

Fishburn Primary - Pupil premium strategy statement 2020 - 2021.



School overview:

Information	Data
Fishburn Primary School	Primary School
Pupils in school	134
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£68,215
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Miss Ferguson – Checked by Miss Hockaday
Pupil premium lead	Miss Ferguson
Governor lead	Mr Irvine

Disadvantaged pupil progress scores for last academic year – 2019 data due to COVID19 closures:

Measure	Score
Reading	-1.7
Writing	+1.9
Maths	+3.9

Disadvantaged pupil performance overview for last academic year – 2019 data due to COVID19 closures:

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils:

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received up to date training to deliver the new phonics scheme effectively
Priority 2	Ensure staff use evidence-based whole-class teaching interventions
Priority 3	Ensure attendance is raised and that persistent lateness is targeted.

Priority 4	Ensure that our children who are poor on entry in 3 prime areas and understanding of the world are Reception / KS1 ready at the end of the year.
Priority 5	Combat hunger, tiredness, clothing / diet.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Language as pupils enter school and pupil experience of wider world / language / application of skills. • Reduction of staff due to budget / staffing levels raises an in-school concern. • Lack of early acquisition of basic skills and home support of those skills. <ul style="list-style-type: none"> • Parental support of school initiatives. • Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils
Projected spending	£68, 215

Teaching priorities and targeted academic support for current academic year:

Aim	Target	Target date
To raise attainment and progress in Reading.	To achieve national average progress scores in KS2 Reading.	Sept 2021
To raise attainment and progress in Writing.	To achieve national average progress scores in KS2 Writing.	Sept 2021
To raise attainment and progress in Mathematics.	To achieve national average progress scores in KS2 Mathematics.	Sept 2021
To achieve at least national standard in Phonics.	To achieve national average expected standard in PSC.	Sept 2021
To improve the proportion of disadvantaged children achieving the higher standard in reading, writing and maths.	To achieve national average progress scores in KS2.	Sept 2021
To improve the percentage of children with verbal communication difficulties ready for life in school.	To deliver interventions such as Lexia / buy into speech and language therapy (to use staff effectively to deliver appropriate speech and language activities) for our youngest children to improve their vocabulary capacity. To complete the NELI intervention Programme with the DFE	Sept 2021
To improve attendance so that it is in line with the national average of +96%	To improve attendance of all disadvantaged pupils.	Sept 2021

Action Plan for this year:

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring enough time is given over to allow for staff professional development. 	Use of INSET days and additional training booked and evaluated by school leaders.
Targeted support	<ul style="list-style-type: none"> • Ensuring intervention teacher delivers timely interventions and 	Employment of intervention teacher to work firstly in KS1 to raise attainment in Phonics and KS1 SATs.

	targeted support based on data analysis and evidence.	
Wider strategies	<ul style="list-style-type: none"> Engaging the families facing most challenges. 	To continue to run our wraparound care breakfast club and afterschool club.

Review: Of last year's aims and outcomes:

Aim	Outcome
To 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 scrutiny of books and lessons (external inputs to validate these judgements). Tracking to indicate good progress	Language experience via novels continued 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 the reading journal approach to reading has benefitted pupils in that 'processing and experience of language has improved, particularly in upper KS 2. Book scrutiny and 'drop ins' have indicated that this is the case.
To ensure that 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.	Cutting the cost of the school day/poverty training undertaken by two staff and a Governor. Recommendations considered and some changes to school practice were implemented. We have hosted Internet Safety awareness for both pupils and parents, Col 7 bought into a menu of services we could benefit from, we made staff aware and support was accessed.
To look at our on entry data of 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.	Tracking information was 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.
To 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.	Managed to compensate for staffing reduction in EYFS by TA being moved to reception for Phonics inputs and key literacy inputs. Other inputs of support will have been delivered in 'short burst' initiatives, targeted support was put in using the non-class based teacher.
To 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.	Additional CPOMS training was delivered to ensure it was used more widely by staff. Issue re nature of some TAFs means that staff are inputting as educators.
For pupil's 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	PP Pupils making progress similar to peers, some doing better than peers. Data analysis informed intervention.

<p>targeting. Meetings and support materials to enable parents and wider families to contribute.</p> <p>Positive rewards for those pupils who demonstrate effort and progress.</p>	
<p>To readdress the attendance and lateness of PP children to improve as our pupil's 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.</p>	<p>Persistent absenteeism halved in 2018/19, however pupil premium attendance remained below peers, numbers were affected by 1 pupil being 2%, some year groups were worse than others so we targeted families of younger pupils. 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.</p>
<p>To further support 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>A significant proportion of referrals have had positive outcomes, however, these were often quickly replaced by other issues. Information is reported to Governors termly. Specific targeting of parents took place through longer parents evenings (20 minute as opposed to 5minutes) specifically for younger pupils.</p>