



Pupil premium strategy statement

School overview

Metric	Data
School name	Fairhaven Primary School
Pupils in school	272
Proportion of disadvantaged pupils	15.8% (43 pupils)
Pupil premium allocation this academic year	£65,120 (estimated) + £7,700 post-LAC + £1020 Service Premium
Academic year or years covered by statement	2023-24 & 2024-25
Publish date	01.09.2024
Review date	01.08.2025
Statement authorised by	T. Garner (Head Teacher)
Pupil premium lead	T. Garner
Governor lead	Joy Wheeler

Disadvantaged pupil progress scores for last academic year available (2022-23)

Measure	Score
Reading	-1.86
Writing	-0.12
Maths	-1.29

Disadvantaged pupil performance overview for last academic year available (2022-23)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	25%

Strategy aims for disadvantaged pupils (2024-25)

Measure	Activity
Priority 1	Through the provision of counselling, positive mental health sessions and play therapy, to address behaviour issues for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. Little Think UK will be the school's preferred partner for delivering positive mental health sessions, pastoral sessions and one-to-one work as and when required for individual pupils. Pastoral groups will be run by Teaching Assistants under the direction of the SENCo who will liaise with class teachers to identify pupils at need and plan to meet the pupils' needs. Play therapy will be provided by a trained member of teaching staff. The EEF toolkit suggests that there is a moderate impact based on low cost for these types of interventions.
Priority 2	To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. These interventions will include, but not be limited to, Little Think (Positive Mental Health), NELI, Speech and Language and Phonics Keep Up and Catch Up. Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.
Priority 3	To provide small group tuition. The EEF toolkit suggests that there is a moderate impact for a low cost for small group tuition. Our School Led Tutoring will be delivered by a trained teacher who is a member of staff.
Barriers to learning these priorities address	The current Year 4, followed by the current year 3, have been most adversely affected by the COVID-19 lockdowns. There are pupils within Year 3, 4 and 5 who would still not pass the Phonics Screening Check, so do not have the required phonic skills to be able to read at a

	level whereby they can access age appropriate learning through reading. Additional staff are required to address this.
Projected spending	£27,120

Teaching priorities for current academic year (2023-24)

Aim	Target	Target date
Progress in Reading	Achieve national average attainment in KS2 Reading	July 25
Progress in Writing	Achieve national average attainment in KS2 Writing	July 25
Progress in Mathematics	Achieve national average attainment in KS2 Maths	July 25
Phonics	Achieve at least 90% expected standard in PSC	July 25
Other	Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	July 25

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reduction of class sizes in Upper Key Stage 2. In year 5 there will be two groups (max group size of 23) and in Year 6 there will be two groups (max group size of 23). The four groups will be facilitated by non-class-based AHT teaching the fourth group. Whilst the EEF toolkit suggests reducing class sizes has a low impact for a high cost, this strategy will ensure appropriate levels of support can be maintained for pupils.
Priority 2	Highly trained HLTAs will provide interventions in Key Stage 2.
Priority 3	Continue to embed Little Wandle Letters and Sounds Revised SSP; Ensure all staff have completed the Little Wandle online training; Support new staff to access training; Deliver weekly coaching and mentoring session for Phonics with Reception and Key Stage One staff; Deliver phonics teaching and interventions (keep up) in line with the school's new Phonics scheme, Little Wandle. Further upskill TAs delivering keep up and catch up and reading practise sessions. The EEF toolkit suggests that there is a high impact for low cost with phonics teaching and a very high impact for very

	low cost for the teaching of Reading Comprehension Strategies which is firmly secured in the reading practice sessions embedded in the 'Little Wandle Letters and Sounds Revised' programme.
Priority 4	To improve speech and language skills in Reception through the use of 'NELI.' Furthermore, to use the WellComm assessment and programme to support pupils and provide evidence towards SALT referrals where necessary.
Barriers to learning these priorities address	The current Year 4, followed by the current year 3, have been most adversely affected by the COVID-19 lockdowns. There are pupils within Year 3, 4 and 5 who would still not pass the Phonics Screening Check, so do not have the required phonic skills to be able to read at a level whereby they can access age appropriate learning through reading. Additional staff are required to address this.
Projected spending	£44,720

Wider strategies for current academic year

Measure	Activity
Priority 1	Implementing and delivering regular mental health and well-being sessions.
Priority 2	Increasing parental engagement through face-to-face parent information sessions.
Priority 3	Increasing the attendance of pupils eligible for Pupil premium whilst reducing the number of persistent absentees amongst this group of pupils.
Barriers to learning these priorities address	Increase in parents taking holidays in term time Increase in parents taking holidays in term time and providing a false reason for absence to avoid a fine. Children who are persistent PA (i.e. two or more years in a row) for whom meetings with parents and measures imposed have not made a significant difference. Reinforcing messages about ensuring children attend school regularly, and attend with minor illnesses (coughs, colds, etc.). Reinforcing the importance of attending school regularly (specifically Year 3 down).
Projected spending	£2,000 (covered through other budgets)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils.	Use of termly assessments in Reading, Maths and SPaG and analyses of these assessments to highlight areas of weakness (analyses used by next year's class teacher); For Maths, continuing to follow the most up to date versions of the White Rose planning; In addition, for Maths, teachers continue to deliver the Maths Mastery sessions begin last academic year (Reception to Year 2). For English, school planning to be followed by all staff under the direction of the English lead; Phonics planning to be followed in line with Little Wandle recommendations.
Targeted support	Ensuring Catch Up and Keep Up Phonics session take place, not only in Reception, Year 1 and Year 2, but also across Key Stage Two as and where necessary. Ensuring small group tutoring takes place with at least 2 hours being delivered weekly.	Staff to be supported with Phonics by Key Stage One Lead and the Head Teacher (temporary Phonics and Early Reading Lead). Member of teaching staff to deliver interventions.
Wider strategies	Engaging families in curriculum learning to support them to help their children learn.	School to deliver new, focused parent information sessions to support parents.

Review: last year's aims and outcomes (2022-23)

Aim	Outcome
Progress in Reading To achieve national average attainment in KS2 Reading	Attainment – School was below national average (by 2.6%).
Progress in Writing To achieve national average attainment in KS2 Writing	Attainment data: School is above national average.
Progress in Mathematics To To achieve national average attainment in KS2 Maths	Attainment – School was 2% below national average.
Phonics To achieve at least 90% expected standard in PSC	86% of all Year 1 pupils achieved the required standard in the Year 1 Phonics screening. 60% of Pupil Premium children in Year 1 achieved the required standard in the Year 1 Phonics screening. 45.5% of the Pupil Premium children (5 children) in Year 2 who retook the Phonics Screening check achieved the required standard. 87.5% of the Pupil Premium children in Year 2 achieved the required standard in the Year 1 Phonics screening before the end of June 2024.
Other To improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	Attendance of whole school for 2023-24: 96.63% (0.26% less than 2022-23). Attendance of Pupil Premium children for 2022-23: 89.71%.