



**Fairhouse Primary School**

**Pupil Premium Grant Report**

**2019-2020**

**Fairhouse Primary School Pupil Premium and Early Years Pupil Premium Grant Report 2019/2020**

Both Grants are additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Fairhouse Primary School we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Pupils & Pupil Premium Grant and Early Years Pupil premium Grant received | | | | |
| Total number on roll | | | | 417 |
| Total number of pupils eligible for Pupil Premium | | | | 151 (36%) |
| Total amount of Pupil Premium Grant and Early Years Pupil Premium Grant received | | | | £ 200,640 |
| Objectives of spending Pupil Premium | | | | |
| * The quality of education for all children is improved * To close the attainment gap between disadvantaged pupils and their peers * To improve the attendance of disadvantaged pupils * To develop cultural capital of disadvantaged pupils through a wide range of experiences * To improve reading and maths outcomes for disadvantaged pupils across the school | | | | |
| Record of Pupil Premium Grant spending by item/project | | | | |
| **Item/Project** | **Cost** | **Objectives** | **Outcomes** | |
| Senior leader – inclusion manager | £35,775 | * Additional support for most vulnerable families | Support had been given to many families. This included signposts to foodbanks and Christmas hampers. Coordination of young carers. Set up of systems for identifying and supporting vulnerable families. | |
| Pastoral support staff X2  Behaviour support and inclusion support | £55, 782 | * Behaviour incidents decreased * Reduce fixed term exclusions * Engage parents * Support vulnerable pupils and families * Increase attendance | Fixed tem exclusions hugely reduced from 39 session to 10 session in an academic year.  Attendance in line with national (as of March 2020). This was without the support of Aquinas. Improved culture and profile of attendance – year 6 attendance well above average. Use of attendance rewards and reporting to parents. | |
| 2X mid-day assistants | £6,410 | * Reduce behaviour incidents at lunch time * Support disadvantaged pupils at lunch times * Supervise pupils so that sports clubs can take place at lunch time for disadvantaged and vulnerable pupils | Additional clubs have reduced behaviour incidents. No lunch time exclusions since Christmas.  Take up of lunch clubs is good, especially for vulnerable pupils and through targeted groups. | |
| *1HLTA* | £24,581 | * Improve outcomes for disadvantaged, closing gap between PP and Non PP | HLTA allowed cover for teachers to plan interventions to close specific gaps. Progression year 6 was set to be above average for Pupil Premium in reading, writing and maths.  Increased % of pupil premium on track for depth and combined depth across school.  % on track for expected combined increased by 6% across school. | |
| *1 LSA* | £21,775 | * Supporting disadvantaged and vulnerable pupils, ensuring reduced behavioural incidents and accelerating progress | Reduced exclusions.  Reduced behaviour incidents in Reception. Organisation of lunch clubs through LSA reduced lunch time incidents. | |
| Nursery Nurse | £19,942 | * Early identification of needs * Precise intervention to close gaps and accelerate learning | Settled cohort. Supported transition into school and settled groups of pupils. Supported improved learning environment.  % of pupil premium pupils on track in Reception rose from 36% on entry to 61% PP on track in spring | |
| Speech Therapist | £9,750 | * Improve communication skills for vulnerable pupils * Gaps in SLCN identified and closed | All Reception pupils screened to identify those requiring support. Speech plans in place. | |
| Study Bugs to track and report absence and to register children | £3,000 | * Earlier identification of vulnerable pupils * Attendance targets met (96%) * Reduced persistent absence * Faster registration, leading to more teaching time | Studybugs supported tracking of PA. | |
| PiXL diagnostic and therapy tool for identifying and closing gaps through intervention | £3, 300 | * Easier diagnosis of learning gaps * Therapies meet pupil needs * Close gap in attainment between PP and non-PP * Increased combined (RWM) for all, especially PP * Progress for PP at least in line with non-PP pupils | Assessment data secure and trackable.  Year 6 pupils made accelerated progress, especially in maths.  Greater awareness of pupil premium children and their gaps with diagnosis tool.  16% of year 6 pupils made accelerated progress in reading from Autumn to Spring and 27% in maths. | |
| Tuition – booster groups (Easter school) | £5,000 | * Close identified gaps so that PP pupils attain better than last year and that progress is above 0 and at least in line with non-PP | Un- achievable due to covid-19. | |
| Early morning study club boosters (2 early morning sessions a day across year 2 and 6) | £3000 | * Close identified gaps so that PP pupils attain better than last year and that progress is above 0 and at least in line with non-PP | Great impact in year 6 with good progress made and increased projected outcomes at expected and depth for all subjects.  Projected progress for PP would have been above average. Increase in PP attainment.  31% of PP pupils in year 2 made better than expected progress in maths, 31% of PP pupils in reading and 11% in reading from Autumn to spring. | |
| Books for home reading | £10,000 | * PP pupils attain better at KS1 and make at least same progress as non-PP in KS2 * Increased reading at home | Pupils across the school all have access to reading books now. | |
| Education enrichment opportunities and materials to enhance learning experiences | £2325 | * Adding to cultural capital for PP pupils * Improved attitude to learning * Increased attendance | Engaging launch lessons used to ignite learning.  Pupils keen to talk about topics and learning as well as the learning experiences provided.  Attendance in line with national. | |

|  |  |  |
| --- | --- | --- |
| Performance of all pupils | | |
|  | 2018/2019 Outcomes | 2019 predicted Outcomes |
| % of pupils in EYFS achieving GLD | 81% | 53% |
| % of pupils achieving Year 1 phonics pass | 80% |  |
| % of pupils in Year 2 who passed phonics | 93% |  |
| % of pupils who reached at least expected standard in reading, writing and maths at the end of KS1 | 51% | 58% |
| % of pupils who reached at least expected standard in reading, writing and maths combined at the end of KS2 | 56% | 67% |
| Performance of pupils entitled to Pupil Premium Grant (including Early Years Grant) | | |
|  | 2018/2019 Outcomes | 2018/2019 Outcomes |
| % of pupils in EYFS achieving GLD | 33% | 61% |
| % of pupils achieving Year 1 phonics pass | 63% |  |
| % of pupils in Year 2 who passed phonics | 95% |  |
| % of pupils who reached at least expected standard in reading, writing and maths at the end of KS1 | 41% | 42% |
| % of pupils who reached at least expected standard in reading, writing and maths combined at the end of KS2 | 48% | 57% |