

Pupil premium strategy statement

Fairlands Middle School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	10.58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	23 July 2023
Date on which it will be reviewed	23 July 2026
Statement authorised by	Stefan McHale
Pupil premium lead	Martin Davis
Governor / Trustee lead	Richard Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87051.00
Recovery premium funding allocation this academic year	£13462.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£100514.00

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- *The aim of the Pupil Premium is to identify and implement strategies that help increase social mobility and reduce attainment gaps between the most and least disadvantaged pupils.*
- *To review every Pupil Premium student needs and individual circumstances in order to ascertain how to maximise progress in school.*
- *To continue to develop and enhance high quality adaptive teaching which will enable every pupil, including Pupil Premium students to make, or exceed expected progress.*

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

The barriers and challenges disadvantaged pupils face are complex and varied. There is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children in our context. The key barriers can be seen in the 'challenges section.

In deciding how to use our Pupil Premium grant, we draw upon the following sources:

- *Sutton Trust report 'School funding and Pupil Premium 2021'*
- *Education Endowment Foundation*

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment through individual pupil meetings, not assumptions about the impact of disadvantage.

What are the key principles of your strategy plan?

- *Having the highest of expectations of all pupils, regardless of background.*
- *A culture of collective responsibility for disadvantaged pupils.*
- *A strategy rooted in assessment, not assumptions of disadvantaged students.*
- *A strategy rooted in addressing the controllable factors holding disadvantaged back.*
- *A learning led approach, not a label led approach.*
- *A culture of early intervention for addressing need.*
- *A clear process and impact evaluation framework – Is it working/has it worked?*

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attainment and progress in Reading and Writing <i>Identified through progress data (SATS and summer data end of year 8) & pupil voice.</i> Students with reduced reading skills will have less chance of successfully accessing secondary/higher education in the future.</p>
2	<p>Lower attainment and progress in Maths <i>Identified through progress data (SATS and summer data end of year 8) & pupil voice.</i> Students with reduced literacy and numeracy skills will have less chance of successfully accessing secondary/higher education in the future.</p>
3	<p>Lower attainment and progress across the whole curriculum. <i>Identified through progress data (SATS and summer data end of year 8).</i></p>
4	<p>Attendance disparity between PP/non-PP <i>Identified through attendance data and from our experience.</i> Low attendance at middle school is more likely to result in underachievement and lack of engagement with secondary/further education.</p>
5	<p>Engagement in wider extra-curricular & academic opportunities. <i>Identified through pupil voice and monitoring of attendance for these opportunities.</i> The need to create a sense of belonging within our students to engage with the opportunities on offer.</p>
6	<p>Class disruption/distractions/behaviour of peers <i>Identified through class charts data analysis, staff voice and pupil voice.</i> The loss of learning, however negligible, will impact attainment in education.</p>

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
1. Improved reading and writing attainment	<p>All</p> <ul style="list-style-type: none"> • Full engagement with the whole school reading programme. PP students who are below expected progress, raise their NGRT reading scores by 12 months. <p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth • NGRT tests to show progress over time <p>At end of year 8:</p> <ul style="list-style-type: none"> • 90% to achieve age related expectation (5+) • No greater than 0.5 average points score difference between disadvantaged and non-disadvantaged pupils.
2. Improved maths attainment	<p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth <p>At end of year 8:</p> <ul style="list-style-type: none"> • 90% to achieve age related expectation (5+) • No greater than 0.5 average points score difference between disadvantaged and non-disadvantaged pupils.
3. Ensure disadvantaged pupils make comparable progress to our other pupils.	<p>All</p> <p>Evidence of progress of disadvantaged students will be quality assured by:</p> <ul style="list-style-type: none"> • Learning drop-ins • Faculty reviews • Book scrutiny • Student voice • Data drops <p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth <p>At end of year 8:</p> <ul style="list-style-type: none"> • 90% to achieve age related expectation (5+) across all subject areas.
4. To raise the levels of attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance statistics and comparisons term by term. • Comparison of disadvantaged and non-disadvantaged pupils' attendance and punctuality. • Disadvantaged pupils to achieve the school expectation of 95% attendance. • Gap between PP and non-PP becoming smaller.
5. Increased engagement in wider opportunities	<ul style="list-style-type: none"> • Upward trend in pupils taking part in LEAP (leadership, enrichment, academia programmes) • Upward trend in pupils taking part in extracurricular activities. • Embed the new house system and house council. • Upward trend in the number of students participating in house events. • All disadvantaged students partake in careers programme activities.
6. Reduction of disruption in the classroom	<ul style="list-style-type: none"> • Downwards trend on number of receiving conduct points • Downwards trend on number of pupils receiving multiple conduct points. • Student voice/Staff voice

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving high quality adaptive teaching through CPD (Walk Thrus & Trust PLC offer) 12 hours in total. Adaptive teaching will be at the forefront of every briefing, faculty meeting, staff meeting, SLT meeting and all CPD.	The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, those pupils gain 1.5 years' worth of learning with very effective teachers. https://dera.ioe.ac.uk/30348/1/2teachers-impactreport-final-1.pdf	1, 2, 3
On-line learning platforms (Nessy fingers, Spelling shed and TT rock stars)	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Has an average impact of +6 months . Digital technology 2019. Education Endowment Foundation EEF	1, 2, 3
English Hub – Unlocking excellence English Hub CPD to support systematic synthetic phonics, language development and a love of reading	The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, those pupils gain 1.5 years' worth of learning with very effective teachers. https://dera.ioe.ac.uk/30348/1/2teachers-impactreport-final-1.pdf	1, 3
Reading – Tutor time programme, all teachers are teachers of reading CPD	Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 3
Behaviour for Learning (RESTART room and new behaviour policy)	Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 6
NCETM – National centre for excellence in the teaching of Mathematics – Raising levels of achievement in maths by working collaboratively.	The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, those pupils gain 1.5 years' worth of learning with very effective teachers. https://dera.ioe.ac.uk/30348/1/2teachers-impactreport-final-1.pdf	2
Information software (Edukey suite, insight, Pixl, SISRA, SIMS)	Successful implementation of a pupil premium strategy is carefully stage process that takes time, rather than being a one-off event. School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.	3, 4

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
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Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT (GL assessment)	New group reading test is a standardised assessment to measure reading skills and identify gaps in learning to allow small group and 1:1 intervention strategies to commence in closing gaps between our disadvantaged & non-disadvantaged	1
LEXIA reading intervention for students who have identified as reading at lower than their age range	Evidenced-based and designed from the best literacy and language research available, such as the science of reading and Structured Literacy. Both research-based and evidence-based . Reading comprehension strategies are high impact on average (+ 6 months) . Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Reading fluency intervention	For pupils who have secured their phonics and decoding skills. Practising reading fluency will help bridge the gap between word recognition and comprehension. Reading comprehension strategies are high impact on average (+ 6 months) . Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Read write fresh ink – Phonics and spelling packs	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1
NTP – National tutoring programme (English and Maths booster sessions)	Small group tuition has an average impact of +4 months' additional progress over the course of a year. 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. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
FITBIT (homework) after and before school club	Pupils from disadvantaged backgrounds are less likely to have the systems in place to complete homework and develop learning habits. The wrap around club can help to overcome those barriers by offering the resources and support. Homework has a positive impact on average (+5 months) , particularly with pupils in secondary schools. Primary schools (+3 months) Low evidence strength however and we are in a middle school system. Homework EEF (educationendowmentfoundation.org.uk)	1,2,3
SATS revision guides and workbooks	Pupils from disadvantaged backgrounds are less likely to have the systems in place and parental support required to complete homework and develop learning habits. The revision guides will be used as a tool within lessons and beyond to support this. Homework has a positive impact on average (+5 months) , particularly with pupils in secondary schools. Primary schools (+3 months) Low evidence strength however and we are in a middle school system. Homework EEF (educationendowmentfoundation.org.uk)	1, 2

Easter school	<p>Pupils from disadvantaged backgrounds are less likely to have the systems in place and parental support required to complete homework and develop learning habits. The revision guides will be used as a tool within lessons and beyond to support this.</p> <p>Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Primary schools (+3 months) Low evidence strength however and we are in a middle school system.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Dyslexia Gold membership – Reading and spelling programmes.	<p>Addresses issues in regards to poor phonological awareness and dyslexia. Improves reading age by 12 months, spelling age by 10.5 months when used 20 minutes a day.</p>	1, 3
TLE - English and Maths on the move - unique and innovative programme that uses the concept of active learning to enhance children's confidence and attainment in these subjects	<p>Small group tuition has an average impact of +4 months' additional progress over the course of a year. 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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2

Wider strategies

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and talking intervention for a person-centred therapy focussing on intervention and recovery (therapeutic intervention)	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Thrive trauma informed approach to improving the mental health and well-being of children (social and emotional development)	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
ELSA – emotional literacy support assistant – Support young people's emotional development to help them cope with life changes.	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Zones of regulation	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Wellbeing welcome – daily - staffed	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Pupil premium promise – Support with contributions to costs for visits, revision guides etc	Tackle and reduce the anxiety that the socio-economic disadvantage brings.	3, 4
Targeted mentoring 1:1 to gain intelligence on barriers to learning to help us review every Pupil Premium student needs and individual circumstances in order to ascertain how to maximise progress in school.	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. (+2 months) Mentoring EEF (educationendowmentfoundation.org.uk) Member of staff (LB) will perform some targeted mentoring work (1 hour per week plus 3 tutor times).	1,2,3

Extra-curricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	Building a culture of belonging within the school community	5
TLE sports coaching wrap around care (Trusted, caring and nurturing) Breakfast and after school club.	Building a culture of belonging within the school community, Tackle and reduce the anxiety that the socio-economic disadvantage brings by supporting pupils and their access to this care.	4,5
Improving attendance by reviewing systems of monitoring of PP students, connecting with families and complete check-ins. (Tutors, Heads of Year and Operations team under the guidance and direction of the deputy headteacher.	Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. The research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths.	1, 2, 3, 4

Total budgeted cost: £100,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our year 8 exit data for 2021-22 showed significant gaps still exist between PP and non-PP pupils. This highlighted the need to review the disadvantaged strategy and amend our focus in closing those gaps.

Our SAT results highlights a continued concern for disadvantaged pupils in relation to their peers. Maths continues to provide a significant area of concern along with reading and writing.

PP interventions showed a mixture of success across the entire PP cohort. This has been reviewed and renewed to ensure we produce better outcomes for our disadvantaged students. Our new proposed plan is to ensure we decrease these differences over time.

PP attendance is below that of their peers and we remain ambitious that they can achieve 95% with the appropriate support in place. Attendance was higher in KS3 than in KS2 suggesting interventions had a positive impact.

Our impact measures moving forward will be SAT result trends, 5+ attainment in KS3 and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NGRT – new group reading test	GL assessment
Core 5 and Power up reading intervention	LEXIA
Phonics training	Ruth Miskin – Read write inc. Fresh start
Counselling and activities/workshops	The space – Somerset - Charity