



## **Pupil Premium Strategy 2018-19** ***'Expect Success'***

**Our school's pupil premium grant allocation amount: £201,960**

### **A summary of the main barriers to educational achievement faced by our eligible pupils:**

Fairisle Junior School does not seek to stereotype our families. Just because a child is eligible for the pupil premium, it does not necessarily mean they face specific barriers to achievement. Equally, a child that is not eligible, may face significant barriers. However, our school serves a community with significant challenges and barriers, which in summary are listed below:

- Children lacking resilience and independence in learning.
- Poor language and literacy skills, with poor language role models at home.
- Children with limited opportunities to see the wider world and even locations beyond Southampton.
- Lack of aspiration at home; education is not valued.
- Home learning seen as unimportant; parents are insufficiently educated to support their own children at home.
- Parents struggling to manage routines and boundaries.
- Children spending too long inactive, or playing computer games.
- Poor role models at home – e.g. older siblings not in education, employment or training.
- Significant challenges within the home environment, e.g. absent parents, domestic violence, drug misuse, mental health needs, families involved in the criminal justice system.
- Families on the edge of care and/or with child protection needs.

### **How we will spend the pupil premium to overcome these barriers and the reasons for our approach:**

The school has a member of staff who leads on the pupil premium. The school has an evidence based approach to our expenditure. The pupil premium Lead has undertaken significant research to determine what is most effective in raising educational achievement for our disadvantaged pupils. This has included:

- Reading Ofsted reports on effective use of the Pupil Premium.
- Looking at Ofsted reports and Pupil Premium Strategies from Outstanding schools or schools nationally recognised for their use of the Pupil Premium.
- Utilising the Education Endowment Fund Toolkit.
- Our own in school experiences of working with disadvantaged children and families.
- Meeting and working with colleagues in the Redbridge & Lordshill Federation.

To overcome the barriers our disadvantaged children face, Fairisle Junior School needs to do the following:

- Provide consistently high quality teaching.
- Set very high expectations of disadvantaged learners.
- Set very high expectations of parents and carers – have a 'no excuse' culture.

- Provide high quality CPD opportunities to all members of staff.
- Provide opportunities for parents to engage with school life and their children's education.
- Manage behaviour consistently, with clear boundaries and routines.
- Provide children with learning tools they may not otherwise have at home.
- Provide timely and targeted intervention away from the classroom – not as a replacement to quality first teaching.
- Have a challenging and engaging curriculum that is bespoke to our community.
- Ensure there are high quality resources to support the curriculum and our children.
- Support children who may be experiencing any kind of distress as a result of their home environment or other challenging circumstances.

## Planned Expenditure for 2018-2019:

Quality of Teaching for All		
We will...	So that...	Led by...
Coach and mentor teachers. We will focus on key areas we know will have a high impact on disadvantaged learners: 1. Challenging work 2. High expectations 3. Resilience 4. Independence 5. Provision for more able pupils	Teachers are getting the best from the children. The children are meeting and exceeding age related expectations.	BB
Provide opportunities for teachers to observe one another.	Teachers are able to learn from the best – there is no substitute to seeing high quality teaching 'in the flesh'.	BB
Provide further training on assessment including External Moderation of pupil premium books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation but also schools outside of our Local Authority).	Teachers are fully aware of what age related expectations are, the gaps their children have, and how our disadvantaged most able learners can work at greater depth.	HC
Provide further training and coaching on behaviour for teachers and support staff. All members of the school staff, school leaders, teachers, admin team, external staff, Teaching Assistants and Lunchtime Supervisors to be supported and trained in our behaviour management policy.	Children's learning is not limited by their own behaviour, or the behaviour of their peers.	BB
Provide time for school English Leaders to improve the teaching of reading and spelling and improving our children's communication skills. This may include making use of external CPD.	Children's oral skills are improved with a knock on effect on reading, writing and spelling. Teachers are equipped to teach spelling to a high standard and children can employ strategies in independent writing.	CJ
Purchase additional maths equipment – particularly concrete apparatus. Purchase additional textbooks that enable children to experience challenging tasks that test depth of understanding.	Children's mathematical understanding is enhanced through the CPA (concrete, pictorial, abstract) approach.	HC
Continue to purchase challenging reading texts for children. Other reading materials to be purchased for	Children develop a love of reading. Children are challenged in their reading and exposed to rich language that in turn can be applied	CJ

school to promote love of reading – e.g. magazines, First News, current popular children’s books etc.	in other contexts such as writing.	
Review the SMSC curriculum.	To ensure that is tailored for the demands of our local community, and it’s ever changing needs and dynamics.	AE
Contribute to school trip costs.	To ensure children receive a wide range of opportunities to visit places that they would not ordinarily have the opportunity to.	PH
Budgeted cost: £75,000		

### Targeted Support

We will...	So that...	Led by...
Employ Maths and English specialist Teaching Assistants. Provide boosters and in class support for children from the Senior Leadership Team.	Children receive high quality tuition in small groups or 1:1 to: - Catch up and keep up - Address specific gaps in understanding - Reach the ‘greater depth’ standard	RH/BB
Train staff to deliver Wave 3 Fischer Family Trust reading intervention.	Children with poor literacy skills have an evidence based intervention to progress in reading, writing and spelling.	RH
Run an Easter School	Children achieve their full potential in the end of Key Stage 2 assessments.	AS
Deliver phonics interventions including Rapid Phonics, Sound Foundations (as appropriate for the child).	Struggling readers make the maximum amount of progress.	RH
Pay to access external agencies (e.g. Southampton Advisory Outreach Service, Springwell Inclusion Partnership, Pupil Referral Units, Southampton Psychology Service, Southampton Language Service) to support children with specific needs such as SEMH (Social, Emotional and Mental Health) or EAL (English as an Additional Language).	Children are receiving specialised support and intervention where this is required and beyond the school’s day to day capacity and/or expertise.	RH
Employ an Inclusion Assistant	To support children with SEMH needs, and other needs, such as children experiencing bereavement, family difficulties, child protection issues. This may also include supporting the wider family.	RH
Purchase the computer software Clickr7	To assist struggling writers with independence, sustainability, spelling and sentence structure.	RH
Budgeted cost: £75,000		

### Other Approaches

We will...	So that...	Led by...
Host a careers event at school.	Children have their aspirations raised. They see the potential jobs and opportunities available to them in life. This will motivate them to achieve highly in school.	RH

Continue to run the 'Welcome Project'.	Our school is a welcoming place and families have full opportunities to engage with the school in a range of ways.	RH
Provide staff training on working with 'Parents & Carers'.	Staff have a consistent approach to working with parents and carers. Staff are able to have frank and honest conversations, to deliver either positive or negative messages.	RH/BB
Provide opportunities for parents and carers to join us in school. This may include: - Family cooking sessions provided by a specialist cookery teacher - Curriculum days - School trips - Reading with children - Family groups - Sessions on e-safety and other child safety matters.	Parents have a fuller understanding of the demands of the curriculum. They are able to build up relationships with school staff and are further equipped to support their children at home. They also understand the ever changing demands of how to ensure their children are safe.	RH
Purchase of home study and revision support packs for Year 6 pupils.	Children can study at home and revise for their end of Key Stage 2 assessments.	AS
Target poor attendance and punctuality. Provide time for a Senior Leader to undertake targeted work on this area.	Children have the best possible attendance enabling them to achieve academically.	RH
Have a budget to support children and families with individual purchases– e.g. books for home, a bus pass to get to school etc. Note that this is not a miscellaneous 'pot of money' to supplement a families income, but to provide targeted help for families at times of particular need.	Children are able to fully access their education in times of crisis.	RH
Budgeted cost: £50,000		

## How we will measure the effect of the pupil premium:

Fairisle Junior School does not believe that monitoring the attainment and progress of our disadvantaged children is the sole responsibility of an individual. Instead, we have a whole school approach and a culture of high aspirations from all – the Senior Leadership Team, through to Subject Leaders and Year Leaders, to class teachers and support staff.

The school has a 'Cycle of Events' through which the school ensures we are delivering the very best for our children. At the heart of this is our disadvantaged pupils; they are a constant focus.

Our 'Cycle of Events' incorporates:

- Learning walks.
- Behaviour walks.
- Pupil conferencing.
- Staff appraisal.
- Pupil Progress Meetings.
- Formal lesson observations.
- Work sampling.
- Data analysis.

**The date of our next review of the school's Pupil Premium Strategy: July 2019**