

Pupil Premium strategy statement – Fairisle Infant and Nursery School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	265 (322 inc nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Juliette Owens
Pupil premium lead	Sally Joiner
Governor / Trustee lead	Rick Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,260

Part A: Pupil premium strategy plan

Statement of intent

At Fairisle Infant and Nursery School we 'expect success' for our children and our focus is that all pupils, regardless of their background or the challenges they face, make at least good progress from their starting points. Every child is individual to us and we aim to instil an enthusiasm for learning in all and a pride in their achievements. Our disadvantaged children have many additional barriers to learning that may prevent them achieving so we endeavour to use the pupil premium in a variety of ways. The intention of our pupil premium strategy is to support disadvantaged pupils to enable better outcomes by the end of KS1 and to prepare them for both the next stage of their education and their lives.

The greatest impact on closing the disadvantaged attainment gap is widely recognised to be high quality teaching, together with timely targeted support and the use of wider strategies. Inherent in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment be sustained and improved alongside progress for their disadvantaged peers.

Principles

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils are provided with the appropriate work and challenge to move learning on
- Act in a prompt and timely manner to address any issues that arise
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>There is a gap between attainment at end of EYFS in the specific areas Literacy and Maths and the prime areas particularly for the disadvantaged children:</p> <ul style="list-style-type: none"> - speaking (71.4%FINS/73.4% NA) - listening and understanding (64.3% FINS/71.9% NA) - physical development (fine motor 64.3% FINS/76.7% NA) <p>This means a larger % of children went into Year 1 not working at age related in these areas compared to the previous year.</p>
2	<p>Social, emotional needs – The school is experiencing an increasing number of children with neurodiverse needs. 56% of children with individual behaviour plans are in receipt of pupil premium. Support on using Zones of regulation to help develop self-regulation skills began at the end of 2024 and will continue to be an area to develop. Some children are not able to manage their emotions when confronted with challenges, either in learning or social situations. Developing all staff's knowledge and skills in supporting these needs will ensure more children are able to engage in their learning effectively.</p>
3	<p>Attainment in writing – The improvements to the writing curriculum led to an overall increase in pupils attaining ARE in writing at the end of KS1 in 2024 with results broadly in line with NA. In 2022-2023, the school was in line with National for number of disadvantaged children achieving ARE at 45%. The school has managed to sustain this % with 44% of Disadvantaged children achieving ARE in writing at the end of KS1 however this was not in line with National's growth to 49%.</p>
4	<p>Persistent absentee attendance - Disadvantaged pupil attendance has not sustained consistent improvement increasing in 2023-2024 to 8.9% meaning the attendance gap between National has increased by 4.5%. Furthermore the gap between non-disadvantaged and disadvantaged has increased by 1.6% in 2023 – 2024. 16 out of 49 children persistently absent in 2023 – 2024 were disadvantaged, and although this was improved by stabilising it to ensure it was broadly in line with disadvantaged persistent absence in 2022 – 2023, this means the number of disadvantaged children regularly missing school is not yet reducing.</p>
5	<p>Disadvantaged and boys attainment in phonics – Although this is an area which has seen improvement in number of children passing the phonics screening in Year 1 or Year 2, leaders have identified that the number of disadvantaged not achieving word reading at the end of the Year R (42.9% FINS/ 61.8% NA dis) mean this is a vulnerable group. Furthermore, the school gap between boys and girls is slightly higher than NA and the current Year 1 and Year R cohort have a larger proportion of boys further increasing the vulnerability.</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
Accelerate progress to secure and sustain good outcomes for children achieving GLD at the end of EYFS and across reading, writing and maths at the end of KS1	An increasing % of children eligible for pupil premium who do not have SEN is in line with NA achieving GLD and in reading, writing, and maths at end of KS1.
To enable those children who need additional support with self-regulation to be successful learners	Children who have had additional support through e.g. IBPs, adapted provision and/ ELSA will be able to self-regulate within the classroom and therefore engage fully in their learning.
Close the gap and sustain outcomes in writing for all, particularly disadvantaged children at the end of KS1.	Progress rates to improve from starting points and the attainment at End of Key Stage 1 to be in line with non-disadvantaged children and NA.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils will continue to improve and the gap between non-disadvantaged pupils will narrow and be maintained. Number of disadvantaged persistent absenteeism would reduce to be in line with NA.
To secure good outcomes in both year 1 and year 2 in the phonics screening, particularly disadvantaged pupils and boys.	The %age of children eligible for pupil premium who do not have SEN will be in line with that of the rest of the NA.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for Teachers and TAs across school.</p> <p>Staff will have access to the National College.</p> <p>ECTs will have access to HISP as well as high quality in school CPD.</p> <p>Staff will carry out CPD on our key identified areas of challenge as well as our SIP with a particular focus on neurodiversity and SEND.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3,4,5
<p>Targeted CPD for staff to deliver the schools phonics programme effectively- ongoing. Staff will be monitored and developed by the Reading lead and Head to ensure that the schools phonics programme is delivered consistently and effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3 5
<p>Leadership training for all subject leads to ensure they have the knowledge and skills to implement and monitor a subject</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1, 2,3, 5

across the school to maximise progress. External expert CPD on current research around metacognition, adaptations and misconceptions, use of retrieval practice to ensure learning moves into the long-term memory and developing opportunities for forming/strengthening schema.	Creating a Leadership Environment and School Climate that is Conducive to Good Implementation supports Subject Leaders to have a clear understanding of their subject accountability and the impact this has on all children including those who are disadvantaged. Subject Leaders should be able to support staff in identifying need, implementing strategies to target children and close gaps.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach support to target year group provision for Year 1 including resources aimed at addressing neurodiverse needs.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2
Attendance support – regular targeted meetings with Attendance lead to look at attendance of groups, including those who are disadvantaged Targeted support for parents	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Parents are supported with their children’s attendance, understand the importance and are supported with regular attendance for their children in schools and strategies to support	4
Breakfast club subsidy	Breakfast club is free for targeted pupils as we realise the importance of starting a day with a healthy meal and the impact this can have on children.	4

<p>Carry out a programme e.g. WellComm in nursery, BLAST EYFS and Word aware to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will carry out activities that will support their social, emotional and behavioural development. Development of the implementation of the Zones of regulation will be developed with all children across the whole school alongside the use of strategies identified as part of the outreach support that will help children develop self-regulation skills.</p> <p>Children will continue to have access to regular mindfulness sessions, school council, class council and other related initiatives e.g. ELSA, SAOS, EP, restorative practice</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1,2,3,5</p>
<p>School will employ a full time ELSA and support their CPD.</p>	<p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>2</p>

<p>Ensure sustained high levels of attendance for disadvantaged children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>4</p>
<p>Ensure all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital). Financial support for educational trips and visits</p>	<p>Provision of a range of initiatives to extend children's experiences see: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>https://www.annafreud.org/</p>	<p>2</p>

Total budgeted cost: £94,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved oral language skills and vocabulary among disadvantaged pupils.

Year 2	Accelerated progress	Attainment ALL	Attainment PP
Reading	38%	82.4%	69.2%
Writing	13%	61.2%	42.3%

The school has introduced Word Aware, training all staff, and this is now in its third year so is well embedded into daily practice. The school is seen as an exemplar of good practice for the scheme. Our trainer has used evidence from the school as part of regional training and we have been asked to host visits from other schools to support their launch of the initiative. Attainment in reading and writing has improved at the end of KS1.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The school had a drive on ensuring children's wellbeing. All staff have undertaken ACEs awareness training and are able to consider how this awareness may inform how they plan and provide for children and their personal development in school. Staff training has led to an increased understanding of what a child's communicative function may be and how to support this. Following this, staff are more able to identify and support children to ensure it is adapted to support success. Last year, 5 pupil premium children had specific individualised behaviour plans to support their needs. Observations and qualitative data indicate that pupils are demonstrating an improved understanding of their own wellbeing that is sustainable. Work around the Zones of regulation, which has been modelled by external professionals, is now being rolled out across the whole school to help children understand their own emotions and use proactive strategies.

Improved Phonics attainment for disadvantaged pupils at the end of KS1.

2023-24 outcome:

Year 1 - School had a **higher % of PP** who passed than National - **79.2%** of PP passed compared to **68.4%** National.

Year 2 - School had a **higher % of PP** who passed than National – **88.9%** of PP passed compared to **48.6%** National.

KS1 – 92% of PP children passed by the end of KS1.

Improved awareness of opportunities to support the social, creative and physical development of all pupils, particularly our disadvantaged pupils.

The school ensures that the children are given opportunities beyond the academic during each year e.g. Annual Fairisle's Got Talent - where children can showcase their skills and talents to the school, Wonderwall Days - whereby children are given the opportunity to explore an idea or theme that has arisen from discussion, authors and illustrators come into school to read stories and draw with the children and theatre companies present pantomimes and role-play key historic events with the children to enhance their experiences of curriculum topics.

Extracurricular activities and clubs support children to develop in many diverse aspects of life. All after school clubs are free with either teaching and non-teaching staff or specialised coaches delivering them throughout the year. Activities and clubs are oversubscribed and well attended including - Art, French, Music, Sports, Cooking

and Photography. The school established a Girls Football Club run by a qualified female football coach to promote the equality of opportunity of the sport for girls.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	Attendance whole school	NA	Disadvantaged school	NA	Non disadvantaged
2021-2022	92.6%	96.4%	92% (-2.2)	94.2%	92.9% (0.9%)
2022 - 2023	92.9%	93.7%	91.8% (+0.2)	91.6%	93.5% (1.7)
2023 - 2024	92.7%	94.1%	90% (-1.6)	91.6%	93.7% (3.7)

Although Disadvantaged attendance is broadly in line with National and attendance whole school remains steady the gap between disadvantaged and non-disadvantaged is not closing at present. In 2023 – 2024 Severe absence for disadvantaged was 1.3% better than NA.

Improved writing and maths attainment for disadvantaged pupils at the end of KS1.

Maths

84.0% of the school's **Disadvantaged cohort** achieved the expected standard in Maths, 21 pupils out of 25. This is **7.2% higher** than the national Non-Disadvantaged cohort at 76.8%.

The school gap to Non-Disadvantaged pupils nationally has **improved by 14.8%** from -7.6% in 2022/23, to +7.2% in 2023/24.

The school's Disadvantaged cohort's Maths Expected Standard has **increased by 16.4%** from 67.6% in 2022/23, to 84.0% in 2023/24

Writing

Disadvantaged cohort's **Writing Expected Standard** has **increased by 10.3%** from 29.7% in 2022/23, to 40.0% in 2023/24. The gap between children reaching expected + in writing is decreasing since the implementation of the pupil premium strategy and it is now **reduced to 8%**. It will be necessary to continue to work to close this gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Purple Mash	

