

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	Fairlands Middle School
Number of pupils in school	496
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Stefan McHale
Pupil premium lead	Kate Persaud
Governor / Trustee lead	Lucy Clapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74627.00
Recovery premium funding allocation this academic year	£11165.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85792.00

Part A: Pupil premium strategy plan

Statement of intent

At Fairlands Middle School our intention is that all pupils, irrespective of their background or the challenges they face, feels a sense of inclusion whilst in our school and their wider communities. Our pupils should all leave with an awareness of their world around them. Our curriculum aims to inspire pupils through developing the knowledge, understanding the concepts and acquiring the skills so that all pupils make good progress and achieve high attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, which will best equip them in fulfilling their future aspirations. Our provision includes maintaining progress and high expectations for those who are already high attainers.

Through our broad and balance curriculum offer, pupils will develop the communication skills and self-confidence to manage the challenges that lie ahead of them. Additionally, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement will support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers.

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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- continue our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations

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 compared to peers in Reading & Writing. Internal teacher assessments suggest disadvantaged pupils generally have greater difficulties with Reading and Writing than their peers do. This influences their progress in all subjects.</p> <p>Summer data at the end of year 8 (when pupils leave our school) highlights a gap in English attainment grades. Disadvantaged pupils have an average point score of around 0.8 less than non-disadvantaged pupils.</p>
2	<p>Lower attainment and progress compared to peers in maths. Internal teacher assessments suggest disadvantaged pupils generally have greater difficulties with maths than their peers do. This influences their mind set about learning and self-esteem.</p> <p>Summer data at the end of year 8 (when pupils leave our school) highlights a significant gap in maths attainment grades. Disadvantaged pupils have an average point score of around 1.9 less than non-disadvantaged pupils.</p>
3	<p>Lower attainment and progress compared to peers WHOLE across curriculum. Internal assessments indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind their peers.</p> <p>Summer data at the end of year 8 (when pupils leave our school) highlights a gap in combined curriculum attainment grades. Disadvantaged pupils have an average point score of around 1.1 less than non-disadvantaged pupils do.</p>
4	<p>Financial inequality. Our assessments of pupils who face financial inequality reveal a lower sense of self-worth as their peers. This is evidence through their MALS (myself as a learner) scores.</p>
5	<p>Lower self-esteem / mental health needs.</p>

	<p>Nationally, in the last academic year, 1 in 6 pupils had a mental health need according to NHS digital figures. We continue to support pupils who require additional support with their social, emotional and mental health needs.</p> <p>We found our pupils had a slightly higher need with 1 in 5 non-disadvantaged and 2 in 5 disadvantaged pupils needed some additional support with their mental health.</p>
6	<p>Attendance disparity. Our attendance data for the last year indicates that attendance among disadvantaged pupils is less than for non-disadvantaged and falls below our 95% target.</p> <p>Overall attendance for disadvantaged pupils is 3.53% lower than for non-disadvantaged pupils.</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
<i>Improved KS2 test results with equality of outcomes</i>	<p>Our success criteria is ambitious and reflects a desire for paralleled achievement between disadvantaged and non-disadvantaged pupils.</p> <p>The targets are therefore the same for all pupils, for all assessed areas:</p> <p>60% to achieve age expected standard</p> <p>20% to achieve greater depth.</p>
Reading and Writing attainment	<p>At end of KS2:</p> <p>60% to achieve age expected standard</p> <p>20% to achieve greater depth.</p> <p>At end of year 8:</p> <p>No greater than 0.5 Average point score difference between disadvantaged and non-disadvantaged pupils.</p>
Maths attainment	<p>At end of KS2:</p> <p>60% to achieve age expected standard</p> <p>20% to achieve greater depth.</p> <p>At end of year 8:</p> <p>No greater than 0.5 Average point score difference between disadvantaged and non-disadvantaged pupils.</p>
Attendance	For disadvantaged pupils to achieve our school expectation of 95% attendance.

Engagement and well-being	<p>All disadvantaged pupils who receive interventions of any kind (SEL or academic) to have an improved MALS score after completion of the work.</p> <p>All disadvantaged pupils to have taken part in LEAP (leadership, academia, enrichment programmes) opportunities during the school year as indicated by the awarding of LEAP house points.</p>
MAPPS, CPD, QFT	<p>Following a full academic year of our MAPPS (monitoring, assessment, pupil progress strategies) procedures, there should be better tracking of pupil progress and attainment.</p> <p>Through a targeted CPD programme, QFT will improve and lesson walk will categorise all lessons as effective.</p> <p>This will result in disadvantaged pupils receiving the correct support to achieve their full potential. Therefore, all subject average at end of year 8 will see no greater than 0.5 Average point score difference between disadvantaged and non-disadvantaged pupils.</p>

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: **£23718.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving QFT through CPD (Walk Thrus & Trust PLC offer) & Professional memberships. (Somerset Literacy Network and Mathstopia)	<p>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.</p> <p>https://dera.ioe.ac.uk/30348/1/2teachers-impact-report-final-1.pdf</p>	1, 2
Diagnostic assessment through Literacy on Line testing.	Diagnostic assessments can indicate areas for development with individual pupils, or across classes and year groups.	1, 3, 5

	https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	
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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology#nav-download-the-guidance-report-and-poster	1, 2, 3, 5
Information software. (Edukey suite, Insight)	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4, 5, 6
Additional costs (Deputy head oversight, administrative support and supply cover)	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£16906.28 + NTP contribution**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Non language Year 8 English and maths Booster lessons</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Has an average impact of +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension strategies for lower attaining pupils appear to particularly beneficial when there is explicit teaching of strategies to improve comprehension of text. Has an average impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. In a small group this could be explaining their thinking when solving a task, alongside promoting and developing metacognitive talk related to the lesson objectives. Has an average impact of +7 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 5</p>
<p>Year 6 English and Maths intervention hours</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Has an average impact of +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way words are written. Has an average impact of +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies for lower attaining pupils appear to particularly beneficial when there is explicit teaching of strategies to improve comprehension of text. Has an average impact of +6 months.</p>	<p>1, 2, 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
FITBIT (homework) after and before school club	<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 wrap around club can help to overcome these barriers by offering the resources and support. Homework has an average impact of +3 months at KS2 and +5 months at KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3, 4, 5, 6
SATS revision books	<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 wrap around club can help to overcome these barriers by offering the resources and support. Homework has an average impact of +3 months at KS2 and +5 months at KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 4, 5
Lego and 6 bricks sessions	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. This could be explaining their thinking when solving a task, alongside promoting and developing metacognitive talk related to the lesson objectives. Has an average impact of +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Collaborative learning. Pupils need support and practice to work together, it does not happen automatically. Tasks and activities need to be designed carefully so that working together is effective and efficient. Has an average impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	3, 5, 6
PP academic mentor booster sessions	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. This could be explaining their thinking when solving a task, alongside</p>	1, 2, 3, 5, 6

	<p>promoting and developing metacognitive talk related to the lesson objectives. Has an average impact of +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way words are written. Has an average impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies for lower attaining pupils appear to particularly beneficial when there is explicit teaching of strategies to improve comprehension of text. Has an average impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Has an average impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
National Tutor Programme	<p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Has an average impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3,5,6

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

Budgeted cost: £13053.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, Drawing & Talking, Zones of regulation	<p>Social & emotional learning interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Has an average impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 5, 6
Attendance	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Strong attendance leadership and management sets a clear vision for attendance, underpinned by high expectations and core values, which are communicated and understood by staff, pupils and families.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3, 5, 6
Pupil allowance for daily school needs	<p>Disadvantaged pupils are 6.7 times more likely than others to say they have been made to feel embarrassed due to a lack of money.</p> <p>Parents and children living in poverty have the same aspirations as those who are better off (theconversation.com)</p>	4, 5, 6
Wellbeing welcome	<p>Social & emotional learning interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Has an average impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5, 6

Total budgeted cost: £ 53677.82 +National Tutor Programme contribution to add

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.

Our internal assessments during 2020/21 indicate that the performance of disadvantaged pupils in comparison to non disadvantaged pupils did not meet our Strategy aims as laid out in our plan for 2020-2021.

AIMS:

There were no Key Stage 2 National tests.

Progress in Reading had a target of 80% at ARE. 61% of disadvantaged pupils achieved this against 89% of non disadvantaged pupils.

Progress in Writing had a target of 80% at ARE. 57% of disadvantaged pupils achieved this against 81% of non disadvantaged pupils.

Progress in Maths had a target of 80% at ARE. 27% of disadvantaged pupils achieved this against 70% of non disadvantaged pupils.

Improve attendance to exceed the LA and national average. Our disadvantaged pupils have 91.84% attendance - meeting this aim.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our home learning resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. This was supported by the national NHS findings that 1 in 6 pupils suffered from mental health difficulties in this academic year. We found our pupils had a slightly higher need with 1 in 5 non disadvantaged needed some additional support with their mental health. The impact was particularly acute for disadvantaged pupils, where the figure increased to 2 in 5. We used pupil premium funding to provide wellbeing support

for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
none	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.