

Pupil premium strategy statement

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	Fatfield Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T. A. Pizl Headteacher
Pupil premium lead	N. Dowdle Deputy Headteacher
Governor / Trustee lead	K. Hartley Link governor for disadvantaged Steve Ruffell/Annette Parr Trustee Leads

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490.00
Recovery premium funding allocation this academic year	£6,235.00
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	£62,725.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, irrespective of their background or the challenges they face, to make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve a high level of success across the broad and balanced curriculum that we offer.

Staff are well established and strive to provide the best possible outcomes for all children. They have a clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment.

We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil the school has legitimately identified as being socially disadvantaged. This will be further supported through the School Based Tutoring Programme.

The covid 19 pandemic further impacted on the attainment gap between disadvantaged and their non-disadvantaged peers and although good progress was made when school re-opened, end of year analysis of data showed a greater need for focused interventions across all core subjects.

The key principles of our strategy are to:

- CPD is effective in upskilling all of our staff.
- Interventions are highly effective and bespoke to individuals.
- New strategies are implemented and monitored to ensure their effectiveness towards improved pupil outcomes.
- The Tutoring programme is well planned and managed to ensure delivery maximises learning opportunities.
- Robust systems in place to fully support the emotional wellbeing and mental health of pupils.
- Monitor the attendance of disadvantaged pupil with immediate action when necessary.
- Work with external agencies to provide bespoke packages of support as identified

Challenges

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

Challenge number	Detail of challenge
1	Lesson observations and work scrutiny showed a need to upskill teaching of writing particularly for newer members of staff. During lockdown children focused less on writing outcomes. Data outcomes showed disadvantaged children off track in all year groups for writing and a significant gap between PP and NPP writing outcomes
2	21/44 (48%) of the lowest 20% of readers in school are children in receipt of PP funding. Observations of reading show that fluency is the barrier for the lowest 20% of readers. Improving automaticity through sight vocabulary and swift decoding will improve fluency. This will impact on the child's ability to understand the text that they are reading.
3	Low baseline for CLL as they enter Nursery (100% of Nursery and Reception disadvantaged cohort) Proven impact of NELI intervention adopted by the school in summer 2021 to continue with EYFS and identified Y1 pupils.
4	Internal summer data 2021 showed that 47% of disadvantaged pupils were working below expected standard in mathematics.
5	In summer term 2021 following school closures 21% of disadvantaged pupils were supported through CYPS or CAHMS and 19% were supported through LAC, early Help, CP or CIN plans.
6	Attendance for disadvantaged pupils 2020-2021 was 94%. A slight decline from figures in 2018-2019 which were 95%. This is below the attendance figures for non-disadvantaged 20/21 which were 97%. 15% of disadvantaged pupils were identified as persistent absentees in 2020-2021 with an overall attendance of below 90%.

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
To develop writing outcomes across KS1 and KS2 to support teacher's planning of Writing and provide clear expectations of pitch and progression and securing teacher knowledge of how to teach necessary skills.	Teaching of writing will be good or better in all year groups. End of Key Stage outcomes will be in line with or better than national outcomes. There will be no difference in outcomes between PP children with no identified SEND and their Non-PP peers.
To improve the ability of a reader to recognise/decode words in a text accurately and effortlessly.	Children will read with a high level of automaticity. This will improve their ability to actively read and consequently understand the text.
To improve oral language and vocabulary at its earliest starting points in EYFS leading to improved ability to access early reading and fluency across KS1 feeding into greater depth in reading in KS2 securing teacher subject and child development knowledge in order to teach the necessary skills.	Improved communication and language skills will enable disadvantaged pupils with no identified SEND to achieve and attain in line with Non-PP peers across the curriculum at end of key stage assessment points.
To develop basic skills and quick mental recall in mathematics.	Children will have a secure understanding of early number which will increase their capacity to calculate. End of Key Stage outcomes will be in line with or better than national outcomes. There will be no difference in outcomes between PP children with no identified SEND and their Non-PP peers.
To support children's mental health and wellbeing in all areas impacting positively on emotional intelligence and resilience therefore improving readiness for learning.	Children will display improved overall wellbeing which will positively impact on readiness for, and resilience within, learning.
To improve children's attendance to be in line with non-disadvantaged and/or at least 96% and reduce the percentage of children who are persistently absent.	The overall attendance rate for all pupils will be in line with or above national standards. There will be no attendance gap between PP children and their Non-PP peers. The percentage of all pupils who are persistently absent will be below national figures. There will be no difference in this data for PP children and their Non-PP peers.

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: £ 54,265.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to effectively implement writing programme through whole school CPD</p> <p>English Lead to provide bespoke CPD and follow up support as necessary</p> <p>ECT mentor to carry out Modelled lessons and coaching sessions</p> <p>TLR to monitor impact of approach</p> <p>Staff to carry out coaching triads with a focus on modelling writing</p> <p>English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p>	<p>An approach to structured writing was originally trialled in different Year groups across our Trust and showed impact at an accelerated rate.</p> <p>In Fatfield, it was trialled by two outstanding members of staff in the Summer Term. This provided incisive feedback on how it could be implemented with the whole school.</p> <p>Recommendations 4 and 5 in the new EEF guidance document on improving literacy in KS2 describes features of the programme chosen.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p>Purchase CLIC Maths to be delivered daily across school.</p> <p>Whole school CPD</p> <p>Maths Lead to provide bespoke CPD and follow up support as necessary</p> <p>ECT mentor to carry out Modelled lessons and coaching sessions</p> <p>TLR to monitor impact of approach</p> <p>Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p>	<p>CLIC Maths was trialled in one of our Trust schools with good impact showing increased speed of rapid recall and a narrowing of the gap in key areas of lost learning.</p> <p>EEF +5</p> <p>Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that</i></p>	4

Renewal of white rose license	take longer to reach the required level of knowledge. Improving Mathematics in Key Stage 2	
Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching.	Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle – 'use TAs to supplement what teachers do, not replace them' EEF Research – TA led Interventions.	1,2,4

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

Budgeted cost: £4864.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £4,657.00 funded. School cost £1553.00). Experienced TA to access CPD to deliver programme 1:1 for 5 children. Connex Education to provide teacher to deliver small group or 1:1 tuition for a further 18 children.	School summer teacher assessments identified individual disadvantaged pupils off track in all core areas. EEF +5 <i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i> One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
Staff to attend CPD and implement NELI and Helicopter stories to support language acquisition. Bespoke follow up CPD as required.	School have found that due to the impact of Covid 19, children are entering school with poor communication and language skills. EEF +6 Oral language interventions <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	3

	<p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i></p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months' progress.</i></p>	
<p>Daily 1:1 reading sessions for the lowest 20% of readers in school.</p> <p>Whole school CPD on effective 1:1 reading.</p> <p>English subject lead to monitor and provide follow up bespoke CPD.</p>	<p>Recommendations 2,3,4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1</p> <p>recommendations 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Fresh Start to be delivered for 30 minutes daily to low attaining readers in Year 5 and Year 6.</p> <p>Diagnostic reading and spelling assessments purchased to identify specific areas of need.</p> <p>ESL to monitor effectiveness of intervention</p>	<p>EEF +4</p> <p><i>Small group Tuition</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £ 3601.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke 1:1 nurture sessions for identified pupils.</p> <p>Weekly supervision meetings with Nurture lead and Well-being Lead/DHT.</p> <p>CYPS CPD for all staff (managing anxiety in pupils).</p> <p>Education Psychologist to provide assessments for identified pupils to ensure correct services/strategies are implemented.</p>	<p>On return to school after closures, a higher number of children were identified as requiring additional emotional support.</p> <p>EEF +4</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
DHT to support families through EH plans	<p>Requests have been received from parents for support.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 6
Renewal of Kidsafe license	<p>Kidsafe programme has been used successfully in school since 2019 and successfully feeds into the PSHE and RSHE curriculum.</p>	5
Attendance monitoring	<p>Pre-pandemic, attendance of disadvantaged pupils was showing improvement with close monitoring.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	6
Subsidised residential visits	<p>Through subsidised visits no pupil is disadvantaged and can experience a wider curriculum outside of school with their peers.</p>	5

Total budgeted cost: £ 62,731.93

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.

The ongoing National Pandemic has limited the impact of our PP strategy in 2020-2021. School attempted weekly welfare calls to PP families, provided technology for home learning and offered paces in school throughout lockdown. However, the participation in home learning was minimum for the majority of disadvantaged pupils and therefore the gaps between PP children and their non-PP peers widened.

Following the return to school, targeted intervention took place throughout school across the three core areas.

- Maths remains a focus for next year as currently 47% (19/41) are working below EXP. 68% (13/19) of this group are SEND.
- Reading remains a focus for next year as currently 44% (18/41) are working below EXP. 72% (13/18) of this group are SEND.
- Writing remains a focus for next year as currently 78% (32/41) are working below EXP. 41% (13/32) of this group are SEND.

Disadvantaged pupils received weekly bespoke support to address social and emotional needs. Pupils and parents say they valued the opportunity to talk to a key member of staff.

Wrap around care was provided to support parents with work commitments. 6 disadvantaged children accessed after school and breakfast clubs through PP funding.

7 disadvantaged children had their attendance closely monitored as it had fallen below 90%. 6 of these improved slightly towards the end of Summer term however they still remain below 90% and will remain a focus next year.

The emotional wellbeing of many children and families were supported throughout the year. 9 children were supported through LAC, Early Help, CP or CIN plans. 4 of these will continue next year. 10 children were supported through CYPS or CAMHS. This has ranged from support with specific areas of mental health to the diagnosis of neurological conditions.

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

Further information (optional)

School will continue to provide subsidised out of hours' breakfast and after school provision for identified pupils.