



# Fishburn Primary School

## Pupil premium strategy statement:

1. Summary information					
School	Fishburn Primary				
Academic Year	2018/19	Total PP budget	£69320	Date of most recent PP Review	September 2018
Total number of pupils	195 (including nursery)	Number of pupils eligible for PP	46	Date for next internal review of this strategy	September 2019

**This consists of** : 46 FSM / E 6 £1320 3 post LAC £2300 and 1 LAC £1700

### Outcomes for 2018

#### Early Years Pupil Premium Current Attainment

Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
% achieving age expected levels on entry in Communication and Language	57	50
% achieving age expected levels on entry in Reading	29	58
% achieving age expected levels on entry in Writing	71	67
% achieving age expected levels on entry in Number	57	67
% achieving age expected levels on entry in Shape, Space & Measure	100	83

#### 2018 - Outcomes

KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA (2017)	DIF	SCH	NA (2017)	DIF			SCH	NA (2017)	DIF	SCH	NA (2017)	DIF	
EYFS GLD	53.8	56.0	-2.2	87.5	73.0	+14.5	-19.2	Expected Standard Reading	66.7	60.0	+6.7	84.6	77.0	+7.6	+17
Year 1 Phonics	57.1	70.0	-12.9	81.3	84.0	-2.7	-26.9	Expected Standard Writing	66.7	66.0	+1.7	53.8	81.0	-27.2	+15

Expected Standard Reading	42.9	63.0	-20.1	80	79.0	+1	-36.1	Expected Standard Maths	88.9	63.0	+25.9	76.9	80.0	-3.1	+17
Expected Standard Writing	42.9	54.0	-11.1	80	72.0	+8	-29.1	Expected Standard R/W/M	66.7	48.0	+28.7	61.5	67.0	-5.5	+19
Expected Standard Maths	28.6	62.0	-20.1	50	79.0	-29	-50.4								

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Language as pupils enter school and pupil experience of wider world /language/ application of skills, this is also a concern throughout primary age.
<b>B.</b>	Reduction due to budget issues of our staffing levels/ staff ratios a concern
<b>C.</b>	Ability to focus/ experience of language / social and emotional norms often not conducive to accepting educational opportunities, inappropriate behaviours not challenged at home sometimes an issue
<b>D.</b>	Early acquisition of basic skills and home support of those skills

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Attendance/ lateness either through pupil choice or adult convenience.
<b>F.</b>	Parental support for some pupils; role models, boundaries, access to inappropriate materials, lack of aspiration, parenting skills...
<b>G.</b>	Hunger, tiredness , clothing/ diet
<b>H.</b>	Poor on entry in 3 prime areas and Understanding of the world.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure that our curriculum offers a positive language experience, especially on entry. Curriculum to use positive role models and language as a focus throughout. Pupils' experience of language enrichment to be evident from leadership scrutinies of books and lessons (external inputs to validate these judgements). Tracking to indicate good progress.	Quality language use to be evident in pupils' work and speech. Wider vocab to be evident in written work.

<b>B.</b>	Maximise use of existing staff, focus resources so as to boost achievement.. Identify progress through tracking and pupil work scrutiny. Adapt provision for new pupils who arrive mid year.	Pupil premium Pupils progress to be inline with peers, school to maintain its success in 'closing the gap.'
<b>C.</b>	Reduce number of culture clashes by working with families and teams that support those families. Individual case studies will show an improvement in behaviours, referrals and TAF notes will evidence inputs.	Pupils make good progress as indicated by tracking and scrutinies. Positive outcomes evidenced in TAF meetings minutes.
<b>D.</b>	Pupils acquire basic skills more readily., address issues that signal problems with early development. Parents supported and shown how they can help at home. Tracking to indicate which pupils/families need targeting. Meetings and support materials to enable parents and wider families to contribute. Positive rewards for those pupils who demonstrate effort and progress.	Pupil premium pupils to make equivalent progress to their peers. Some pupils to make greater progress than their peers.
<b>E.</b>	The attendance and lateness of PP children to improve as our pupils progress through school. Pupils' attendance to be in line with average for all pupils.  New pupils and parents to understand our drive for punctuality and attendance	Reduce the number of persistent absentees among pupils eligible for PP Make further use of Attendance Toolkit Attendance for the children is in line with national at 96%. Attendance of new pupils to be in line with peers.
<b>F.</b>	Those parents who appear to not be supporting their children to be helped to access necessary learning. Concerns about inappropriate experiences to either be referred or dealt with by the school working with parents.	Parents to access support offered. Records of referrals/ concerns to show positive outcomes.
<b>G.</b>	Pupils suffering from poverty/ neglect to be reduced in number. This can only be measured on a case by case basis, but can be quantified through outcomes of referrals and case notes.	Referred pupils to be helped and life chances enhanced. Parents to recognise the impact of media and be aware of safety.
<b>H.</b>	Pupils to develop rapidly in prime areas and knowledge of the world on entry. Tracking will evidence the progress made, this should be rapid for most pupils.	Tracking indicates rapid progress where it doesn't other actions take place...

<b>4.</b>	<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>					
	The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i.</b>	<b>ii. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<b>A.</b> Ensure that our curriculum offers a positive language	Continue to adapt/ monitor our developing curriculum. Use of novels to	OFSTED 2018 – comments re positive impact of curriculum.	Termly feedback from staff and pupils Monitoring of writing	J.Peoples D.Eason D.Moore		1/ 2 termly, report to Governors termly and via Curriculum Committee.

experience, especially on entry. Curriculum to use positive role models and language as a focus throughout. Pupils' experience of language enrichment to be evident from leadership scrutinies of books and lessons (external inputs to validate these judgements). Tracking to indicate good progress.	continue... We now need to develop language experience in Foundation subjects and Science.	New OFSTED framework September 2018  Previous experience of school	Staff use of resources i.e. 'Developing Experts in Science, Lexia		£500	
<p><b>G</b> Pupils suffering from poverty/ neglect to be reduced in number. This can only be measured on a case by case basis, but can be quantified through outcomes of referrals and case notes.</p> <p><b>H</b></p> <p>On entry to EYFS High Need Pupils to develop rapidly in prime areas and knowledge of the world on entry. Tracking will evidence the progress made, this should be rapid for most pupils.</p>	<p>.Develop staff awareness of current support services.</p> <p>Multi agency meetings to have impact.</p> <p>When rapid progress of pupils does not occur, progress meeting to take place.</p>	<p>Existing experience of multi agency meetings .</p> <p>Annual update of 'Keeping Pupils Safe in Education'</p>	<p>. Records indicate positive outcomes (Social and academic) for pupils.</p> <p>Staff attendance at TAF meetings</p>		£3000	½ termly
				<b>Total Budgeted</b>	£3500	
<b>iii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>B</b> Maximise use of existing staff, focus resources so as to boost achievement.. Identify progress through tracking and pupil work scrutiny. Adapt provision for new pupils who arrive mid year.</p>	<p>Timetable TA support for classes. Termly Salford assessments in yr. 1 and year 2</p> <p>Support for reception pupils to assist in Early access to fundamental skills phonics in particular. Prime areas always a focus.</p> <p>Monitoring in all year groups to indicate and partly focus on pupil premium pupils, in order to identify specific need.</p> <p>Targeted interventions (reading Maths booster)</p> <p>Adopt a method for upskilling transient pupils on entry.</p>	<p>Where used appropriately support staff enhance opportunities through cutting class dynamic.</p> <p>Experience tells us that those pupils in yr. 2 hitting RA of 8 are at expected by end of yr. 2. Yr. 1 those at age 6 meet phonics standard.</p> <p>OFSTED 2018 identifies development of phonics as a school priority.</p> <p>Targeted pupils have made above average progress (identified in historical data). So if we find and adapt as before we should make similar gains.</p> <p>Our groups are focused on targeted pupils, historical data shows this to be successful.</p> <p>OFSTED 2018 identified this as a need due to above average transience in some classes.</p>	<p>Tracking system will identify progress.</p> <p>Salford scores will indicate rising potential or concern... set dates for completion will assist.</p> <p>EYFS scores to continue upward trend. Phonics scores at end of year 1 to continue upward trend.</p> <p>Monitoring to take place each term. Pupil progress meetings will help set targets etc..</p> <p>Tracking to indicate progress of the targeted pupils.</p> <p>Chart experience of a new pupil, how long does it take to know 'next steps for learning.</p>	<p>£24875 £14461</p> <p>£21677</p>		Termly
<p><b>C</b> Reduce number of culture clashes by working with families and teams that support those families. Individual case studies will show an improvement in behaviours, referrals and TAF notes will evidence inputs.</p>	<p>We are adopting C Poms to record concerns.</p> <p>We make ourselves available for TAF meetings</p> <p>We will invite parents into school to offer early support re 'How to help your child at home...'</p>	<p>Experience tells us that it is important to meet with families directly.</p> <p>TAF meetings enable us to support families with wider issues that affect learning within school.</p>	<p>Outcomes discussed at SLT meetings.</p>	<p>£580 £3k</p>		Monthly

<p><b>D</b> Pupils acquire basic skills more readily., address issues that signal problems with early development. Parents supported and shown how they can help at home. Tracking to indicate which pupils/families need targeting. Meetings and support</p>	<p>Future Steps to enable pupils whose physical issues are impacting on their learning.</p> <p>Parent sessions 'How to help your child'</p> <p>Early referrals in EYFS in particular where needed</p> <p>Further use of rewards to encourage reading at home</p>	<p>Best practice from schools in Special Ed Sector/ research from NHS</p> <p>EEF Toolkit +3 rating... moderate cost.</p>	<p>Tracking from Future Steps</p> <p>Referrals made to external support clear and recorded.</p> <p>Meetings take place in Autumn as part of 'offer'</p> <p>TAF meetings take place and evident</p> <p>Tracking indicates pupils on track to meet standards in EYFS, yr 1 and yr 2.</p>	<p>£7k</p>	<p>M. Storey J. Peoples M. Blackburn</p>	
<p><b>E</b> The attendance and lateness of PP children to improve as our pupils progress through school. Pupils' attendance to be in line with average for all pupils.</p> <p>New pupils and parents to understand our drive for punctuality and</p>	<p>Deputy Head and secretary to pursue persistent absentees</p> <p>Meeting with parents will be formally arranged and we will adapt Attendance Toolkit to suit our needs.</p> <p>Assemblies will celebrate best and most improved attendees.</p>	<p>DCC attendance tool kit</p>	<p>Headteacher and Deputy to meet with Leadership team every 3 weeks, feedback will be given to staff.</p>	<p>£3k</p>	<p>J.Peoples</p>	<p>Every ½ term</p>
<p><b>F</b> Those parents who appear to not be supporting their children to be helped to access necessary learning. Concerns about inappropriate experiences to either be referred or dealt with by the school working with parents.</p>	<p>Meet with parents</p> <p>Appropriate referrals where needed</p>	<p>'Keeping children Safe in Education'</p>				

						<p>£74593</p> <p><b>Total Budgeted Cost:</b></p> <p>£77513</p>

## Evaluation/ Impact

### Autumn: (Chair and Vice Chair)

**A :** Experience of novels very positive, staff requested a variety with in KS 2, this has led to a wider experience of language. Staff training in reciprocal reading has benefitted pupils in that ‘processing and experience of language has improved, particularly in upper KS 2. Book scrutinies and ‘drop ins’ have indicated that this is the case. Monitoring indicates that our Science coordinator’s early actions have enhanced pupil experience of Science. There is a good spread of skills across a range of books. Developing Experts has proven to be a good Web based tool.

**B:** Annual ‘Keeping Children Safe in education’ training has taken place, several leaders and a Governor to experience ‘Poverty Training’ next term. Number of referrals from external agencies has increased due to domestic issues. Staff contribute to TAFs and multi-agency meetings. Initiative re Reception pupils took place in Autumn place, unfortunately due to staffing reductions we will lose a key member of staff in January so we need to adjust accordingly. Targeted support for Pupil Premium pupils in particular. We meet with the parents of transient pupils immediately expressing need for attendance and punctuality. Phonics was revisited with help of EDAs from local authority, provision was evaluated, next term we will specifically focus on delivery. Tracking system in place and Milestones set for staff (It is now possible for us to quantify pupils at each stage.) Salford scores validate tracking info and show that pupils are on appropriate levels. Marking and Feedback reviewed as book scrutinies have identified not consistently applied. Tracking indicates that attainment and progress of Pupil Premium pupils is in line with peers, Tracking indicates that 42% of yr. 2 Pupil Premium at appropriate level re reading. (Being pupil premium is not a disadvantage.)

**C:** C- Poms in place, number of meetings with families either via TAF or incidental has increased. School has ensured that staff are available or meetings. Targeted parents have been invited in to be shown how to help their children.

**D:** Future Steps has had a positive impact on the majority of pupils experiencing it...Tracking indicates progress for targeted pupils in both sensory and attention levels. Early referrals have been made in EYFS and KS1 . Need further work on phonics

**E:** Attendance has been improved of pupil premium pupils, however we have a ‘knot’ of parents in year 1 who despite meetings have not improved attendance (this is being

pursued. This has been discussed at both staff and senior leadership meetings.

**F:** Some parents have met with staff and benefitted from advice, others have declined..... concern about inappropriateness of some pupils has been discussed on a case by case basis.

**G:** number of pupils relatively static, when families intervention ends we have been in the position where another need appears.

**H:** Tracking indicates that pupil 'Knowledge of the world' is enhanced by curriculum at the same time indicates that attendance is an issue for a minority of pupils (who are being targeted.)

## Spring- Finance Committee.

Poverty training for Governor and two key staff took place February.

**A:** Language experience via novels continues to be a strength , enhanced progress for some PP evidenced in tracking and progress in reading scores of pupils who did not achieve appropriate standard at yr 1. Extended Staff training in reciprocal reading has benefitted pupils in that 'processing and experience of language has improved, particularly in upper KS 2. Book scrutinies and 'drop ins' have indicated that this is the case, this effective approach was also commented on by EDP.

**B:** Managed to compensate for staffing reduction (loss of TA Reception) in EYFS by TA being moved to reception for Phonics inputs and key literacy inputs. Other inputs of support will have to be 'short burst' initiatives, targeted support (after Easter).

**C:** Need to ensure C-Poms used more widely by staff, Issue re nature of some TAFs means that staff are inputting as educators.

**D:** PP Pupils making progress similar to peers, some doing better than peers

**E:** Persistent absenteeism has halved, however pupil premium attendance at present is below peers, numbers affected by 1 pupil being 2%, some year groups are worse than others so we are targeting families of younger pupils:

**Total % Attendance**  
Rec, Y1, Y2, Y3, Y4, Y5 - Pupil Premium (53 pupils)

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total:		97.2%	93.7%	93.9%
Reception	7	100%	93.3%	93.4%
Year 1	13	100%	88.3%	89.9%
Year 2	7	93.9%	91.9%	93.6%
Year 3	8	95.0%	95.1%	96.5%
Year 4	10	96.7%	96.2%	94.9%
Year 5	8	97.3%	97.6%	95.0%

We will look towards an improvement by the end of spring term. The pupils affecting the lower attendance differ from year to year, also lower cohorts mean that percentage impact is greater in some classes due to low numbers.

**F:** A significant proportion referrals have had positive outcomes, however these are often quickly replaced by other issues, current case load is reported to full governors termly. Further targeting of parents taking place through longer parents evenings. (20 minute as opposed to 5) specifically for younger pupils.

**G:** We have hosted Internet Safety awareness for both pupils and parents, Col 13 has bought into a menu of services we can benefit from , we need to make staff aware of this.

**H:** Information from tracking has been used to identify issues for specific pupils, these issues are often around attendance. Younger pupils have been referred to specific services where we feel they might be SEND needs.

### Current Pupil Premium numbers:

Year Group	R	1	2	3	4	5	6
% PP	39%	43%	30%	47%	45%	47%	41%

**Summer**

6.	<b>7. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017-18 £ 75960</b>				
<b>i.</b>	<b>ii. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>impact:</b>	<b>Cost</b>	<b>Lessons learned</b>		<b>Cost</b>
Monitor standards throughout school	Target tracker software	Increased ability to use data to highlight trends and patterns.	£1000	Took a while to establish, because we chose a local authority solution (Essex) it has meant that school issues and changes in statute are quickly responded to.		£1000
Cut persistent absenteeism	We have received training from DCC attendance officer. We aim to reduce 12% persistent absence (2015/16) by applying principles in Attendance Toolkit. We will promote good attendance.  We will pursue poor attendance.	Persistent absenteeism has been cut significantly  Presentation assemblies prizes/ rewards	Accounted for already  £500	New pupils are our biggest issue. Tracking indicates that core pupils attend best and even if they initially have attendance issues, by KS 2 very few pupils have issues. Policy therefore is to work with parents to make sure that they understand expectations when their children start school.		£500

Staff trained in Sounds Write	Ensure all staff trained in 'Sounds Write' Monitor through staff meetings, LA monitoring and drop ins.	Continuity of provision in phonics	£1000 for two staff	Although there are many phonics programmes, we chose a linguistic based phonics programme from the approved list. About 14 schools in North East also use Sounds write, the initial training costs put schools off attendance. A	£1000
Moderation of standards	Monitor books studied in individual classes, monitor and moderate standards of writing across schools and between schools. Monitor standards of behaviour, outcomes in books. Use tracking to look at change over time.	Headteacher and Deputy to ensure staff visit other settings. Each Key stage has visited or been visited by colleagues from and in other schools. Professional dialogue and comparison of books have led to a greater understanding of standards within key stages. Relative performance of Pupil Premium pupils is a central point of discussion	£1000 for cover to take part in moderation exercises.	Staff meeting and discussing specifics between schools is very effective CPD. It is also cost effective as ideas are shared on a 'not for profit basis' This is an example of the school contributing to the school led system.	£1000
Targeted provision for older pupils	Some of our pupil premium pupils are high achieving, we need to look at ways to help them to accelerate their learning. Sessions within normal timetable and after school.	After school reading club meant that pupils were encouraged to read quality texts on a regular basis in yr 5 and yr 6, this has led to a rise in reading and writing for a group of pupil premium pupils.	£4000	Pupils enjoy reading club, it has become part of the fabric of school. It is important that they have access to a wide var	£4000
Purchase of novels for year groups	Approach to novels To be termly	Our approach to novels means that all children have the expectation that they encounter quality texts as part of their work.		Over the last 10 years we have found that all pupils benefit from this approach to novels. Outputs for pupil premium and none pupil premium pupils is similar between year groups.	£1447
				<b>Total Quality Teaching Expenditure</b>	£8947

iii.	iv. Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost
<b>Staff will target specific pupils in Early Years</b>	Targeted interventions (focused interventions)'little and often' will ensure these pupils have access. Specific planning /timetabling will set different expectation according to stage and ability.	Tracking will indicate progress related to age.  End of FS results to indicate rise in standards overall. Pupils classified as 'Pupil premium" (13) made similar progress to their peers.	£21677	Reading at home was an issue we became more aware of, especially with pupil premium pupils, we need to double check and make provision for those pupils not frequently supported at home with their reading.  Targeting of pupils on the borderline of meeting ELGs was again successful	£21677
<b>In KS1 a member of support staff will focus on supporting pupils of different abilities.</b>	They might take the class whilst the teacher works on specific skills or work with a group themselves.	Progress to be made by pupils in reading and writing. Of the 6 Pupil premium pupils 2 made good progress in year 1 in reading and writing. Of the 6 pupil premium pupils in year 2 50 % made good progress.	£24875	KS1 experienced above normal transience which affected the dynamics of the classes. Although it is clear that core pupil premium made good progress, four pupils were referred for specific need. End of year 1 phonics did however rise.  We need to develop a system to help those pupils who join mid way in the year to boost progress.	£24875
<b>In KS2 a member of support staff will Focus on supporting pupils in yr 3 and yr 4</b>	Reading daily with those pupils who are not helped at home. Assisting and motivating pupils in their learning, especially in year 3 and year 4.	In year 3 the ten Pupil Premium pupils made good progress over the year in writing and reading. In year 4 the six pupil premium pupils mad e good progress in reading and writing, although it should be noted that although the attainment gap is closing , it is significant.	£14461	Long term absence from the class teacher was an issue, but the use of a dedicated TA in year 3 enabled some continuity to remain. One pupil premium child in particular who had experienced significant trauma did particularly well and has made above expected progress.	£14461

<b>Attendance</b>	<p>Deputy Head and secretary to pursue persistent absentees Meeting with parents will be formally arranged and we will adapt Attendance Toolkit to suit our needs.</p> <p>Assemblies will celebrate best and most improved attendees.</p>	Persistent absenteeism declined significantly	£5 000	<p>Although the absenteeism of our core pupils has reduced significantly there has been an issue with new pupils.</p> <p>Policy for induction of new parents/pupils has been put in place so that our pursuance of non- attendance is very clear from outset.</p> <p>Working with parents we found that several persistent absentees' parents had issues that meant it was difficult to get pupils to school on time. Several of these pupils are now accessing breakfast club, their attendance has improved.</p>	£5000
				<b>Total For Targeted support</b>	£1000
				<b>Total Pupil Premium Expenditure</b>	£67013
					£75960

## **8. Additional detail**

We are adapting our approach each year as each cohort is different. We are now looking at how we respond to our budget cuts in 2019/20.

We have started to encourage late attenders with use of the breakfast club. Use of the toolkit for attendance has had a definite impact.