

## 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	Fairisle Junior School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	47.68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Peter Howard (Headteacher)
Pupil premium lead	Robin Hayes (Assistant Headteacher, Welfare & Inclusion)
Governor / Trustee lead	Steph Thurston (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,170
Recovery premium funding allocation this academic year	£25,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£265,255

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

Our ultimate aim for our disadvantaged children is for them to excel at school, making strong progress in all curriculum subjects. We want school to be a place where they develop strong values and learn to become active citizens. We want school to be a place where they feel safe and supported, as well as working within rules and boundaries. This approach we believe will mean that they have the life skills to go on to secondary school, gain good qualifications and eventually enter the employment market as motivated and talented individuals, as well as kind and well-rounded people.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Our school fully recognises the importance of additional teaching opportunities for these children, be they around emotional or behavioural skills, or academic. We recognise the importance of these children accessing high quality resources such as enriching books to read and computers. All this being said, we fully believe it is what teachers do in classrooms that has the greatest impact on these children – what they teach, how well they teach it, and the expectations that they have. We believe that our strategy reflects these objectives. It is not always about something ‘extra’, it is about a school performing its core function of teaching and learning to a high standard that leads to progress.

- *What are the key principles of your strategy plan?*
  - High quality and timely intervention.
  - High expectations, refusing to have a “never mind” or “it’s because of” culture seep into the school.
  - CPD for all staff.
  - Time for senior leaders to support staff and raise expectations.
  - Tireless work to promote good behaviour in the school so that all children learn in class and face little to no disruption in doing so.

### Challenges

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

Challenge number	Detail of challenge
1	Children lacking resilience, motivation independence in learning.
2	Children not reading at home and not reading for pleasure.
3	Poor language and literacy skills, with poor language role models at home
4	Children with limited opportunities to see the wider world and even locations in and around Southampton.
5	Lack of aspiration at home; education is not valued.
6	Home learning seen as unimportant; parents are insufficiently educated to support their own children at home.
7	Parents struggling to manage routines and boundaries.
8	Children spending too long inactive, or playing computer games.
9	Poor role models at home – e.g. older siblings not in education, employment or training.
10	Significant challenges within the home environment, e.g. absent parents, domestic abuse, drug misuse, mental health needs, families involved in the criminal justice system.
11	Families on the edge of care and/or with child protection needs.
12	Children below age related expectations, or otherwise below where we feel the child is capable of being academically.

We further recognise that the pandemic has posed increased challenges for the school in the following ways:

- Lost learning time through school closures and self-isolation.
- In some cases, children were not encouraged to engage or learn at home, with the implicit message to these children that learning is not valued or important.
- More children with separation issues and low attendance. Children not developing the 'habit' of attending school regularly.
- The inevitable focus on task completion and rehearsal of key skills for remote learning, rather than developing an in depth understanding of concepts taught.
- Staff absences meaning children not receiving TA support/interventions or classes being taught by supply teachers.

## 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
<p>Children are receiving high quality teaching opportunities.</p>	<p>Focus weeks demonstrate high quality teaching is taking place.</p> <p>Evidence can be seen of children 'knowing more and remembering more'. This is across the curriculum and not restricted to Maths and English.</p> <p>Staff are skilled in providing high quality instruction to children to ensure concepts are easily understood, practised, remembered and embedded in different contexts.</p> <p>Children show high levels of focus in lessons through a strong understanding of the topics taught.</p>
<p>Children work hard in class as a result of high expectations they place upon themselves.</p>	<p>Children's work in books is well presented.</p> <p>Children demonstrate resilience in tackling challenging learning.</p> <p>Children are productive in learning – e.g. extended pieces of writing.</p> <p>Work produced is the child's very best, showing ambition and meeting of the learning objective(s).</p> <p>Where the opportunity arises, children challenge themselves further.</p>
<p>Children are receiving learning opportunities to enrich the curriculum.</p>	<p>Children access trips away to bring added context to the curriculum and enhance the learning.</p> <p>Children are able to experience first hand new places, e.g. visiting a beach or the New Forest.</p> <p>Children have exciting 'hook' opportunities to engage the children in learning.</p> <p>Children have visitors to support learning in classrooms, with specialisms in the given subject area and the strategies and resources to further engage learning.</p>

<p>Children access high quality resources to support a relevant, ambitious and engaging curriculum.</p>	<p>Children have resources that are modern (where appropriate) and up to date.</p> <p>Children have high quality technology to enhance learning opportunities, including access to software.</p> <p>Children have suitably challenging and engaging texts to read.</p> <p>Curriculum subjects are enhanced by access to high quality resources.</p>
<p>Children's social, emotional and mental health needs are supported as effectively as possible in school.</p>	<p>Children are aware of how and who can support their holistic needs in school.</p> <p>The curriculum, in particular the PSHE curriculum, is relevant and supports the needs of the children.</p> <p>Families are supported where appropriate to access support in meeting their children's needs, including the school making use of outside agencies.</p> <p>Staff are aware of the impact of trauma and ACEs on children, yet do not allow this to become a reason for low expectations, instead being skilled in supporting such children.</p> <p>Children receive emotional support in school to tackle low level mental health needs.</p> <p>Children with additional needs have reasonable adjustments provided for them to ensure they can access school and achieve, whilst maintaining high expectations.</p>
<p>More able children are challenged and extended in learning.</p>	<p>These children are correctly identified as 'more able' and across the full range of curriculum subjects.</p> <p>Children access the 'hardest task first' and do not need to work through a sequence of simpler tasks to reach one that is more challenging.</p> <p>Children access teacher input and instruction that develops their skill set.</p> <p>Children access tasks to deepen understanding and apply learning in different contexts.</p> <p>Children have appropriate opportunities to work with greater independence and on sustained tasks, e.g. a maths</p>

	investigation undertaken over a series of lessons.
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## 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide non-contact time for the curriculum leader to develop the curriculum</p> <p>Provide non-contact time for subject leaders</p>	<p>We know that the curriculum is what our children experience at school. We also know that strong leadership of the curriculum, as well as the actual time to lead on it will mean that we can ensure the following takes place:</p> <ul style="list-style-type: none"> <li>• Children are consulted and have their views considered in both reviewing and shaping the curriculum.</li> <li>• Skills progression ensure that learning is progressive.</li> <li>• Statutory objectives are covered and learnt across the Key Stage.</li> <li>• The curriculum is engaging and relevant for our children.</li> </ul>	1, 12
<p>Provide time for the SMSC and Curriculum Leaders to develop statutory health and relationship education.</p>	<p>We know from our own experience that a strong SRE curriculum will ensure that our children will develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.</p>	1, 12
<p>Provide time for the computing lead (and other school leaders as appropriate) to develop the online safety curriculum. This may involve working with other agencies such as the police.</p>	<p>The importance of online safety is vital to our children. Unfortunately, we are aware of many of our children that access devices at a very young age, sometimes with limited supervision, and access software that is not age appropriate. Anecdotally, we know that this is more often the case in the homes of our disadvantaged children. We have to equip children with the skills to be safe in this context.</p>	8, 10

<p>Coach and mentor teachers. We will focus on key areas we know will have a high impact on disadvantaged learners: 1. High quality curriculum delivery 2. Challenging work 3. High expectations 4. Resilience 5. Independence 6. Provision for more able pupils</p>	<p>There is a strong evidence base behind the role of coaching and mentoring in improving teacher practice, as an example:  <a href="https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/">https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/</a>          We have at Fairisle senior and middle leaders that are stoooped in this school, with many of them who started in this school as NQTs. They are in an ideal situation, knowing the community and children, to help teachers teach with strategies and approaches that work based on our own knowledge and experiences.</p>	<p>1, 12</p>
<p>Provide opportunities for teachers to observe one another with a focus on feedback.</p>	<p>We know from experience that this helps teachers to become more consistent across the school. They are able to shared and discuss teaching strategies and reflect on expectations. We know that feedback is a highly beneficial strategy for children making good progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1</p>
<p>Provide further training on assessment including External Moderation of pupil premium books in Reading, Writing and Maths (working in conjunction with Redbridge &amp; Lordshill Federation but also schools outside of our Local Authority). Extend this over time to other curricular areas (i.e. the foundation subjects, SRE etc).</p>	<p>We know from experience that teachers having a clear idea of expectations enables them to pitch lessons accordingly, scaffold learning and hold children to account for their outcomes. Seeing work from similar age range children allows for this, as well as enabling them to explore different tasks in different subjects.</p>	<p>12</p>
<p>Provide further training and coaching on behaviour for teachers and support staff. All members of the</p>	<p>We know that consistent expectations are key to our behaviour policy. It means there is no dip or variation from class to class or no slip ups in less structured situations. We know that endeavouring to tackle all behaviours means that children feel safe and ready to learn.</p>	<p>12</p>



<p>school staff, school leaders, teachers, admin team, external staff, Teaching Assistants and Lunchtime Supervisors to be supported and trained in our behaviour management policy.</p>		
<p>Provide time for school English Leaders to improve the teaching of reading, spelling, vocabulary and communication skills. This may include making use of external CPD.</p>	<p>Teachers need support with teaching these skills. We know that subject knowledge can be a barrier to the effective teaching of these subjects, and that in some cases poor teaching embeds children's misconceptions.</p>	<p>12</p>
<p>Purchase additional maths equipment – particularly concrete apparatus. Purchase additional textbooks/subscriptions that enable children to experience challenging tasks that test depth of understanding.</p>	<p>We know that the Concrete → Pictorial → Abstract approach is fundamental to the children developing a complete understanding of mathematical concepts. We know that this is vital to the children's fluency but also deeper knowledge. This is an approach advocated by maths specialists White Rose.</p>	<p>12</p>
<p>Purchase additional resources and CPD if required to enable the children to meet age related expectations in respect of multiplication tables and related division facts.</p>	<p>We know that this is fundamental to maths in that children utilise multiplication tables in so many other areas of the curriculum. We know also this is an area where there is limited home support. We therefore need to provide additional teaching opportunities and maximise curriculum time to ensure these are learnt in line with year group objectives, and children are not entering Year 5 with instant recall not secure.</p>	<p>12</p>
<p>Continue to purchase challenging reading texts for children. Review home and school reading texts and approaches.</p>	<p>The children's natural tendency is to read books that do not provide an appropriate level of challenge. The school needs to invest constantly in books that provide this and are pitched for a whole range of reading abilities. We also need to ensure books are modern and exciting for the</p>	<p>2, 3</p>

Other reading materials to be purchased for school to promote love of reading – e.g. magazines, First News, current popular children’s books etc.	children in order that interest is sustained and books are read from start to finish.	
Contribute to school trip costs and costs of external visitors.	Investing in school trips ensures the children receive opportunities they may otherwise have been deprived of. They have contexts to hang learning on, for example by visiting a beach they can write about it and learn about geographical features, as opposed to relying on images, videos etc.	4
Purchase the computer software Clickr for our school Chromebooks	<a href="https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-angus">https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-angus</a> We know from experience that using Clickr enables our children to demonstrate their understanding and ideas without an overreliance on writing skills. For example, a child may use Clickr to demonstrate their understanding of evolution without handwriting or spelling being a barrier. This serves to further engage children. Equally in writing children can develop and demonstrate their composition and effect.	12

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Maths and English specialist Teaching Assistants. Provide boosters and in class support for children from	We know that well deployed Teaching Assistants can have a positive impact on pupil outcomes, so long as there is a high level of expertise and a strong dialogue with the class teacher. By having subject specialists who can ‘learn a trade’ rather than being a ‘jack of all’, and have time before school to liaise with teachers, we have a track record of staff who can positively impact on outcomes.	12

the Senior Leadership Team.		
Employ two additional 'Catch Up Assistants' with a brief of supporting children that fell behind during lockdowns.	We know that our children did not make the same progress during the lockdowns were they to have been in school. They need 'gap filling' and revisiting of key concepts, as well as bespoke intervention. Having staff employed specifically to do this provides children with additional teaching time, either in small groups or on a 1:1 basis.	12
Employ Teaching Assistants to work additional hours to deliver tutoring.  Work with the National Tutoring Programme to further extend our tutoring offer.	We know that tutoring has a high impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  By blending in school tutors with the NTP offer we can provide both targeted structured interventions as well as a more flexible offering, e.g. a school Teaching Assistant working on a child's specific weakness such as handwriting.	12
Train staff to deliver Wave 3 Fischer Family Trust reading intervention.	FFT Wave 3 has an established evidence base: <a href="https://literacy.fischertrust.org/wp-content/uploads/2019/01/Wave3-Report.pdf">https://literacy.fischertrust.org/wp-content/uploads/2019/01/Wave3-Report.pdf</a> We have had considerable success with this 1:1 programme both in terms of reading age ratio gains and application into general classwork.	2, 4
Provide targeted support for previously looked after children	We know that these children will have experienced some form of trauma that will have affected their educational outcomes. Additional tuition will support their learning and help to go some way to redress any disadvantages faced.	
Run an Easter School	This has been run for several years at Fairisle Junior School and has supported the morale and educational outcomes of children in Year 6 as they approach statutory assessment tests.	
Pay to access external agencies	We have accessed these resources for numerous years. We know that bespoke support is needed for these children, either in terms of direct work or that the school needs support with provision. These	

<p>(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).</p>	<p>organisations employ specialist staff who are able to deliver what perhaps is not always within the realms of our capabilities or experiences.</p>	
<p>Purchase home study and revision support packs for Year 6 pupils.</p>	<p>We know from children's feedback that they have benefited through independently working through the skills in these books, developing both mathematical and reading fluency.</p>	<p>1, 2, 6</p>
<p>Purchase additional Chromebooks for classrooms</p>	<p>Chromebooks have enabled children to access software to enhance learning, e.g. researching a topic, practising multiplication tables, phonics programmes or spelling of common exception words.</p>	<p>12</p>

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

Budgeted cost: £65,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employ a Welfare Assistant	The school has an increasing number of children with welfare needs where a multi-agency approach is required to support, as well as direct work with the children to support through ongoing or historic trauma.	5, 7, 8, 9, 10, 11
Employ an Inclusion Assistant	We know that our Inclusion Assistant provides vital support to our children with social, emotional and mental health needs. Examples include social skills programme, support with friendships, bereavement support etc. Having these needs met enables children to make academic progress by putting them in a position where they are ready to learn.	1, 3, 5, 7, 8, 9, 10, 11
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.	We know our families experience temporary times of crisis and we do not want children to miss out on their education or to not have vital needs met at these times.	10
Target poor attendance and punctuality. Provide time for a Senior Leader to undertake targeted work on this area. Purchase additional days from Education Welfare Officer as required.	Poor attendance is a key factor in underachievement. Not only do children lose learning time, but they do not get into good habits and routines, are more likely to encounter school based anxiety, and are more likely to have negative perspectives of school as well as undervaluing education. Support and challenge is vital to these children, including working with outside agencies.	5, 8, 10
Employ the ‘Saints Foundation’ to work in school as part of their	Last year when working with the Saints Foundation:	1, 2, 3, 4, 7,8, 9

<p>'Primary Stars' programme.</p>	<ul style="list-style-type: none"> <li>• 44% of young people improved their physical wellbeing</li> <li>• 44% of young people participated more in physical activity</li> <li>• 80% of young people improved their levels of self-esteem</li> <li>• 62% of young people improved their mental wellbeing</li> <li>• 49% of young people developed their skills &amp; knowledge</li> <li>• 75% of children have more positive attitudes</li> </ul> <p>49% of children felt more inspired &amp; engaged</p>	
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**Total budgeted cost: £265,000**

## 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.

Last year at school was heavily disrupted by Covid. In particular, staff and children were often required to isolate, meaning at short notice staff had to be redeployed, supply teachers used, children switching to remote learning, interventions interrupted senior leaders covering classes etc. We do not feel that the strategies we employed were tested in the way that we would have liked. However, senior leaders can report the following:

- High standards of behaviour were generally maintained, with children focusing and making effort in work.
- Children made ratio gains in reading interventions.
- Children continued to access high quality teaching, including remotely.
- Children experienced some additional opportunities outside of the classroom, including a residential.
- Children continued to access social, emotional and mental health support.
- The school maintained strong ties with families and outside agencies, working productively to secure good outcomes for vulnerable children.
- The school effectively supported vulnerable children and families through the pandemic, for example by providing laptops or making Winter Fund referrals.
- The emotional wellbeing and mental health of children was a high priority.

### 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
FFT Wave 3	FFT
Jolly Phonics	Jolly Phonics
Talkabout	Alex Kelly
Socially Speaking	LDA
Various	White Rose

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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