



## Fishburn Primary School Pupil Premium Strategy Statement 2020- 2021

### School Overview

|   |                 |
|---|-----------------|
| Number of pupils in school (inc) Nursery)         | 144             |
| Proportion of disadvantaged pupils (inc) Nursery) | 43%             |
| Pupil premium allocation this academic year       | £76,320         |
| Academic year or years covered by statement       | 2020 - 2021     |
| Publish date                                      | September 2020  |
| Review date                                       | September 2021  |
| Statement authorised by                           | G Ferguson      |
| Pupil premium lead                                | G Ferguson      |
| Governor lead                                     | CLlr J Robinson |

### Rationale

#### **Definition**

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium.

These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

### **School allocation of funds**

Our school has a higher than average eligibility for Pupil Premium (43% against the 2018 National Average of 23%). Pupils enter school with under developed early language and communication skills; low levels of understanding and vocabulary. Children find it difficult to articulate ideas and wishes. • Limited vocabulary and poor language and communication skills impact on children’s progress in reading and writing across school. • A proportion of our children in receipt of PP funding also have an additional SEND need which requires high levels of differentiation and adult support. • All children had a very disrupted 2019-2020 academic year due to the Coronavirus pandemic.

Attendance in school; low aspiration and value for education impact on children’s attendance. • Higher than average levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing. • A lack of parental support with home learning, sometimes due to low levels of adult literacy, slows progress particularly with reading. • Safeguarding concerns and unsettled family lives impact on learning. Families of children eligible for pupil premium often require additional financial, social and emotional support from school.

Therefore, we have allocated funds as outlined below to ensure that our children are supported to be the best that they can be.

### **Funding (per eligible pupil)**

|  | <b>2020 - 2021</b> |
|--|--------------------|
| <b>Early Years Pupil Premium</b>                         | £0.53 / hour       |
| <b>Pupil Premium Reception – Y6</b>                      | £1,345             |
| <b>Pupil Premium Y7 – Y11</b>                            | £955               |
| <b>*Pupil Premium + Looked after children (LAC)</b>      | £1,700             |
| <b>Pupil Premium + Post Looked after children (PLAC)</b> | £2,345             |

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

### **Early years Pupil Premium funding**

|   |            |
|---|------------|
| Pupils eligible for Early Years funding | 1          |
| Number of eligible boys                 | 1          |
| Number of eligible girls                | 0          |
| <b>Total funding allocation</b>         | <b>381</b> |

## Reception to Year 6 Pupil Premium/ Pupil Premium + funding

|  |                |
|--|----------------|
| Pupils eligible for PP funding             | 55             |
| Number of eligible boys                    | 29             |
| Number of eligible girls                   | 26             |
| Number of looked/ Post looked after pupils | 1              |
| <b>Total funding allocation</b>            | <b>£76,320</b> |

## Pupil attainment 2019

| Reception class pupils disadvantaged pupils | School all pupils | School FSM pupils           | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |  |  |
|---|-------------------|-----------------------------|--|--|--|--|
| <b>GLD</b>                                  | 72%               | 71%                         | <b>-19%</b>  | -3%  |  |  |
| Key stage 1 pupils disadvantaged pupils     | All pupils school | School disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |  |  |
| <b>Phonics</b>                              | 71%               | 50%                         | <b>-13%</b>  | -34%   |  |  |
| Key stage 1 pupils disadvantaged pupils     | All pupils school | School disadvantaged pupils | Expected standard  |  | Greater depth standard   |  |
|   |                   |                             | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| <b>Reading</b>                              | 59%               | 40%                         | <b>-16%</b>  | <b>-38%</b>  | -14%   | -8%  |
| <b>Writing</b>                              | 59%               | 40%                         | <b>-18%</b>  | <b>-33%</b>  | -10%   | -17%   |
| <b>Maths</b>                                | 73%               | 40%                         | <b>-16%</b>  | <b>-39%</b>  | -12%   | -4%  |

| Key stage 2 pupils disadvantaged pupils      | All pupils school | School disadvantaged pupils | Expected standard  |  | Higher standard  |  |
|--|-------------------|-----------------------------|--|--|--|--|
|  |                   |                             | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| <b>Reading</b>                               | 63%               | 30%                         | <b>-16%</b>  | <b>-48%</b>  | -14%   | -21%   |
| <b>Writing</b>                               | 71%               | 50%                         | <b>-15%</b>  | <b>-33%</b>  | -13%   | -24%   |
| <b>Maths</b>                                 | 83%               | 80%                         | <b>-17%</b>  | <b>-4%</b>   | -16%   | -22%   |
| <b>Reading, writing &amp; Maths combined</b> | 50%               | 30%                         | <b>-20%</b>  | <b>-41%</b>  | -8%  | -13%   |

### Pupil progress scores for 2019

|                | School all pupils | School disadvantaged | National non-disadvantaged |
|----------------|-------------------|----------------------|----------------------------|
| <b>Reading</b> | -0.26             | -2.91                | 0.3                        |
| <b>Writing</b> | 1.71              | 1.17                 | 0.3                        |
| <b>Maths</b>   | 1.72              | 3.48                 | 0.3                        |

### Barriers to future attainment

|                     |          | Barrier   | Desired outcome   |
|---------------------|----------|---|---|
| Teaching priorities | <b>A</b> | <p>Children historically enter school (EYFS) with under developed early language and communication skills. Limited vocabulary and poor language and communication skills impact on children's progress in reading and writing across school.</p> <p>These historic weaknesses have been further exacerbated by the ongoing COVID19 Pandemic</p> | <p>All staff deliver NLEI programme in response to children's needs. Pupils eligible for PP in Reception make accelerated progress in the area of communication and language.</p> <p>High quality provision both indoors and outdoors supports pupil's development in all areas of learning, supported by LA advisor.</p> |
|                     | <b>B</b> | <p>From their low starting points, disadvantaged pupils do not sufficiently secure basic skills in reading, writing and mathematics. They are therefore not well enough prepared for their next phase of education.</p> <p>These weaknesses have been further exacerbated by the ongoing COVID19 Pandemic.</p>                                  | <p>Reading writing and maths outcomes across the school are improved.</p> <p>Staff are confident with assessment.</p> <p>Basic skills are embedded into the curriculum and support disadvantaged pupils with additional SEND need.</p>  |

|                                  |          |   |  |
|----------------------------------|----------|---|--|
|                                  |          |   | Marking and feedback focusses on basic skills and moving learning on in lesson. Teachers provide clear and direct feedback to children.  |
|                                  | <b>C</b> | A proportion of pupils are not reaching the expected standard in phonics in KS1 as well as a group of year 3 children due to lost learning time as a result of COVID19 lockdown.  | All staff effectively teach a robust and consistent phonics programme. Targeted support is directed towards those pupils who require further input. All pupils can read fluently by the time they leave KS1. Staff upskilled and are able to well match phonics resources to all abilities in school.  |
|                                  | <b>D</b> | Limited vocabulary and poor language and communication skills impact on children's progress in reading and writing across school.   | All children read for pleasure and are able to transfer their skills into writing. Reading is prioritised to allow disadvantaged pupils to access the curriculum. All teachers have a secure knowledge of assessment end points.   |
| <b>Targeted academic support</b> | <b>E</b> | To improve reading outcomes across the school.  | Pupils are fluent, confident and enjoy reading, as a result, reading outcomes improve.   |
|                                  | <b>F</b> | To improve KS1 Maths outcomes.  | Pupils are confident when using concrete, pictorial and abstract manipulatives and can transfer their maths skills into other areas of the curriculum. As a result, maths outcomes improve. Teachers are upskilled and more confident in ensuring that basic maths skills are embedded and understand how to support and challenge children in their maths learning. |
|                                  | <b>G</b> | Gross and Fine Motor skills across the school is a weakness which impacts on areas of the curriculum such as stamina for writing, concentration and resilience.   | Pupils have age related gross and fine motor skills and are therefore less distracted and more able to access work. Teachers and teaching assistants are confident in the early identification of need and are confident to deliver programmes effectively.  |
| <b>Wider strategies</b>          | <b>H</b> | Pupils in our school lack resilience and struggle to maintain focus when part of a larger class size. They often lack self-esteem and as a result of the lost learning time due to COVID we recognise that supporting pupils emotional and social wellbeing must be a priority this year. | Pupils are more resilient and show excellent behaviour for learning. Children are focussed and confident and are able to ask for help when needed.<br><br>Staff are able to confidently identify when children may need extra emotional and social support. Using intervention is timely.  |
|                                  | <b>I</b> | Pupils who are disadvantaged do not always attend school as regularly as their non-disadvantaged peers.   | Whole school attendance is increased to being at least 96% or above. There is a reduction in the level of persistent absence across school.  |

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

| Barrier  | Action  | Desired outcome   | Evidence source   | Cost  | Baseline data  | Person responsible                    | Impact/ evaluation   |
|----------|---|---|---|---|--|---------------------------------------|--|
| <b>A</b> | <ul style="list-style-type: none"> <li>Implement NELI programme</li> <li>Broker support from the Local Authority for EYFS support.</li> <li>TA deployment</li> <li>Evidence Me CPD</li> <li>SLT weekly support time</li> </ul>  | From this support, EYFS will be a language rich environment where children make good progress from their starting points in communication and language. Assessment is accurate and based on clear evidence. | <p>Recommended programme by Government as part of Catch-Up Premium Strategy</p> <p>EEF evidence suggests that early years and preschool interventions have a positive impact (+6)</p> | <p>SLA<br/>£1,190<br/>Release time<br/>£1000</p> <p>Weekly support<br/>£17,550<br/>NELI £360<br/>Evidence me £240<br/>Boxall profile<br/>£390</p> | Baseline data 2020                                     | GF, SA, JL,                           | <p><b>Autumn – Assessment process has been refined during this term. All children are baselined with gaps in learning identified. NELI programme underway. There is work to do with effective deployment of TA’s which is ongoing.</b></p> <p><b>Spring – Assessment procedures continue to be refined in light of latest national lockdown. Further training has been given to staff and extra staff meeting time has been allocated to meet this need. Evidence me in place and being accessed by staff</b></p> <p><b>Summer -</b></p> |
| <b>B</b> | <ul style="list-style-type: none"> <li>Assessment CPD</li> <li>Marking and Feedback policy review and update.</li> <li>Weekly support from SLT.</li> <li>Subject leader support</li> <li>Share good practice across school</li> <li>Staff attend moderation</li> <li>Monitoring by SLT</li> </ul> | Improved progress in reading, writing and maths. Marking and feedback policy is followed by all staff. Feedback is clear and direct and evident in books. Assessment is accurate                            | EEF Teacher Feedback (+8)   | <p>CPD £600</p> <p>Release time<br/>£2,160</p> <p>Weekly support<br/>£17,550</p> <p>Moderation<br/>£500</p>                                       | 30% of PP children achieved RWM combined in KS2 (2019) | GF, SA,<br>TG maths lead<br>All staff | <p><b>Autumn – Monitoring evidence shows that the impact of PD days in the autumn term is taking effect. SLT have signed up to an EEF course on this for the spring / summer term. Supported PPA having a positive impact on moving standards and helping staff to close the attainment gap.</b></p>   |

|          |   |  |  |   |  |   |  |
|----------|---|--|--|---|--|---|--|
|          |   |  |  |   |  |   | <p><b>Spring</b> – Moderation dates booked in with Ox Close Primary for May 2021, Supported PPA halted due to national lockdown but resumed when schools reopened. EEF course has begun and will be ongoing throughout the summer term. Subject leader time out and time to support.</p> <p><b>Summer -</b></p>  |
| <b>C</b> | <ul style="list-style-type: none"> <li>Letters and sounds phonics programme implemented</li> <li>Phonics CPD</li> <li>Monitoring by SLT</li> </ul>  | Pupils eligible for PP will make good or outstanding progress from their low starting points in phonics and achieve age related expectations at the end of Year 1. | EEF suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. | CPD £2000 allocated<br><br>Release time £270                  | 50% of PP children reached expected standard (2019)                    | GF, SA<br><br>SA phonics lead<br>EY KS1 staff | <p><b>Autumn</b> – Letters and sounds in place. Core reading offer in place. Books bought to match the scheme. PD day on phonics delivered. Y2's 100% phonics check pass rate achieved.</p> <p><b>Spring</b> – Phonics remained high on priority list during lockdown. Sessions on phonics delivered to EYFS and KS1 during this time. Staff continue to use the scheme consistently.</p> <p><b>Summer -</b></p> |
| <b>D</b> | <ul style="list-style-type: none"> <li>Reading VIPERS CPD for transfer of reading skills across school</li> <li>Writing assessment CPD</li> <li>Review of curriculum intent, implementation and impact with reading prioritised.</li> </ul> | Planned opportunities to transfer skills are embedded into curriculum planning with a focus on vocabulary Pupils' vocabulary develops.                             | EEF evidence Comprehension Strategies (+6)   | CPD reading and writing £580<br><br>Talk for writing CPD £192 | 40% of PP children in KS1 achieved expected standard in reading (2019) | GF, SA<br><br>SA English lead                 | <p><b>Autumn</b> – VIPERS in place. Core reading offer in place. Books bought to match the scheme. PD day on use of VIPERS and reading journals. Monitoring evidence shows impact is positive childrens basic skills are enhanced.</p>   |

|  |  |   |  |  |   |  |   |
|--|--|---|--|--|---|--|---|
|  |  | Pupils' spoken language is increasingly accurate. Reading and writing outcomes improve. |  |  | 30% of PP children in KS2 achieved expected standard in reading. (2019) |  | <b>Spring</b> – VIPERS continues to be a strength during monitoring by SLT. Curriculum maps in place and all classes have dedicated time for reading skills.<br><br><b>Summer</b> - |
|--|--|---|--|--|---|--|---|

**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

| Barrier  | Action  | Desired outcome   | Evidence source   | Cost  | Baseline data  | Person responsible | Impact/ evaluation   |
|----------|---|---|---|---|--|--------------------|--|
| <b>E</b> | <ul style="list-style-type: none"> <li>Swiftly implement additional support to those pupils not making progress.</li> <li>Deliver small group and 1:1 support</li> <li>TA deployment</li> <li>Daily phonics booster</li> <li>Reading club in KS1</li> <li>Working walls in classrooms encourage independent learning.</li> <li>Raise the profile of home reading</li> </ul> | <p>Pupils are fluent, confident and enjoy reading, as a result, reading outcomes improve.</p> <p>Reading resources are high quality and support learning.</p> | <p>EEF Evidence suggests 1:1 Tuition (+5)</p> <p>Small Group Tuition (+4)</p> | <p>Smaller class sizes £11,000</p> <p>TA intervention £3,130</p> <p>Reading resources £3,633</p> <p>Afterschool club £500</p> | <p>40% of PP children in KS1 achieved expected standard in reading (2019)</p> <p>30% of PP children in KS2 achieved expected standard in reading. (2019)</p> | GF, SA             | <p><b>Autumn</b> – TA deployment timetable in place with interventions planned for and happening. Lexia reading in place. Working walls in place across school to support</p> <p><b>Spring</b> – Phonics and reading clubs in place and being accessed by children.</p> <p><b>Summer</b> -</p> |
| <b>F</b> | <ul style="list-style-type: none"> <li>Use of manipulatives</li> <li>Same day intervention 1-1 support</li> <li>Maths partners</li> <li>Mastery maths CPD maths lead</li> </ul>   | <p>The use of manipulatives is embedded into the maths curriculum.</p> <p>Maths outcomes improve</p>  | <p>EEF evidence for collaborative or mastery learning (+5)</p>                | <p>Resources £1000</p>  | <p>40% of PP children achieved expected standard at the end of KS1 (2019)</p> <p>WRM assessments</p>   | GF, SA, TG         | <p><b>Autumn</b> – PD day on manipulatives all classrooms have maths manipulatives available and are being used. Maths leader continues to</p>   |

|          |  |   |  |  |   |  |  |
|----------|--|---|--|--|---|--|--|
|          |  |   |  |  | Ready to progress   |  | attend maths hub course.<br><br>Spring – Manipulatives having positive impact continue to be a daily feature in school.<br><br>Summer -  |
| <b>G</b> | <ul style="list-style-type: none"> <li>Future Steps</li> <li>Intervention 1-1 and group support</li> </ul> | Staff implement a programme of work to support development of motor skills supporting curriculum work | EEF Physical development approaches (+2) | Future steps £7,165.26<br><br>Additional sessions £1,560 | 12 have been referred or are following a future steps programme 2020/2021 | Future steps therapist<br><br>1-1 TA support | <b>Autumn – Children accessing the service has grown. Interventions in place.</b><br><br>Spring – Home programmes delivered during lockdown and new referrals on hold until Summer term.<br><br>Summer - |

**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

| Barrier  | Action  | Desired outcome  | Evidence source   | Cost  | Baseline data  | Person responsible  | Impact/ evaluation   |
|----------|---|--|---|---|--|---------------------|--|
| <b>H</b> | <ul style="list-style-type: none"> <li>Access professional services – effective partnership agreements to support vulnerable children.</li> <li>Provide enrichment activities</li> <li>TASFL</li> </ul> | Pupils are more resilient and show excellent behaviour for learning. Children are focussed and confident and are able to ask for help when needed. | EEF Social and emotional learning (+4)<br>EEF Sports participation (+2) | Forest school £1500<br>TASFL daily support £1950<br><br>Curriculum enhancement days £1500 | Pupil questionnaires<br><br>Teacher monitoring- All teachers report resilience and self-confidence needs addressing SEND support plans | GF, SA<br><br>TASFL | <b>Autumn – TASFL in place. Professional services in place.</b><br><br>Spring – Brokered LA support began. TASFL activities continued. Reduction in unwanted behaviour seen. |

|   |   |  |                              |                              |   |            |   |
|---|---|--|------------------------------|------------------------------|---|------------|---|
|   |   |  |                              |                              | Boxall profile results  |            | Summer -  |
| I | <ul style="list-style-type: none"> <li>Attendance action plan</li> <li>Admin</li> <li>Provide on-going support for vulnerable families</li> </ul> | Whole school attendance to be 96%. PA rate to be in line with national for all pupils and those who are disadvantaged. | EEF Parental engagement (+3) | Attendance Support £1,491.36 | Oct 2020 15/31 children who are PA 48% are PP Attendance action plan Family support logged on CPOMs Fortnightly attendance meeting records SLT. | GF, MH, TL | <p><b>Autumn – Whole school attendance improved to be in line with national 96%</b></p> <p><b>Spring – PA figure reduced dramatically</b></p> <p>Summer -</p> |

### Additional funding supporting provision

This strategy to be used in conjunction with COVID catch up premium strategy.

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

|   |  |  |
|---|--|--|
| <p><b>Governors involved:</b><br/> <b>Chair of Governors:</b> Cllr John Robinson<br/> <b>Vice Chair of Governors:</b> Mrs Watret<br/> <b>Acting Head Teacher:</b> Miss Ferguson</p> |  |  |
| <p><b>Committee meeting dates</b><br/> <b>Autumn:</b> November 2020                      <b>Spring:</b>                      <b>Summer:</b></p>                                     |  |  |
| <p><b>Autumn summary</b></p> <p>Discussed and agreed strategy for pupil premium plan for the coming academic year.</p>  |  |  |
| <p><b>Spring summary</b></p>  |  |  |

**Summer summary**