such as speech and language support and counselling services) that we know will have a positive impact on children across school.

At Fairfield Primary School, we want our disadvantaged pupils to be able to leave our school on an equal footing with all of their peers. We intend to provide the support that we can to our disadvantaged children and their families that will help them to achieve their full potential.



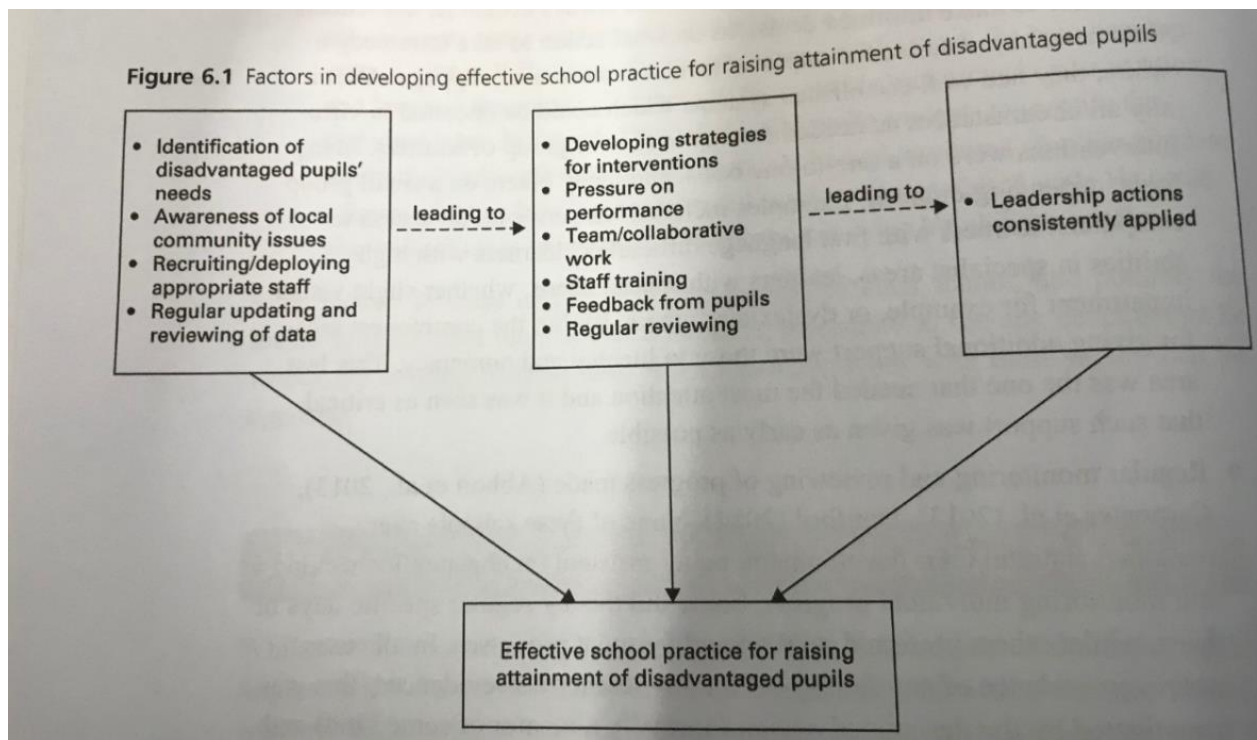
We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective:

The EEF’s toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children’s learning.

“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”

And that:

“Tuition delivered by qualified teachers is likely to have the highest impact.”



We have invested in a teacher to enable a three-way split in Year 4 (one class has 25% of children who are PP) to enhance progress for this particular year group. In Year 5, 38% of the children are pupil premium and so have benefitted from additional staffing. By having additional teachers available to monitor progress and provide timely, targeted support, we aim to identify and tackle barriers to learning and associated gaps in learning as quickly as possible.

Within the Early Years and Key Stage 1, we have seen that some poor language skills are a key barrier to learning. Our investment in training, staff and external support shows a commitment to tackling this as early as possible. We employ a speech and language practitioner to intervene, especially in EYFS to provide support to children and staff within school.



Our guiding principle is that the care we take over our most vulnerable and disadvantaged children demonstrates most clearly the kindness that should lie at the heart of a school community. In supporting the most vulnerable, the whole community benefits.

Challenges

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

Challenge number	Detail of challenge
1	Issues with speech and language
2	Issues with social, emotional, health and wellbeing
3	Acquisition of reading and phonics skills in line with national expectations.
4	Lack of resources to access extended activities outside school e.g. residential visits, clubs and wider opportunities
5	Attendance and Punctuality Issues
6	Home learning engagement

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
Children with poor speech and language skills will catch up with their peers and will not need long-term support with speech and language.	Children's speech will be clear and this will support their phonic outcomes. At least 80% of children will be at Rec W+/S for speaking at the end of reception. Disadvantaged children in KS1 who continue to need support with their speech and language, will attain as well as non-disadvantaged children in the phonics screening check.
Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling	All children who receive PP funding will receive counselling within months of being



<p>services, will be able to use the strategies they have been taught. The school curriculum will actively support children’s wellbeing and self-esteem.</p>	<p>identified, or will have access to a ‘mentor’ for one-to-one sessions. Records of incidents that are thought to stem from poor emotional wellbeing will reduce.</p>
<p>Improving numbers of children making at least expected progress in KS1 and KS2 Reading, Writing and Maths.</p>	<p>Continuation of attainment gaps closing.</p>
<p>Phonics results will improve for all children and the gap between disadvantaged and non-disadvantaged children will begin to close</p>	<p>Overall target of 85% of children to pass the PSC for summer 2025. The gap between disadvantaged and non-disadvantaged should close and reduce. A full-time Teaching Assistant works in year one so that interventions can be carried out in the afternoons. The teachers also carry out their own interventions and use the TA to cover in class.</p>
<p>By the end of KS1, an increased number of children will have caught up in reading, writing and maths and be working within age related expectations (ARE)</p>	<p>More children will reach ARE expectations at the end of year and the gap between PP and non-PP children will close.</p>
<p>By the end of KS2, gaps between disadvantaged and non-disadvantaged children in school will have diminished.</p>	<p>Internal tracking will show that gaps are closing within school. Our disadvantaged children will do as well as non-disadvantaged children nationally in KS2 assessments.</p>
<p>All disadvantaged children accessing all educational visits including residential visits.</p>	<p>100% of all disadvantaged children accessing trips. This will support reading as well as learning in other curriculum areas by supporting cultural capital and British Values.</p>
<p>Attendance will increase for disadvantaged children and persistent absence will decrease.</p>	<p>Attendance will be closer to non-disadvantaged children and persistent absence will be below local and national indicators.</p>
<p>Children will be more actively engaged with learning at home with reading, Seesaw and paper-based learning.</p>	<p>Higher proportion of disadvantaged children reading at home three times per week, completing homework weekly and practising spellings.</p>



Key Principles at Fairfield

1. School Leadership is fundamental to success in raising attainment levels and putting an end to underachievement. Leadership at Fairfield is distributed and shared to maximise disadvantaged outcomes.
2. Collaboration is key. Within school, collaboration is vital amongst various professional colleagues but also within the Local Authority and our partner agencies. This allows staff to share ideas, good practice and to keep up with the latest research and CPD.
3. Staff Training and development. Fairfield has a strong commitment to training and development via research, social media, in-house training or across the Local Authority's training offer.
4. Community involvement. Fairfield makes a great effort, formally and informally, to engage with the community, parents and carers. Fairfield aims to go beyond the gates and works with partners, agencies and businesses for the benefit of the children.
5. Giving children the very best start to life and nurturing the whole child is a key driver for staff at this school.



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: £14,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school subject leadership CPD that will benefit all teaching staff and every subject. Bespoke training package sourced that benefits the Fairfield pupils directly.</p> <p>Five days training for the whole staff</p> <p>Cost £1800</p>	<p>DFE evidence relating to benefits of mentoring and coaching ('Using PP Guidance for School Leaders 2024')</p> <p>EEF collaborative learning. Moderate income for low cost.</p> <p>Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.</p>	<p>3,4,5,6</p>
<p>Whole-school metacognition and self-regulation training.</p> <p>Cost £2000</p>	<p>EEF report research carried out July 2021</p>	<p>2,3,5,6</p>
<p>Provide training and support for staff re: speech and language.</p>	<p>Purchase speech and language support for</p>	<p>1</p>



Cost £500		
To fund specialist music provision aimed at providing children with the cultural capital they need for wider curriculum opportunities. This supports development of the arts and allows non-specialist teachers the chance to observe musical experts. This is longer-term and more sustainable thinking. £10,000	EEF toolkit on arts participation. 2021 Social Mobility Commission Report 2019 Forgeard (research stating that playing an instrument is associated with enhanced verbal ability and non-verbal reasoning).	4

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

Budgeted cost: £92,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund a part-time teacher to support catch up with a sharp focus on mentoring children. Cost £ 10,000	Reducing class size = moderate impact for high cost. Y4,5,6 focus Staff member focusing on academic success, small group work and building self-esteem and confidence.	2,3,5



	Small group tuition evidence in school having a dramatic impact last year with our disadvantaged pupils.	
<p>Lexia Reading and Spelling Intervention</p> <p>Cost= £3000</p>	<p>EEF digital technology report sees gains of +4 months. Feedback, built into this, has given gains of 8 months.</p> <p>Abbott et all (2013) and Carpenter (2013) discussing personalised intervention and then feedback to learners with direct instruction.</p>	1,3
<p>To fund 1:1 and small group work with Teaching Assistants in school for children needing support to catch up.</p> <p>Cost £59,000</p>	<p>Low impact for high cost based on limited EEF evidence. Fortunately, in our setting we evaluate the provision to be high cost and high impact.</p> <p>Abbott et al (2013) and Carpenter on developing strategies for interventions targeting weaknesses on group and individual needs.</p> <p>The EEF's toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children's learning.</p> <p>"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy."</p> <p>And that:</p> <p>"Tuition delivered by qualified teachers is likely to have the highest impact."</p> <p>Reducing class size = moderate impact for high cost.</p> <p>Small group tuition evidence in school having a dramatic impact last year with our Fairfield pupils.</p>	1,2,3,4,5,6
<p>To fund an Educational Psychologist to support learning.</p> <p>Cost £4000</p>	<p>Carpenter (2013) Dunford (2014) researching use of collection, updating and reviewing of data to target specific needs of disadvantaged learners.</p>	1,2,3,4,5,6



<p>To fund 'outdoor learning' with the aim of improving children's experiences, vocabulary and to widen opportunities.</p> <p>This learning is about using nature to support the delivery of the curriculum.</p> <p>Cost £6000</p>	<p>University of Plymouth 2024 'Benefits of Outdoor bush craft on pupils'</p> <p>Our offer is to take existing topics and to teach them through nature and the outdoors. It is not a bolt on, but instead a pedagogical tool that aims to build vocabulary, understanding and knowledge through practical, hands-on experiences.</p>	<p>4</p>
<p>Reading Lead appointed to oversee the fidelity of the scheme – release time from class needed.</p> <p>Cost £3500</p>	<p>EEF collaborative learning. Moderate income for low cost.</p> <p>Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.</p>	<p>3</p>
<p>HLTA in UKS2 to work with specific groups to target reading and maths</p> <p>Cost £5000</p>	<p>Reducing class size = moderate impact for high cost. Y4/5/6 Focus</p> <p>Staff member focusing on academic success, small group work and building self-esteem and confidence.</p> <p>Small group tuition evidence in school having a dramatic impact last year with our disadvantaged pupils.</p>	<p>3</p>
<p>TA in EY/KS1 to support pupils with speech and language, social skills, OT interventions</p> <p>Cost £2000</p>	<p>Moderate outcome for relatively low cost.</p>	<p>1,2,3,5</p>



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

Budgeted cost: £25,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in specialist counselling services for children. £10,000	Although there is no specific evidence listed by the EEF on the impact of specialist counselling, we have seen first-hand in school the positive effect of supporting children’s mental health.	2
Buy in specialist speech and language support for children. £2000	We have found that an investment in speech and language support is a very effective use of time and funding – our children who access in-school speech and language support make good progress. The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.	1
Member of staff in school office assigned to role of attendance monitoring. Cost £5000	Poor attendance at school is linked to poor academic attainment across all stages. Clear communication and the building of relationships is key to increasing the attendance of children.	5,6
To fund the Seesaw APP that aims to support home-school learning, communication and development. £3000	This home-school learning app will strengthen home-school bonds including learning, communication and togetherness. This will benefit the child as ‘anytime and anywhere’ learning can take place.	2,5,6
Student Rewards to promote attendance, attainment, speech and wellbeing. Cost £1130	In-school evidence to suggest that rewards created a competitive, friendly culture of encouragement.	6



<p>Student Voice and School Council Budget to engage children in sporting activities at playtime, lunchtime and afterschool.</p> <p>Cost £1000</p>	<p>EEF report 'Benefits of Physical Activity'</p>	<p>5</p>
<p>Subsidised trips for students in receipt of Pupil Premium funding.</p> <p>£3000</p>	<p>The significance of cultural capital in educational advantage has been highlighted by many studies (Bathmaker, Ingram, and Waller 2013; Ingram 2018; Reay, David, and Ball 2005; Walkerdine and Lucey 1989)</p> <p>Stenhouse, Rachel Louise and Ingram, Nicola (2024) Private school entry to Oxbridge: how cultural capital counts in the making of elites. <i>British Journal of Sociology of Education</i>, 45 (2). pp. 267-283.</p>	<p>4</p>

Total budgeted cost: £ 131,930



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 2023 to 2024 academic year.

Impact judged to be successful	
Impact judged to be partially successful	
Impact judged to be unsuccessful	

Desired outcome	Chosen action / approach	Review/Impact
Improve speech and language	<p>Speech and language support and intervention for children.</p> <p>Speech Therapist funded through school.</p> <p>Teaching Assistants working with speech colleagues from health to support children's speaking each day.</p>	<p>Improved speech and improved phonics outcomes. Also, improved starting points for speech and phonics. 80% of the children were at age-related expectations for speaking as a result of intervention.</p> <p>100% of the children made progress against personal targets.</p> <p>Teaching Assistants and speech specialists worked effectively to the benefit of the children.</p>
Issues with social, emotional, health and wellbeing	Bought in specialist counselling services for children.	<p>The school counsellor was booked fully for the academic year, with a waiting list. Parents, staff and children reported positive outcomes for the children who accessed the support. The strategies the children were taught enabled them to focus in lessons and increase outcomes.</p>
The negative impact of the pandemic on progress and attainment (particularly in phonics and early reading)	<p>Whole-school reading CPD</p> <p>Catch-up Teacher</p> <p>Teaching Assistants deployed on reading.</p>	<p>KS2 Reading SATs scores higher than local and national averages.</p> <p>Phonics score above national expectations. Phonics data scores increased by 20% on 2023 levels.</p>



	HLTA used in Y5/6 to improve reading	
Across school, the attendance of disadvantaged pupils is typically not as good as non-disadvantaged pupils.	Member of office staff assigned to attendance duties. Staff used as mentors to build community relationships and support families. Educational Psychologist employed	Attendance figure for 2023-2024 higher than the previous academic year of 2022-2023. Schools attendance of 95% higher than national average for England.
Acquisition of reading skills in line with national expectations.	Whole-school CPD training Reading Lead to oversee reading and phonics Use of Teaching Assistants to provide small group work support Use of Reading Plus Part Time Teacher funded	Improved staff knowledge and skills around teaching, delivery and assessment of reading. Staff confidence improved having an impact on children's outcomes, children's enjoyment and for staff workload.

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
n/a	n/a



Further information (optional)

Research by Fairfield Primary and R Birtwhistle

Document: 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018'

Key Findings

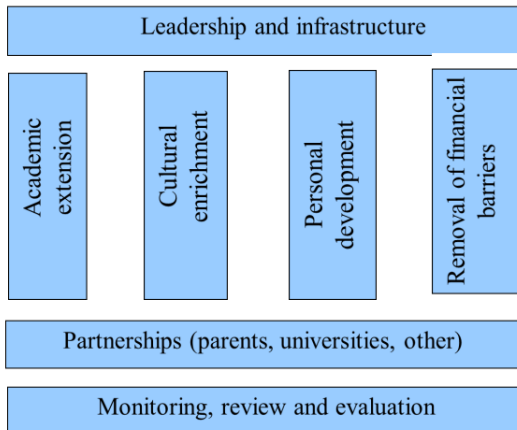
Since the last report, a global study, by researchers at Cambridge, Zurich and Tübingen universities, challenges the view that the academic achievement gap between rich and poor children can be resolved by addressing differences in disadvantaged students' mindset, work ethic and self-belief. The researchers argue that the emphasis on social skills by politicians and educators "risks blaming" disadvantaged children for their own misfortune. Lead author of the study Dr Rob Gruijters, from the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge, said: "Educational inequality cannot be solved through social and emotional learning.

"The idea that children can overcome structural disadvantage by cultivating a growth mindset and a positive work ethic overlooks the real constraints many disadvantaged students face, and risks blaming them for their own misfortune." The report suggests that disadvantaged pupils struggle because, "They struggle because of the lack of basic amenities – food, warmth, clothing, secure housing, a space in which to study, lack of access to the books and technology resources that are available to other children, and many other factors which are intrinsically wrapped up in poverty."

As a result, this school aims to support children by plugging the gaps and giving them the skills and knowledge that they need for long-term success and social mobility.



Figure 1 Model of successful support for the most academically able disadvantaged pupils



- Sutton Trust research in 2015 said that ‘Boys and particularly Pupil Premium boys, are most likely to be in the missing talent group.
- Pupils from disadvantaged backgrounds often lack mentoring and guidance. As a school we invest time in this. The Head, DHT, AHT all take time to talk to disadvantaged children regularly about goals, aspirations and mind set.
- No single solution to pupil premium fits all. Support will be tailored at Fairfield to support pupils’ needs across a range of areas – academic support, cultural enrichment, personal development and addressing material poverty.
- A strong emphasis on training, support and CPD for staff is needed.

In Conclusion

Staff, leaders and the school community are passionate about overcoming barriers to learning for all of our children. We are keen to support children get the very best start in life so that they are in a strong position to take advantage of all the opportunities that life affords them. Social mobility is a key driver for school staff; with education, good teaching and supportive role models a unique selling point of Fairfield Primary School.