

Fishburn Primary School

Pupil premium strategy statement:



1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£81540	Date of most recent PP Review	November 2016
Total number of pupils	195 (including nursery)	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2017

2. Current attainment		
Attainment for: 2015-2016 (4 pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	57%	94%
% achieving expected standard or above in reading	81.4% (7 of 23)	93.8 / 66% (16of 23)
% achieving expected standard or above in writing	28.6%% (7 of 23)	75%/ 74% (16of 23)
% achieving expected standard or above in maths	57.1% (7 of 23)	93.8/ 70% (16of 23)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry at 3 lack of social emotional/ language skills. Wider experience limited.
B.	Experience of wider world /language/ application of skills a concern throughout primary age.
C.	. Ability to focus/ experience of language / social and emotional norms often not conducive to accepting educational opportunities.
D.	Poor spoken word and reading skills not supported either through lack of intent or inability this has an impact on grammar and the ability to spell.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendance- either through pupil choice or adult convenience.	
F.	Homework that includes reading	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Through EYFS experiences develop pupils' social emotional skills as indicated in tracking.</p> <p>Develop our own pupil specific/ child led curriculum offer that will assist in the development of social, I emotional , physical and academic skills through provision</p> <p>Develop indoor and outdoor continuous provision to develop experiences</p>	<p>Pupils make good progress for their age group and meet age related expectations.</p> <p>Curriculum to enhance and develop pupil experience of the world and in turn give them wider experiences that stimulate language as indicated through tracking.</p> <p>School participation in Early Excellence Projects.</p>
B.	<p>Opportunities for language development to be encouraged through valid experiences either through literature they are exposed to or planned curriculum choices. As seen in quality of writing and vocabulary produced.</p> <p>KS1 and EYFS to focus on pupil interests as a vehicle for learning.</p> <p>Relevance given to mathematics through the use of Enrich maths and opportunities these give a reason to learn new skills.</p>	<p>A wide experience of books, visits and experiences is evident in pupils' work. External links to language role models are evident.</p> <p>Pupils work and teacher conversations with staff to indicate what child initiated opportunities are instigated and followed.</p> <p>Enrich Maths to develop relevance of calculation skills so pupils positive attitude fostered.</p>
C.	<p>Create curriculum opportunities that are both engaging and significant .</p> <p>Use low ratios to discuss social and emotional issues and specifically attitudes, set understood and shared targets.</p>	<p>Work in books indicates a rich and varied curriculum, vocab evident through spoken and written word.</p> <p>Number of negative altercations reduced SMSC enhanced through counselled considerations.</p>
D.	<p>Pupils to develop their use of language and the inherent vocabulary they use because of curricular experiences. Correct use of grammar and spelling strategies to be made more consistent.</p>	<p>Progress measured through improvement in objectives covered within class tracking. Pupils know what they have to do next to improve their work and written evidence indicates progress over time.</p>
E.	<p>The attendance of PP children improves over the year particularly with persistent absentees who were all PP in 2015/16, 12% to cut to 2% in 2016/17.</p> <p>Pupils attendance to be in line with average for all pupils.</p> <p>Address culture with some families that attendance is not important.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP</p> <p>Use attendance Toolkit</p> <p>Attendance for the children is in line with national at 96%</p> <p>Targeted families improve attendance.</p>
F.	<p>Staff to focus on Homework and the amount read, compensate where possible with extra opportunities through specific targeting.</p> <p>Class Dojo to inform parents of forthcoming homework tasks.</p> <p>Pupils to practice skills at some point, rewards given and positive attitudes encouraged.</p>	<p>Pupils who don't read at home are targeted in school, reading ages for younger pupils to improve over year to be in line with peer group or beyond.</p> <p>Returned homework and improvements in Beat that/ books read to</p>

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5. Planned expenditure					
Academic year	2016/17				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Development of pedagogy in early Years	We have taken part in Early Excellence indoor and outdoor provision. Training over a two year period this was partly accessed by other staff and Governors in the form of INSET training Specific training for staff looking at continuity for grammar between classes.	Provision in EYFS was an OFSTED issue in 2014. We contacted 'Early Years Excellence' and have now run two projects looking at indoor and outdoor continuous provision. Extra staffing through Pupil Premium was central to this development.	This change is monitored through tracking system., LA monitoring visits and in school appraisal systems. It is a central feature at Governors meetings and Staff leadership team meetings.	Melanie Blackburn.	Termly
		Grammar scores 2016, ROL analysis indicates that children were still confused by fundamentals.	Feedback from pupils and staff, work scrutinies of writing.	Marion Storey	

<p>Development of language based curriculum Focused Provision in KS1 and 2</p>	<p>We have continued to develop staff training in terms of 'Sounds write'</p> <p>Novels have been extended into Year 3 and 4 support staff enabling less able to access.</p> <p>We have maintained low ratio of staff to pupil in yrs 3 and Yr6 in particular employing an extra teacher.</p> <p>A member of support staff has been allocated to both KS1 and 2 to enhance provision.</p> <p>Early phonics teaching through use of context.in EYFS and KS1 / reading a main focus.</p> <p>To enable our more able PP pupil to develop skills they have identified with staff.</p>	<p>Consistent approach to the teaching of phonics is essential for continuity across school (less confusing for children).</p> <p>It is clear that our pupils have benefitted from the increased access to quality language. This is evident in their written work and spoken word.</p> <p>We had surplus budget and a need to focus yr 6 in particular. We therefore have placed two specialised teachers in year 6 who share the class.</p> <p>Years 3,4,5 have partial access to a member of support staff who focuses on reading an writing within the classroom context. In KS1 our support staff delivers targeted provision and monitors standard.</p> <p>Pupils are heard reading less often and although we promote this partnership some pupils lose out, we therefore have to focus on supplementing.</p> <p>Some of our pupil premium pupils are high achieving, we need to look at ways to help them to accelerate their learning.</p>	<p>Ensure all staff trained in 'Sounds Write'</p> <p>Monitor through staff meetings, LA monitoring and drop ins.</p> <p>Monitor books studied in individual classes, monitor and moderate standards of writing across schools and between schools.</p> <p>Monitor standards of behaviour, outcomes in books. Use tracking to look at change over time.</p> <p>We take reading ages of targeted children and assess writing termly. We will look for consistent progression. Monitoring will ensure the outcomes reach the appropriate standards.</p> <p>Our English coordinator will oversee reading progression and liaise with support staff for first-hand information. Our team assess pupils termly and have regular discussions regarding pupil progress.</p> <p>Monitored through PEP, outcomes at the end of KS2 and tracking.</p>	<p>J.Peoples D.Eason</p>	<p>Termly</p>
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Attendance	<p>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.</p> <p>We will pursue poor attendance. We will use our extended office staff to undertake first day absence calls. Some of our poorest attenders are PP pupils our target will be for them to have average attendance.</p>	<p>DCC monitoring approached school with 12% persistent absence figure Sept 2015- April 2016. Careful targeted and working with families will highlight need for good attendance. Attendance toolkit is a model for good practice.</p> <p>Positive highlighting of good role models will emphasise the culture we wish to create.</p> <p>We have learned through past experience that when parents are invited into school attendance improves. Large families in particular are an issue so if we work positively with these families everyone benefits. Poor attendance has a negative impact on pupil outcomes, if we aim for key pupils to improve their attendance it follows that progress will be enhanced.</p>	<p>Deputy Head will focus on . Persistent absenteeism will decline. Attendance assemblies will give attendance a high profile.</p> <p>Tool kit will be an overriding strategy and outcomes will be reported to SLT and Governors on a termly basis. Weekly assemblies will highlight the positive outcomes for good attendance. We will reward good attendance through various forms of praise. Meetings with parents will lead to improvements in attendance; non-attendance will be proven by medical documentation or followed up with a phone call.</p> <p>Overall attendance will rise with the aim of being above national norms.</p>	J. Peoples D.Eason	weekly
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff will target specific pupils in Early Years	<p>Tracking will indicate pupils whose progress is limited. 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. We will access external support looking for starting points with regard to medical/ development specific needs.</p>	<p>We will use staffing to create specific intervention opportunities. The rationale is that if we deal with things early, important foundations will be in place. EYFS is an ideal place to engage and work with parents.</p> <p>More able pupils will be supported and challenged through expectation and specific planning in continuous provision. Challenge at all times will allow for developmental needs.</p>	<p>Tracking will indicate progress related to age.</p> <p>Regular contact with parents will be used to advise, suggest and help.</p> <p>Reports from other services will indicate directions we might take with pupils</p>	Melanie Blackburn	Termly

Language based Curriculum	<p>In KS1 a member of support staff will focus on supporting pupils of different abilities. They might take the class whilst the teacher works on specific skills or work with a group themselves. The groups will stretch pupils of all abilities.</p> <p>They will read regularly with those pupils who are not read with at home.</p>	<p>The support allows for extra motivation/ praise and adds an extra dynamic pedagogy in class.</p> <p>We have seen dramatic rises in writing and reading ages using this method. More able children might progress their reading by several years.</p> <p>Our records indicate that despite our best efforts not all pupils are read with at home. We therefore need to create extra time in school for such practice.</p>	<p>Termly monitoring of standards through tracking/ progression in books and Salford scores. (termly)</p>	<p>D.Eason J.Peoples All staff</p>	<p>Termly</p>
Attendance	<p>Headteacher / Deputy Head and new apprentice 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, rewards will be given.</p>	<p>We aim to create a culture where poor attendance is challenged and good attendance is rewarded.</p> <p>If the pupils are not attending they cannot access what we offer,</p>	<p>Regular assemblies track best attenders. Persistent absenteeism declines.</p> <p>Pupil rising trend in attendance will indicate a change in culture over time.</p>	<p>J.Peoples D.Eason</p>	<p>weekly</p>

6. Review of expenditure

Previous Academic Year	2015-16 £ 67320
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Targeted intervention years 5 and 6	<p>HLTA in class team teaching with teacher in English</p> <p>Small group inputs in Mathematics</p>	<p>We have learned that our cross curricular approach suits the learning of all our pupils. The two sets of eyes and focus on quality lead to positive outcomes for year 6.</p>	<p>After discussion with staff it was decided to change our organisation for 2016/17, we felt that our approach to Maths and English would not work for year 6 2016/17. We will adapt structures according to need.</p>	<p>£26673</p> <p>£1260</p>

KS1support	TA support in year1 and 2	<p>Increase in the amount pupils read, more focused work and opportunities for all pupils.</p> <p>Targeted work on individual groups meant that pupils overall outcomes were in line with the new standard.</p>	<p>The expectation at KS1 was not announced until approx. one month before the children were assessed, so the actual progress made appeared less significant. Three pupils who scored little on the KS1 phonics test fell just short of the pass mark in year 2 which represented considerable progress on their part.</p> <p>Transition from year one to year 2 seems positive although with the change in year 2 expectation the disparity between EYFS outcomes and KS 1 outcomes seems more pronounced than ever.</p> <p>Reading scores showed a significant progression for the large majority of pupils.</p>	£24240
EYFS	<p>HLTA to boost phonics/ early writing/ social.</p> <p>TA in Nursery to deliver Early Intervention packages.</p>	<p>Extra member of staff with specific skills set will create extra opportunities for all pupils socially, emotionally and academically.</p> <p>We have focused on developing expertise of our Nursery TA . Timetabling will allow her to work with early intervention groups or more able, small group dynamic can accelerate learning of younger children were there are no issues.</p>	<p>Three pupils underperformed, this was mainly due to non-attendance. School pursued the needs but outcomes meant we were in line with national averages, dampening the impact of extra provision. These pupils are now being targeted in KS1.</p> <p>We have learned that where younger have no issues that they make rapid progress when they experience quality provision.</p>	<p>£26673</p> <p>£22563</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
Good outcomes in Reading Writing and Maths in KS2	<p>HLTA in class team teaching with teacher in English</p> <p>Small group inputs in Mathematics</p>	School was significantly above the nationally average and floor standards.	<p>The approach we have towards the teaching of English and Maths empowered our pupils to adapt to new assessments. Self-esteem is our most powerful teaching tool, the extra support assures, supports and stretches pupils in addition to what is offered by the class teacher.</p> <p>Our most able PP pupils perform equally as well as their peers.</p>	£24240
Support staff to be timetabled to encourage reading writing and maths skills in children of all abilities.	KS1/ KS2 support	<p>To ensure that the majority of pupils leaving KS 1 have writing reading and Maths skills that will enable them to access year 3 expectation.</p> <p>To address a small cohort of pupils and ensure that we maximise progress.</p> <p>To allow the most able pupils to make good progress</p>	<p>Self-esteem is our most powerful teaching tool, the extra support assures, supports and stretches pupils in addition to what is offered by the class teacher.</p> <p>Our most able PP pupils perform equally as well as their peers.</p>	<p>£26673</p> <p>£22563</p>

<p>Timetabled inputs in EYFS to help less able and to stretch language development of more able</p>	<p>Target pupils in EYFS</p>	<p>Yes, issue was however that a sub group of related pupils did not attend.</p>	<p>We need to develop further expectation in outdoor provision, targeting individuals identified in tracking, ensuring more able have a different expectation/ outcomes to less able. This could be from same part of provision.</p>	<p>26673 £22563</p>
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7. Additional detail

We are adapting our approach each year as each cohort is different. Changes made in 2016/17 appear to be having impact as seen in termly assessments, particularly in KS2 where we altered the way our upper KS2 operated. . We are anticipating that the vast majority of pupils will make good progress between KS1 and KS2 .