Pupil Premium Strategy Statement
2021-22

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	Fixby J&I School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	(73) 24.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	10.11.21
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Allen (Headteacher)
Pupil premium lead	Claire Allen (Headteacher)
Recovery premium Lead	Ben Raven-Hill (Assistant Headteacher)
Governor lead	Shaun Conroy) (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,663 (2/3 2021-2022 allocation) £33,240 (1/3 2022-2023 allocation)
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£104,733

Part A: Pupil Premium Strategy Plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

When making decisions about using PPG, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We 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 Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Principles

To diminish the differences between groups of learners, by:
- ✓ Ensuring effective teaching in all classes
- ✓ Improving communication skills and vocabulary acquisition
- ✓ Providing targeted academic support for pupils not making the expected progress

To provide rich opportunities and experiences, by:
- ✓ raising the aspirations of pupils
- ✓ offering a rich and varied menu of educational experiences

To address non-academic barriers to attainment, by:
- ✓ providing holistic support for families and pupils to remove barriers to learning
- ✓ increasing attendance and punctuality
- ✓ improving behaviour

School Context
2021-22

Fixby J&I School is a larger than average school in the north of Huddersfield. We have a 45 PAN and have three mixed age classes and 8 pure year classes.

The proportion of Pupil Premium pupils in school is above national (24.2% in school compared to 20.8% nationally) 50% of the school (134 pupils) live in the lowest 20% areas of deprivation. Only 28% (38) of these pupils are Pupil Premium.

A significant portion of pupils in school are identified as 'disadvantaged' but do not qualify for the PPG.

Over half of Pupil Premium pupils have had or have safeguarding concerns, with a large proportion of these having had social care intervention.

Almost half of the Pupil Premium pupils struggle with their emotional well-being.

Current Attainment (2018-19) *This is the most recent published data (2019) as there will be no 2020 data due to lockdown

	Early Years PP	Early Years Non-PP	Y1 Phonics PP	Y1 Phonics Non-PP					
% Achieving GLD	50%	75%	83%	67%		KS1 PP	KS1 Non-PP	KS2 PP	KS2 Non-PP
			Y2 Phonics Retakes 2019		% achieving **EXPECTED** in **Reading, Writing & Maths**	**70%**	71%	**75%**	76%
			PP (2)	Non PP (5)	% achieving **EXPECTED** level in **Reading**	80%	80%	83%	76%
			0	20%	**Progress** in **Reading**			1.3	-2.4
			Y2 Phonics (Y1 2020 Cohort)		% achieving **EXPECTED** level in **Writing**	70%	74%	92%	90%
			PP	Non PP	**Progress** in **Writing**			2.5	-1.4
			88%	83%	% achieving **EXPECTED** level in **Maths**	80%	80%	92%	93%
					Progress in **Maths**			1.4	0.3

Summary of Barriers (2021-22)

	EAL	SEN	Medical	PA	Punct-uality	CP / CIN	TAF	School Concerns	Emotion Well-being	LA	Behaviour	New to School
TOTAL PUPILS	37	17	16	4	16	15	6	25	34	23	7	7
% PP PUPILS	51%	24%	22%	6%	22%	21%	8%	35%	47%	32%	10%	10%
TOTAL PUPILS							41					
% PP PUPILS							57%					

Challenges

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

Challenge Ref.	Details of challenges
1	Language acquisition and communication: Majority of pupils are EAL and have little experience of spoken English in their home environment Vocabulary
2	Special Educational Needs: A range of SEND with an increasing number of SLCN and some of which are complex
3	Reading: Reading for pleasure is not embedded in pupil's lives and fluency is poor Gaps in phonological knowledge
4	Low self-esteem: Some disadvantaged pupils lack belief in their own abilities as a learner, levels of resilience are low.
5	Punctuality: A small number of pupils' experience difficulties with punctuality
6	Low aspirations: Limited life and social experiences
7	SEMH: Increasing number of pupils with SEMH and well-being needs (increased through COVID-19) Increased anxieties and safeguarding concerns with pupils and families
8	Lack of engagement: Poor levels of parental engagement with school Limited support with homework and remote learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching: • Teaching across school will be of high quality, with effective differentiation in place to move all learners forward • ETA's are deployed effectively across school to have an impact on pupil outcomes • Assessment processes inform planning, through identifying gaps for cohorts, classes, groups and individual pupils • Pupils are active learners, who are more involved in their own learning • The school curriculum will engage all pupils and widen their opportunities with well-planned inspiration and enrichment	Achievements by the end of KS2 will be at least in line with 2018-19 national attainment. Reading 73% (EXP) Writing 78% (EXP) Maths 79% (EXP) Combined 65% (EXP) Year 1 Phonics 82%
Targeted Academic Support: ✓ Teacher-led interventions throughout school ✓ Effective assessment systems in place which identify which pupils need further intervention and in what areas ✓ Attainment and progress for targeted pupils will be accelerated and be in line with outcomes pre-COVID in Reading, Writing, Maths and Phonics	Internal tracking data shows in-year accelerated progress for targeted pupils with attainment levels at least in-line with pre-COVID outcomes
Wider Strategies: • Attendance and punctuality will improve and will be in line with national figures • Parental engagement in school increases through further development of relationships with the DSL/DDSL's, Class teachers, Phase Leaders and Pastoral Leader • Increased number of enrichment opportunities available	Whole school attendance will be no less than 96% and Persistent Absences will decrease to be in line with national. Punctuality rates improve. Parent's questionnaire shows a positive response Number of pupils attending enrichment increases

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching • Effective CPD • Coaching • Effective leadership	The best evidence available indicates that great teaching is the most important lever schools have to improve pupil attainment https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high-quality	1,2,3,4
High quality Phonics teaching • CPD for all staff • Phonics / early reading Leader in place working alongside English Lead • Differentiated phonics teaching groups in EYFS and in KS1 • Bespoke Phonics assessment checklist • Additional books and resources	Proportions of disadvantaged Y2 pupils achieving the expected standard in retakes is lower than non-disadvantaged. EEF Teaching and Learning Toolkit, identifies phonics as the best tool for teaching reading up to the age of 10 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics There has been a 3 year downward trend in phonics outcomes Group of children in Lower KS2 are not working at the expected standard in Phonics	2,3,4
To become a communication friendly school (ELKLAN) • 2 KS1/2 staff trained as to disseminate training to staff. • 1 EYFS teacher trained to support EYFS staff. • Effective communication to be embedded across the whole school, in all lessons	EEF Teaching and Learning Toolkit illustrates that Oral language interventions have significant impact on learning, in addition to quality of spoken language improvements https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Vast majority of pupils in school are EAL Analysis of reading comprehension shows 'words in context' is a weak area across school	1,4

CPD for teaching staff: • Personal development (National College) • Lesson Study • Long term memory	Teaching in school is effective but good practice needs to be shared. QFT evidenced as highest impact approach by EEF. The EEF's report states: "*The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers*"	1,2,3,4
Strengthen Leadership: Phase leader roles to support QFT in all phases • Leadership time for all Phase Leaders • Joint monitoring with SLT • Coaching CPD for all leadership team	One of the key principles of the EEF's PP Guide [2019] is that 'Quality teaching helps every child'. It states that *'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve teaching quality benefits all pupils and has a particularly positive effect on PP children.'* The Lambeth research project identifies that strong leadership is a key factor in narrowing the gap. (Narrowing the achievement gap- Good practice in schools- 2015)	1,2,3,4
Pupil Progress Meetings • Termly meeting with assessment / Maths and English leaders • Termly RAP's / provision mapping	National College research 'Closing the gaps for groups of pupils: a primary leadership perspective' (2012) identified that where systems were in place to track individual and group performance, to identify underperformance and potential trends, the gap between groups closed.	3,4,6
Effective deployment of ETA's: ETA's have target pupils / groups in Reading, Writing and Maths lessons and have daily timetabled planning time with teachers	EEF research states that *'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
CPD for non-teaching staff: • Personal development (National College) • Peer observations	Research shows that quality professional development for ETA's has a greater impact on pupil outcomes *'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Develop Metacognitive and Self-regulatory strategies • CPD • Implementing in QFT	EEF identifies Metacognition as a high impact, low cost strategy to raising attainment, *'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.'*	1,2,3
Implement Same Day Intervention in Maths in KS1 and 2.	Evidence suggests (EEF) that where SDI is implemented effectively, pupils make progress in maths. This approach has been implemented in school for 4 years and pupil outcomes in maths have increased and improvements have been sustained. (Ave SS in 2017 was 100, increased to 107.3 in 2018 and this was maintained in 2019- 107.0) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention SDI provides instant feedback to pupils which is shown to have +6 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4

| Curriculum Maestro:
• Curriculum is broad and balanced
• Curriculum review in all subjects
• Progression documents in place
(See Wider Strategies- Inspiration & Aspiration) | Research by Lambeth LA identified that an inclusive curriculum that meets the needs of disadvantaged pupils is one factor in narrowing the gap for disadvantaged pupils (Narrowing the achievement gap- Good practice in schools- 2015) | 1,3,4,6,8 |

<table>
<tr><td colspan="3" style="background:#2e6ad1;color:#ffff00">Targeted academic support (for example, tutoring, one-to-one support structured interventions)</td></tr>
<tr><td colspan="3">Budgeted cost: £35,000</td></tr>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td>Additional teacher in classes:
• in Reading, Writing and maths.
• Targeting pupils who are underachieving based on PPMs
• Small group intervention</td><td rowspan="3">EEF Toolkit, identifies that small group tuition has on average an impact of 4 months' additional progress over the course of a year.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

Evidence shows that having the best teachers teaching intervention has the best progress (Narrowing the achievement gap- Good practice in schools- 2015)</td><td>3,4</td></tr>
<tr><td>After school booster groups
• in Reading, Phonics and maths.
• Delivered by class teachers
• Targeting pupils who are underachieving based on PPMs</td><td>3,4</td></tr>
<tr><td>Reading Eggs- Reading interventions for small groups</td><td>3,4</td></tr>
<tr><td>Precision teaching- Mixed age classes
Whole class strategy to develop long term memory, improve the young person's accuracy, fluency and retention of skills.</td><td>Recommended by Educational Psychologists for supporting pupils with retention difficulties</td><td>3,4</td></tr>
<tr><td>Quality ICT support and intervention material for pupils to use at home and in school
• Accelerated reader
• Reading Eggs
• TT Rockstars</td><td>Carefully selected ICT materials used can raise attainment when they meet the recommendations from EEF- 'Selecting Interventions'</td><td>3,4</td></tr>
<tr><td colspan="3">See also Action Plan for National Tutoring Programme</td></tr>
</table>

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Budgeted cost: £18,733		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Establish an Attendance team • Senior leader to lead • Safeguarding Officer to have responsibility for attendance monitoring • Pastoral manager to support with vulnerable families	The EEF Guide to Supporting School Planning: A tiered approach to 2020-2021 states for tier 3: *'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance…'* Punctuality is a key area of focus for a number of our disadvantaged families	5
Whole school approach to well-being • Mentally Healthy School Award- strive for Silver • Introduce Zones of Regulation (ZoR) across school • Embed ZoR	'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year…..Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,6,7
Behaviour & Well-being interventions • Employment of a Pastoral Manager • Using assessment (Boxall) to identify needs and target interventions accordingly • Interventions including Draw and Talk • Working with Trailblazers, offering individual pupil support	EEF research shows that both targeted interventions and universal approaches have positive overall effects (+ 4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions *'Given the loss of routine, along with the potential for adverse experience during partial school closures, attention on supporting pupils' social, emotional and behavioural needs …is likely to prove an effective strategy to support learning.'* (EEF Guide to Supporting School Planning: A tiered approach to 2020-2021)	7,8
Parental engagement Pastoral manager to establish: • Parent questionnaire • Informal meetings with class teachers • Parent courses • Coffee mornings • Homework clubs with parents	Research identifies that parental engagement has a positive impact on average of 4 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8

Enrichment/ Inspiration • Enhance pupil's cultural capital • Adventurous / outside learning • Reduced costs for disadvantaged pupils	Overall, studies show that enrichment activities can improve pupil's physical and mental well-being. It has also shown to improve attendance rates. Some pupils at do not have varied life experiences, and carefully planned activities, helps to close the gap for disadvantaged pupils.	4,6,7
Extra-curricular Opportunities • Free / subsidised enrichment clubs	WHO research shows clear links between regular physical activity and academic achievement. (WHO Umbrella Review) Some pupils do not access sporting activities outside of the school day.	4,6,7
Offering pupils struggling with punctuality a place at the school Breakfast club	A number of disadvantaged pupils are consistently late attending school. EEF research identifies that attending a breakfast club can improve pupil's progress in school, especially in Y2 and can have an improvement in behaviour (Magic Breakfast) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4,5,7
Pupil Voice/leadership • School council • Prefects • Sports leaders	Various studies have confirmed the benefits of pupil voice: increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions for the school community to become a learning community (Mitra, 2001; Rudduck et al., 2003).	1,4,6

Total budgeted cost 2021-22:	**£104,733**

Teaching:

- Teaching across school will be of high quality, with effective differentiation in place to move all learners forward
- ETA's are deployed effectively across school to have an impact on pupil outcomes
- Assessment processes inform planning, through identifying gaps for cohorts, classes, groups and individual pupils
- Pupils are active learners, who are more involved in their own learning
- The school curriculum will engage all pupils and widen their opportunities with well-planned inspiration and enrichment

AREAS FOR DEVELOPMENT 2022-23
- GDS in Reading, Writing
- PP in Maths

Achievements by the end of KS2 will be at least in line with 2018-19 national attainment.

KS2	Success Criteria	2021-22 outcomes	
		Cohort	PP (non-PP)
Reading	73% (EXP)	83.3%	75% (85.3%)
Writing	78% (EXP)	81%	75% (82.4%)
Maths	79% (EXP)	78.6%	62.5% (82.4%)
Combined	65% (EXP)	78.3%	62.5% (76.5%)

READING:
- Proportion of PP pupils at ARE's is broadly in line with non-PP in school and is above national disadvantaged data

WRITING
- Proportion of PP pupils at ARE's is broadly in line with non-PP in school and is above national disadvantaged data

MATHS
- Proportion of PP pupils attaining GDS in school is higher than national

- ✓ Overall data at the end of KS2 is above national in all subjects and combined. PP pupils are lower that non-PP, but he difference is not significant in reading or writing.

KS1

	Cohort	PP (non-PP)
Reading	71%	60% (77%)
Writing	68%	53% (77%)
Maths	73%	67% (77%)

READING:
- ✓ Proportion of PP pupils at ARE's is broadly in line with non-PP in school

WRITING
- ✓ Proportion of PP pupils at ARE's is lower than non-PP in school

MATHS
- ✓ Proportion of PP pupils at ARE's is broadly in line with non-PP in school

Year 1 Phonics

KS2	Success Criteria	2021-22 outcomes	
Year 1 Phonics	82%	60%	57.1% (61.3%)

- ✓ Outcomes are lower than national, but PP and non-PP is broadly in line

EYFS

	2021-22 outcomes	
GLD	47.7%	50% (47.7%)

AREAS FOR DEVELOPMENT 2022-23
- KS2- GDS in Reading, Writing
- KS2- PP in Maths
- KS1- GDS in Reading, Writing
- KS1- PP writing
- Y1 Phonics
- EYFS

Targeted Academic Support:

- ✓ Teacher-led interventions throughout school
- ✓ Effective assessment systems in place which identify which pupils need further intervention and in what areas
- ✓ Attainment and progress for targeted pupils will be accelerated and be in line with outcomes pre-COVID in Reading, Writing, Maths and Phonics

✓ Internal tracking data shows in-year accelerated progress for targeted pupils with attainment levels at least in-line with pre-COVID outcomes

			Pre-Covid	Post-covid
			2019	**2022**
EYFS	**GLD**		70.5%	47.7%
	C&L		86.4%	68.2%
	PSED		79.5%	79.5%
	PD		88.6%	93.2%
	Literacy		70.5%	61.4%
		Read 70.5%		Comp 86.4%
				WR 65.9%
		Writ 70.5%		Writ 61.4%
	Maths		75.0%	68.2%
		75.0%		68.2%
		SSM 77.3%		Num Patt 68.2%
Y1 Phonics	**Met**		68.9%	60.0%
	APS		32.2	32.6
KS1	**R**	**Exp**	80.0%	70.7%
	W	**Exp**	73.3%	68.3%
	M	**Exp**	77.8%	73.2%
	RWM	**Exp**	71.1%	61.0%
KS2	**R**	**Exp**	78.6%	83.3%
		Ave SS	104.6	106.9
		Ave Prog	-1.2	1.14
	W	**Exp**	90.5%	81.0%
		Ave Prog	-0.2	-1.34
	M	**Exp**	92.9%	78.6%
		Ave SS	107	106.1
		Ave Prog	0.64	1.45
	RWM	**Exp**	78.6%	73.8%

Wider Strategies:	**Whole school attendance will be no less than 96% and Persistent Absences will decrease to be in line with national.**

- Attendance and punctuality will improve and will be in line with national figures
- Parental engagement in school increases through further development of relationships with the DSL/DDSL's, Class teachers, Phase Leaders and Pastoral Leader
- Increased number of enrichment opportunities available

	Whole School	National	PP School	PP National
Attendance	93.4%	93.8%	91.3%	89.4%
Authorised	4.5%	5%	5.5%	6.6%
Unauthorised	2.1%	1.2%	3.4%	4.0%
PA's	22.5%	18.2%	33%	36.5%

✓ PP attendance in school is higher than national PP.

Punctuality rates improve.

	2020-21	2021-22
% of lates	10.07%	8.49%

✓ Proportions of lates in school have reduced as a result of targeted support with families.

Parent's questionnaire shows a positive response

✓ 98.1% of parents are happy with Fixby J&I School
✓ 94.1% parents would recommend Fixby J&I School

"I have no problems with the level of education or the teachers. I would recommend Fixby School to any parent."
"I highly recommend this school"

Parent Questionnaire June 2022

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
-	-