

# 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	Thomas Fairchild Community School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021, 2022, 2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicole Reid, Executive Headteacher
Pupil premium lead	Matt Trahair, Acting Head of School
Governor / Trustee lead	Chris Howard, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,504
Recovery premium funding allocation this academic year	£ 9,749
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 183,253</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Thomas Fairchild Community School is committed to ensuring excellence for all pupils, regardless of socioeconomic background. Our aim is to use this funding to raise and sustain higher achievement for disadvantaged pupils. This funding will drive this group of pupils to attain at least as well, if not better, than non disadvantaged pupils nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and mathematics.

We expect all of our teachers and leaders to have high aspirations for all disadvantaged pupils and we endeavour to use robust assessment systems and rigorous monitoring to identify and address pupils' individual needs. Providing the necessary professional development for teachers in order for them to deploy high quality approaches to teaching is imperative.

We will focus on the key challenges which are preventing our disadvantaged pupils from attaining as well as our non disadvantaged pupils. These challenge areas are:

1. depth and breadth of academic vocabulary
2. the ability to articulate ideas and verbalise their reasoning
3. lack of wider life experiences that build background knowledge and an understanding of the world around them.

The approaches we have adopted support pupils to make a strong start at primary school and help them excel. To ensure these are effective, we will:

1. use effective data measuring tools to track all pupils
2. use timely interventions to address gaps and promote rapid progress
3. ensure all staff understand that they are accountable for the outcomes of disadvantaged pupils and that they have high aspirations for them all
4. provide a rich array of cultural experiences for identified pupils in addition to the school's package of enrichment activities

We recognise that disadvantaged pupils across the school face additional barriers that affect their attendance, their mental and physical wellbeing and hinder them from having the same opportunities as non disadvantaged pupils when it comes to life experiences and enriching opportunities.

Disadvantaged pupils at Thomas Fairchild will have access to a nurturing and enriching curriculum which allows for higher levels of engagement and promotes higher aspirations and a sense of community belonging. Our learning mentor and attendance officer will work alongside the school leadership team to promote the wellbeing of pupils and to support families in order to increase attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments, discussions and observations reveal delays in language acquisition and depth of vocabulary use for disadvantaged pupils. In 'Communication and Language' baseline assessments only 50% of disadvantaged pupils were on track..
2	Internal and external data shows that some disadvantaged pupils attain less well in reading and mathematics. In the most recent reported data (2019) 51% of disadvantaged pupils met the expected standard in RWM compared to 59% for the whole cohort.
3	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points. Partial school closures and restrictions around visitors and trips heightened this for some children.
4	Our attendance analysis shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils.

## 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
All disadvantaged pupils have improved knowledge of vocabulary and the ability to explain and reason orally.	<ul style="list-style-type: none"> <li>Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons. These are seen being deployed consistently in lessons across the school.</li> <li>Key vocabulary is mapped across the curriculum over time so that children's knowledge of language builds sequentially and cumulatively.</li> <li>Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching.</li> <li>Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary.</li> <li>Parents and families know the vocabulary the children are learning through information sent home to them.</li> <li>The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the classteacher through intervention and booster sessions.</li> <li>Assessments show a reduction of at least 8% in the attainment gap between disadvantaged and non-disadvantaged pupils.</li> </ul>

<p>All disadvantaged pupils leave Thomas Fairchild as fluent readers, able to comprehend and discuss what they read across the curriculum.</p>	<ul style="list-style-type: none"> <li>● On entry assessment identifies that 70% of DAdv pupils have significant gaps in their knowledge of phonics. Action is taken to address the gaps and intervention is timetabled immediately.</li> <li>● Additional members of staff are appointed to support specifically with one-to-one phonic interventions.</li> <li>● Booster classes are run before school to provide additional practice for disadvantaged pupils identified as not on track.</li> <li>● Children learning to read are ably supported by parents and carers due to the support of school staff.</li> <li>● All children in KS1 are given differentiated support for their needs.</li> <li>● Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.</li> <li>● Reading for pleasure is integrated into daily life at the school. All children are read to daily and are able to discuss what they are reading and make recommendations to others.</li> <li>● All children feel confident reading across the curriculum and independently build knowledge of the world through reading.</li> <li>● By 2022 the progress score in reading for disadvantaged pupils will have increased to at least 0.5 in order to be in line with most recent progress scores for non disadvantaged pupils within the local authority.</li> </ul>
<p>All disadvantaged pupils leave Thomas Fairchild with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<ul style="list-style-type: none"> <li>● Summative assessments identify a school gap of 11% between disadvantaged pupils and their peers with potential barriers to learning in mathematics. Support is put in place for them to close gaps within lessons and if necessary outside of lessons.</li> <li>● A timetable of support is created to allow for interventions and sessions (within and outside of the school day) to take place.</li> <li>● Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. Teachers receive support from leaders and training to understand how to ensure all children reach their potential.</li> <li>● Intensive CPD for teachers and support staff, alongside instructional coaching from a maths consultant ensures that provision for all children is excellent and leads to improved outcomes for disadvantaged pupils.</li> <li>● Online resources such as TT Rockstars are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</li> <li>● Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</li> <li>● Support staff are trained in how to support vulnerable children within and outside of lessons.</li> <li>● Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects</li> <li>● By 2022 the progress score in maths for disadvantaged pupils will have increased to at least 0.3 in order to be in line with most recent progress scores for non disadvantaged pupils within the local authority.</li> </ul>
<p>Improved levels of attendance and reduced persistent absence for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● Pupils with poor attendance are identified through daily monitoring.</li> <li>● Meetings take place with parents to encourage attendance and to identify reasons for non attendance.</li> <li>● Incentives are planned and implemented by a learning mentor to increase attendance with and all DAdv children will have reduced the numbers of days off they have.</li> <li>● Pupils with continued poor attendance are supported through the work of the attendance officer and from Hackney Education.</li> </ul>

To ensure children at Thomas Fairchild are exposed to a nurturing and enriching curriculum, which stimulates, promotes, and allows for higher engagement levels, whilst also closing gaps between peers through offering shared life experiences.

- Enrichment opportunities for foundation subjects will take place for every class at least once a term.
- Teachers are coached and supported when planning, to provide inspiring lessons that will capture a child's love of learning.
- CPD will be offered to staff through insets and tailored coaching sessions, on how to motivate and inspire DA and PP pupils where needed, in order to close learning gaps with their peers.
- School environments, special visitors and topic days will promote a love of learning, allowing children to share special school experiences with each other and build on prior knowledge together.

## 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: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic testing to identify individual pupil need for teaching and learning and academic intervention.	Standardised tests can provide reliable insights into the specific strengths and areas of development for each pupil. We are able to use this data to ensure they receive appropriate support in lessons and interventions where appropriate: <a href="#">EEF Implementation Guidance</a> (Section 5)	1, 2
Ensuring teaching of phonics and early reading is excellent through investing in professional development, practice sessions and instructional coaching. Providing access to families to fully decodable home reader books and ebooks. Supporting families to understand early reading strategies through workshops and sidebyside learning.	There is a strong evidence base to show that high quality phonics teaching gives all children a solid reading base upon which to build as they progress through school and develop the habit of reading widely and often, for both pleasure and information: <a href="#">EEF Toolkit Phonics</a> <a href="#">EEF Improved Literacy in KS1</a>	1, 2
Ensuring children have an intrinsic motivation for reading through developing a love for reading. Developing teacher subject knowledge of children's literature. Developing children's knowledge of themselves as readers.	Children are more likely to read widely and often when a robust 'Reading for Pleasure' pedagogy is implemented by a school. This is dependent on teacher's knowledge of learners and high quality children's literature <a href="#">OU RFP Research Project</a>	1, 2
Ensuring vocabulary is taught explicitly across the curriculum. Focus vocabulary is planned in every lesson, shared on learning walls and knowledge organisers.	Mathematics Mastery- Dimensions of Depth: Language and Communication Support from North East London Maths Hub	1, 2

Continuing to develop the use of individualised instruction in mathematics lessons.  
Maths interventions and additional sessions ensure all pupils have the opportunity to reason, make links and use maths in real life contexts.

Mathematics Mastery- Dimensions of Depth: Mathematical Thinking  
Support from North East London Maths Hub

1, 2

## Targeted academic support

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
I Can Early Talk Boost used to support EYFS children	Oral language interventions have a positive impact on pupils' language skills and this can diminish gaps in attainment: <a href="#">EEF Toolkit Oral Language Interventions</a>	1
SalT small group interventions for those on the SEND caseload	There is good quality research evidence about effective interventions in the areas of cognition and learning, social, emotional and mental health, and communication and interaction: <a href="#">EEF Dialogic Teaching</a> <a href="#">SEN support: A rapid evidence assessment</a>	1
One-to-one RWI phonics tutoring for all children unable to blend	Precise tuition, targeted at specific needs and gaps is an effective method to support pupils to catch up and prevent children from falling behind: <a href="#">EEF Toolkit Onetoone Tuition</a>	1, 2
Reading fluency interventions (Reading A-Z) for children in KS2 to develop fluent and confident readers	<a href="#">EEF Improving Literacy in KS2</a>	1, 2
Precision teaching using Maths Mastery intervention tools for all children to close the gaps in understanding	Mathematics Mastery: Closing the Gap- Teacher Intervention Guidance <a href="#">EEF Teaching Assistant Interventions</a>	2

## Wider strategies

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club places for pupils with persistent lateness or absence.	Offering pupils in primary schools a free and nutritious meal before school can reduce persistent lateness or absence: <a href="#">National School Breakfast Programme</a>	4
Free or subsidised enrichment club places for targeted pupils.	Arts participation can have benefits on other areas of academic learning and wider benefits such as more positive attitudes to learning and increased well-being: <a href="#">EEF Arts Participation</a>	3,4
Additional enrichment opportunities and programmes and subsidised places on residential trips.	<a href="#">EEF Essential Life Skills</a> <a href="#">EEF Arts Participation</a>	3,4

Redefined role for learning mentor to promote progress for all pupils as well as working to reduce persistent absenteeism.

[EEF Attendance Guidance](#)

2,4

**Total budgeted cost: £ 186,000**

## 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.

Partial school closures, and a return to learning with in-school restrictions meant that Thomas Fairchild faced additional barriers to successfully meeting the intended outcomes of the pupil premium plans. Fortunately we had a number of measures in place that enabled many of our strategies to be effectively delivered.

Thomas Fairchild ran a remote learning programme that endeavoured to reach all learners. We received devices from the DfE to support children to have access to online learning. We used Oxford Reading Tree to enable children to access high quality ebooks that matched their level. Many of our most vulnerable learners were in school where quality teaching and learning also continued. As a result, children continued to make academic progress whilst learning remotely.

Staff participated in online CPD delivered by subject specialists from Hackney Education which enabled them to deliver quality live streamed lessons twice a day. These lessons were accompanied by home learning packs sent to families. All teachers utilised a range of digital assessment methods to track progress and inform teaching activities.

We used standardised, teacher administered tests to identify gaps and assess attainment in reading, writing and maths. Review meetings provided an opportunity to track and target specific pupils that needed additional support to make progress.

Although national assessments were postponed in 2020/2021, our school assessments demonstrated that disadvantaged pupil performance in reading and maths improved in the last academic year in line with our strategy goals. Performance in phonics was similar to previous years with disadvantaged pupils attaining above national for non-disadvantaged pupils.

Although attendance was lower than previous years, the attendance at Thomas Fairchild was higher than local averages in the final term of last academic year.

## 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
Jigsaw PSHE	Jigsaw
Mathematics Mastery	Ark Curriculum+
Read Write Inc	Ruth Miskin
SFA	Success For All
The Scholars Programme	The Brilliant Club
Orchestral Music	Apollo Music

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A