

# Pupil premium strategy statement

This statement details our school's intended use of pupil premium (and recovery premium) for the 2024 to 2025 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                                                                                                     | Fairmead School |
| Number of pupils in school                                                                                      | 152             |
| Proportion (%) of pupil premium eligible pupils                                                                 | 50%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 26       |
| Date this statement was published                                                                               | December 2024   |
| Date on which it will be reviewed                                                                               | July 2025       |
| Statement authorised by                                                                                         | Tracy Felstead  |
| Pupil premium lead                                                                                              | Shaun France    |
| Governor / Trustee lead                                                                                         | Kirsty Farthing |

## Funding overview

| Detail                                                                                 | Amount         |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year                                    | £70,358        |
| Recovery premium funding allocation this academic year                                 | £0             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £6,327         |
| <b>Total budget for this academic year</b>                                             | <b>£76,685</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

We will ensure that the additional funding benefits the pupils who need it most and that it makes a significant impact on their education and social well-being.

The school will use PPG funding to address any underlying inequalities between pupils eligible for funding and others.

The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these pupils.

The funding will be used to narrow and close the achievement gap between these pupils and their peers.

Funding will be used to ensure learners have access to a range of social and cultural experiences that they may not otherwise access.

### Challenges

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

| Challenge number | Detail of challenge                         |
|------------------|---------------------------------------------|
| 1                | Social, emotional and mental health         |
| 2                | Gaps in reading, writing, maths and phonics |
| 3                | Speech, language and communication          |
| 4                | Attendance and punctuality                  |
| 5                | Access to wider opportunities               |
| 6                | Parental engagement                         |

### 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                                                         |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| To show improved levels of attainment for those pupils who are achieving either | Improved attainment reflected in pupil progress meetings and Pupil Asset |

|                                                                                                                                      |                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| below or above expected levels within our school through targeted interventions and                                                  |                                                                                                              |
| Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.           | Through achievement of EHC plan termly outcomes.                                                             |
| To improve engagement for learning through targeted social and emotional support for pupils                                          | Pupils more engaged in learning reflected in summative and formative assessment and discussion with teachers |
| To increase positive parental engagement through the introduction of a Parent support group to encourage networking between families | Parents /carers engaging with a variety of activities in school.                                             |

## 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: £27,592

| Activity                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Attention Autism 'bucket' training</i>         | An approach to support young people with Autism and communication. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating Cost includes implementation and monitoring as well as upskilling staff during internal training.                                                                                                                                                                                                                                                                                                                                                            | 1, 3                          |
| <i>Forest School offsite provision</i>            | Forest School continues to be part of Primary and KS3 curriculum. Experience has shown that many of our pupils have high levels of engagement in the outdoor learning environment.<br><br>There is a range of documented evidence that outdoor learning improves health and well-being. The I-Natural Connections Project published in 2016 after a four year study provides evidence that learning outside has multiple benefits for pupils including improved engagement and positive behaviour outcomes. It can also meet some of the specific needs of our pupils documented in their EHCPs such as fine and gross motor skills development. | 1, 3, 4, 5                    |
| <i>Swimming as part of Key Stage 3 Enrichment</i> | Many of our student have not progressed to the required level of swimming by the end of KS2 and may not have the opportunities to continue to develop this skill. Therefore they have further                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1, 3, 4, 5                    |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                        | experiences as part of their KS3 enrichment programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |
| <i>Development of School Enrichment Programme</i>      | We would like to develop the opportunities for students to try out different areas of learning through our enrichment programme. This has proved a valuable part of the programme in enthusing students about some of the options they have in the future. Some of the things we would like to develop would be the including of a STEM and bike maintenance enrichment option.                                                                                                                                          | 4, 5       |
| <i>Specialist Primary PE delivery Via Nipper Kicks</i> | Having a specialist PE delivery within primary will allow children to develop fundamental movement patterns and allows them to explore a wide range of fun-based exercises. The key skills they aim to accomplish target their motor skills, such as balance, multidirectional movement, jumping and landing, spacial awareness, reaction and coordination. As well as the development of balance and movement, students also show improved behaviour, continuous participation, patience, social skills and confidence. | 1, 3, 4, 5 |

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

Budgeted cost: £500

| Activity                                                                                               | Evidence that supports this approach                                                                                                        | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Implementation of Sounds Write, Talk for Writing and Colourful Semantics approaches across the school. | These will be whole school approaches to the delivery of English and Reading. Funding will support training, implementation and monitoring. | 1, 2, 3                       |
| Work Experience Coordinator role                                                                       | Giving students access to a range of work experience throughout the year can be difficult to establish. By                                  | 1, 3, 5                       |

|                                                                                       |                                                                                                                                                                                                   |      |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                       | having a designated role there will be greater opportunity for a variety of students to participate in a wider range of opportunities.                                                            |      |
| Develop students use of digital technology to support their independence for learning | Use of talk to write technology. software. Additional teaching to use these resources 1:1 or in small groups.                                                                                     | 2, 3 |
| Additional academic support to bridge gaps in learning                                | Additional learning time has been provided for individual students who have the ability to make further progress such as through accessing their SAT examinations or higher-level qualifications. | 2    |

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

Budgeted cost: £48,593

| Activity                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Music/Drama/Talking therapy                                             | Increased levels of well-being and engagement and an improved attitude for learning for pupils with emotional needs. Opportunity for pupils to explore past experiences within a safe environment and to experience and express emotion. Therapy is a recognised way to support pupils in developing new and creative solutions to problems, developing respect and acceptance of self and others and learning to experience and express emotion. | 1, 3, 4, 5,                   |
| Student Incentive programmes                                            | Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance. Rewards may include reward shop or reward activities.                                                                                                                                                                                                                                                      | 1, 4                          |
| Subsidised visits (including swimming, Duke of Edinburgh activities and | Pupils from lower income families may not be able to attend school trips or provide resources for activities such as cooking which will                                                                                                                                                                                                                                                                                                           | 1, 2, 3, 4, 5, 6              |

|                                       |                                                                                                                                                                                                                                                                                                                                                        |         |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| cooking) and resources                | disadvantage their access to a broad and balanced curriculum.                                                                                                                                                                                                                                                                                          |         |
| Increase Participation in parents Hub | Engagement with parents has been difficult over recent years and the school have decided to develop a parents' hub where parents are able to access support on a weekly basis. Staffed by our PFSA parents are able to drop in and discuss any concerns or queries. Training can also be offered through the hub for parents such as Tuning into Kids. | 1, 5, 6 |

**Total budgeted cost: £76,685**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Teaching:**

*The Attention Autism approach has continued to be successful in classrooms with primary staff reporting improved engagement from students using this approach. The practice is so well embedded in some classes that our student on work experience was also able to implement this approach by following the teachers lead. This practise will continue to be implemented across the school in 2024/25 to ensure new starters to the school are confident and consistent in their approach and existing staff continue to be upskilled during internal training.*

*Our forest school provision continues to provide opportunities for our primary children to build resilience, confidence and self-esteem and emotional and physical wellbeing whilst taking safe risks in an outdoor environment. Through the activities students have shown an improvement in engagement and behaviour both whilst offsite and on their return. During 2023/24 we had a number of secondary groups take part in Forest School. We had 2 whole tutor groups attend as well as 2 further discreet groups as well as 3 Key Stage 3 enrichment groups.*

#### **Targeted Academic Support:**

*Students are continuing to talk to write technology to support their learning with student now trying this method of working in mock Functional Skills exams in 2023/24. We will continue to develop this practice in 2024/25 with students looking to use it as part of their end of year assessments.*

#### **Wider Strategies:**

*Students accessing therapists have been able to work though some often complex feelings and emotions and have been supported to find their voice to talk about their concerns and develop strategies to be able to move forward following some difficult experiences. Although difficult to measure long term impact in the short term the vast majority of students report an increased sense of wellbeing and are able to talk more openly about their difficulties and experiences. Additionally our year 11 leavers have access to the therapist team to support with transition during the summer term as a whole group and as smaller groups, to support with their wellbeing, as they prepare to transition to their next learning destination.*

*Student incentives and reward act as a positive motivator within class and build on the understanding of expectations of good work on successful outcomes. Students show a*



*sense of pride in receiving their Epraise points which they are then able to exchange for these incentives.*

*PPG Students have also benefited from subsidised support with school trips including swimming and golf (as part of Duke of Edinburgh) and resources such as cooking ingredients to remove this barrier from participation.*