

Fishburn Primary - Pupil premium strategy statement 2019 - 2020.



School overview:

Information	Data
Fishburn Primary School	Primary School
Pupils in school	151
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£69,240
Academic year or years covered by statement	2019 - 2020
Publish date	September 2019
Review date	September 2020
Statement authorised by	Mr Eason – Checked by Miss Hockaday
Pupil premium lead	Mr Eason
Governor lead	Mr Irvine

Disadvantaged pupil progress scores for last academic year:

Measure	Score
Reading	-1.7
Writing	+1.9
Maths	+3.9

Disadvantaged pupil performance overview for last academic year:

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 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	£

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 2020
To raise attainment and progress in Writing.	To achieve national average progress scores in KS2 Writing.	Sept 2020
To raise attainment and progress in Mathematics.	To achieve national average progress scores in KS2 Mathematics.	Sept 2020
To achieve at least national standard in Phonics.	To achieve national average expected standard in PSC.	Sept 2020
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 2020
To improve the percentage of children with verbal communication difficulties ready for life in school.	To deliver interventions such as speech link / 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.	Sept 2020
To improve attendance so that it is inline with the national average of +96%	To improve attendance of all disadvantaged pupils.	Sept 2020

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 targeted support based on data analysis and evidence. 	Employment of intervention teacher to work firstly in KS1 to raise attainment in Phonics and KS1 SATs.

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 opportunities for language development.	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 reciprocal 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, this effective approach was also commented on by EDP.
To ensure that pupils suffering from poverty/neglect are well supported in school.	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 13 bought into a menu of services we could benefit from, we made staff aware and support was accessed.
To ensure that our EYFS children progress rapidly in prime areas and knowledge of the world on entry.	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, focusing resources so as to boost achievement.	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 address attendance and lateness issues of PP.	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.
To further support those parents who appear to not be supporting their children to be helped to access necessary learning. Concerns	A significant proportion of referrals have had positive outcomes, however, these were often quickly replaced by other issues. Information is reported to

about inappropriate experiences to either be referred or dealt with by the school working with parents.

Governors termly. Specific targeting of parents took place through longer parents evenings (20 minute as opposed to 5minutes) specifically for younger pupils.