

Fairlands Middle School

Pupil Premium Strategy statement 2020-21

School overview

School Name	Fairlands Middle School
Pupils in school	513
Proportion of disadvantaged pupils	16.6%
Pupil premium allocation this academic year	£97 830
Academic year or years covered by this statement	2020-21
Publish date	1 December 2020
Review date	1 October 2021
Statement authorized by	Stefan McHale
Pupil premium lead	Felicity Grant
Governor lead	Diane Sleeman

Disadvantaged pupil performance overview for last academic year

Meeting expected standard at KS2	No end of year SATs results due to COVID19
Achieving high standard at KS2	No end of year SATs results due to COVID19

Disadvantaged pupil progress scores for last academic year 2019-20

Reading	No SATs progress due to COVID19
Writing	No SATs progress due to COVID19
Maths	No SATs progress due to COVID19

Strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress in reading	Achieve or better national average progress scores in KS2 Reading with aspirational FFT 20 targets being met. Over 80% of pupils exceeding ARE on exit at Year 8	July 2021
Progress in writing	Achieve or better national average progress scores in KS2 Writing with aspirational FFT 20 targets being met. Over 80% of pupils working at ARE or better in WLT English language assessments	July 2021
Progress in maths	Achieve or better national average progress scores in KS2 maths with aspirational FFT 20 targets being met at both KS2 and KS3	July 2021
Other	Improve attendance for disadvantaged pupils to exceed the LA and national average	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1 Quality first teaching	Provide additional support for all pupils through Quality first teaching, support in lessons and appropriate continued professional learning
Priority 2 Academic mentoring	Academic mentoring of progress of PP pupils through PP Champion
Barriers to learning these priorities address	Disadvantaged pupils, including PP, on average make less progress than their peers. Quality teaching and individualised support is vital to close these gaps
Projected spending	£46821

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading & Spelling ages	Purchase and embed the use of Reading and Spelling ages for all pupils to monitor progress
Priority 2 Academic interventions	Academic intervention and mentoring offered through English and maths lessons by flooding LSA support for one lesson a week
Barriers to learning these priorities address	Ensure regular opportunities for the pupils to close the gaps and reinforce their learning
Projected spending	£47385

Wider strategies for current academic year

Measure	Activity
Priority 1 REACH programme	To support the attendance and engagement of families through the REACH programme
Priority 2 Intervention programme	Academic mentoring for English and maths provided through a tutor based intervention programme
Barriers to learning these priorities address	Attendance of disadvantaged pupils does not match those of their peers, which in turn results in attainment/progress gaps
Projected spending	£13624

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensure professional development is appropriate to all staff and enough time is given to professional dialogue	Use of INSET and curriculum team meetings. Data conversations within curriculum team meetings
Targeted Support	Professional development of LSA's and appropriate content delivered	Start and end baseline to evidence impact of intervention. Range of interventions in place to best support individual needs
Wider strategies	Engage with those families requiring the most support	Support from external agencies and partner schools

Review: last year's aims and outcomes

	Reading		Writing		Maths		RWM Combined	
	Autumn 2019	Summer 2020	Autumn 2019	Summer 2020	Autumn 2019	Summer 2020	Autumn 2019	Summer 2020
Year 5 (all)	63%	88%	61%	77%	60%	69%	47%	56%
Year 5 (PP)	56%	68%	50%	74%	51%	53%	35%	38%
Year 6 (all)	78%	82%	71%	73%	60%	67%	43%	61%
Year 6 (PP)	55%	59%	50%	65%	44%	47%	24%	41%
Year 7 (all)	81%	89%	76%	79%	62%	61%	56%	54%
Year 7 (PP)	51%	89%	62%	76%	34%	62%	28%	66%
Year 8 (all)	88%	88%	84%	83%	72%	68%	67%	63%
Year 8 (PP)	70%	64%	71%	65%	65%	65%	59%	59%