



## **Pupil Premium Strategy 2019-2023**

***'Expect Success'***

### **Explanation:**

Fairisle Junior School is required to publish our strategy for using the pupil premium. From September 2019 schools are being encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help our school take a longer term view of the support the grant will provide and align our plans with the wider school improvement plan. Fairisle Junior School has taken the decision to develop a four-year plan. The rationale for this is that any given cohort spends four years at our school.

### **Our school's pupil premium grant allocation amount for 2019/2020: £197,320**

146 x Pupil Premium

2 x Pupil Premium Plus

### **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 ensuring children in receipt of the pupil premium get a high quality education. This has included:

- Reading Ofsted reports on effective use of the Pupil Premium.
- Studying Ofsted reports, the Ofsted framework, 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.
- Reports and finding from our Local Authority School Improvement Officer.

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

- Have an ambitious and engaging curriculum that is bespoke to our community.
- Have a broad and balanced curriculum where disadvantaged children receive their full entitlement.
- Ensure disadvantaged children acquire the knowledge, self-belief and cultural capital they need to succeed in life.
- Ensure that the impact of the curriculum on what disadvantaged children know, can remember and do is strong.
- Ensure there are high quality resources to support the curriculum and our children.
- Ensure disadvantaged children have opportunities to develop their vocabulary and reading repertoire.
- Support children who may be experiencing any kind of distress as a result of their home environment or other challenging circumstances.
- Ensure disadvantaged children fully take up the opportunities to develop personally at school. Include disadvantaged pupils in all aspects of school life.
- Identify early children who are disadvantaged and support these children.
- Provide consistently high quality teaching. Provide high quality CPD opportunities to all members of staff and robust accountability mechanisms.
- Provide high quality feedback to children so they can improve their work at every opportunity.
- Set very high expectations of disadvantaged learners – ‘*Expect Success*’.
- Set very high expectations of parents and carers – have a ‘no excuse’ culture.
- 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.

## Planned Expenditure for 2019-2023:

Quality of Teaching for All		
We will...	So that...	Led by...
Provide non-contact time for the curriculum leader to develop the curriculum	The curriculum is: <ul style="list-style-type: none"> <li>- Progressive for all children, building upon previously taught skills and knowledge</li> <li>- Engaging and meets the needs of the children</li> <li>- Is aspirational, especially for more able disadvantaged children</li> <li>- Ensures children leave secondary ready, in particular in respect of reading skills</li> <li>- Develops the children on both an academic and personal level</li> </ul>	HC

Provide non-contact time for subject leaders	<p>The curriculum:</p> <ul style="list-style-type: none"> <li>- Is progressive, engaging and ambitious.</li> <li>- Has highly skilled teachers who can 'turn their hand' to any subject.</li> <li>- Is constantly meeting the needs of different cohorts and different groups of children, tailored to their needs.</li> <li>- Draws on the needs and opportunities of our community and local area.</li> <li>- Develops children's reading repertoire and vocabulary.</li> <li>- To work collaboratively to develop meaningful cross-curricular links.</li> <li>- To provide real purposes to learning.</li> <li>- Is communicated effectively to parents and carers.</li> </ul>	HC
Provide time for the SMSC and Curriculum Leaders to develop statutory health and relationship education.	All disadvantaged children know about good physical and mental health, how to stay safe on and offline, and the importance of healthy relationships. This is regularly reviewed so that current issues and needs are addressed.	HC/ZO
Provide time for the computing lead (and other school leaders as appropriate) to develop the E-Safety curriculum. This may involve working with other agencies such as the police.	So that children can be both pro-active in staying safe online and react appropriately to dangers where they arise. Children recognise the opportunities of the internet but also the dangers in their widest sense. The curriculum is current and reflects the children's actual use of technology, rather than an adult's perception. Work is undertaken with parents and carers, who are clear of their roles and responsibilities.	LV/HC
<p>Coach and mentor teachers.</p> <p>We will focus on key areas we know will have a high impact on disadvantaged learners:</p> <ol style="list-style-type: none"> <li>1. High quality curriculum delivery</li> <li>2. Challenging work</li> <li>3. High expectations</li> <li>4. Resilience</li> <li>5. Independence</li> <li>6. Provision for more able pupils</li> </ol>	Teachers are getting the best from the children. The children are meeting and exceeding age related expectations. The curriculum is in class as is 'on paper' – children are receiving their full entitlement to a high quality of education in all curriculum areas. Topics enthuse and motivate the children and are tailored to each individual cohort.	BB/HC
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). Extend this over time to other curricular areas (i.e. the foundation subjects, SRE etc).	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. Curriculum leads and class teachers gain ideas of how to stretch and challenge all our disadvantaged children, and deliver the curriculum in ambitious and dynamic ways, to develop the children's depth of understanding.	HC
Provide further training and coaching on behaviour for teachers and support staff. All	Children's learning is not limited by their own behaviour, or the behaviour of their	BB

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.	peers. Behaviour is managed with complete consistency.	
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.	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. Children leave our school with a good foundation in reading, enabling them to access and enjoy the whole curriculum. They are able to read with stamina and have a wide reading repertoire.	AS/GS
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. To ensure children develop skills in fluency and mastery, able to apply their knowledge across the curriculum and in different mathematical contexts.	ZO/LM
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.	Children are able to use and apply this vital skill across all areas of mathematics. Learning is not rapid by virtue of instant recall of multiplication tables/division facts and calculations are accurate.	ZO/LM
Continue to purchase challenging reading texts for children. Review home and school reading texts and approaches. 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 develop a love of reading. Children are challenged in their reading and exposed to rich language that in turn can be applied in other contexts such as writing. Children are ambitious in their selections of reading texts. Children are reading a wide range of genres for pleasure, and are reading in a sustained manner to develop fluency.	AS/GS
Contribute to school trip costs.	To ensure children receive a wide range of enriching learning opportunities and experiences to visit places that they would not ordinarily have the opportunity to.	PH
Budgeted cost: £75,000		

<b>Targeted Support</b>		
<b>We will...</b>	<b>So that...</b>	<b>Led by...</b>
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
Provide targeted support for post looked after children	They thrive academically and socially. The children receive bespoke support, potentially on a 1:1 basis so gaps in understanding are	RH

	addressed. Children are stretched to achieve more, and their social, emotional and mental health needs are prioritised. This may involve further work with outside agencies where required. These children leave our school fully prepared for secondary and later life.	
Run an Easter School	Children achieve their full potential in the end of Key Stage 2 assessments.	AS
Deliver reading interventions	Struggling readers make the maximum amount of progress, enabling them to (as far as is possible) access the whole curriculum.	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 Clickr for our school Chromebooks	To assist struggling writers with independence, sustainability, spelling and sentence structure.	RH
Employ the 'Saints Foundation' to work in school	So that children receive targeted work to engage them in PSHE, team building & problem solving, Maths and English. This can be targeted at 'hard to reach' children who will be motivated the football component to the work.	RH
Budgeted cost: £75,000		

<b>Other Approaches</b>		
<b>We will...</b>	<b>So that...</b>	<b>Led by...</b>
Provide staff training on working with 'Parents & Carers'.	Staff have a consistent approach to working with parents and carers. Staff are able to build relationships and 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	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. Parents can celebrate academic achievements with their children.	BB

matters. - Showcasing outcomes of children's work - School assemblies - After school 'book looks'		
Purchase 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
Purchase additional Chromebooks for classrooms	Children can readily make use of the internet to inform their wider work in the curriculum and present their learning in a variety of ways, beyond 'pen and paper'.	PH
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 2020 (light touch review)**