

Pupil premium strategy statement

Fishburn Primary School 2021 – 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fishburn Primary School and Nursery
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	G Ferguson
Pupil premium lead	G Ferguson
Governor lead	J Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,320 (+£4,191 EYFS PP funding)
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,356

Part A: Pupil premium strategy plan

Statement of intent

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 (47% against the 2018 National Average of 23%). Importantly, this group has grown in size across the last few years, impacted greatly by the ongoing COVID19 Pandemic.

What we believe:

At Fishburn Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.

2	<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>
3	<p>Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p>
4	<p>Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.</p>
5	<p>All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.</p>
6	<p>Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high for our school in KS2.</p>
7	<p>Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.</p>
8	<p>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.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p>	<p>A higher proportion of Pupil Premium children meet a Good Level of Development than in previous years.</p>
<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.
Improve emotional resilience for all pupils through use of support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics checks confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2020.
Provide children with high quality teaching and feedback to ensure progress in lessons is being made consistently. Ensure pupils are provided with the tools to support their learning.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approx £28,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with all EYFS children across the year using our enhanced Nursery TA to deliver.	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly	1

<p>(£120 per week – Annual cost £4,680)</p>	<p>larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	
<p>Assessment CPD. Marking and Feedback policy review and update. Subject leader support. Share good practice across school Staff attend moderation Monitoring by SLT</p> <p>(Staff meeting time + additional support £5,000 annual cost)</p>	<p>Effective feedback focusses on the task, subject and self-regulation strategies, providing specific information on how to improve. Studies have shown that positive effects from feedback come from teachers and peers. Feedback should not be limited to written feedback; verbal feedback shows slightly better results.</p> <p>EEF Teacher Feedback (+8)</p>	<p>2, 5</p>
<p>All staff to access Essential Letters and Sounds training to ensure consistency in this approach to phonics across the school.</p> <p>(Purchase of the scheme including training time and additional resources £10,000)</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Essential Letters and Sounds is a DfE accredited / validated systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	<p>1,2,4</p>
<p>Reading VIPERS CPD for transfer of reading skills across school and at home</p> <p>(Training and resources across the school annual cost - £8,500)</p>	<p>Effective reading comprehension strategies are high impact alongside the teaching of phonics and is a crucial element of early reading instruction.</p> <p>Being taught strategies explicitly and consistently is the key to children making the most progress in school.</p> <p>EEF evidence: Comprehension Strategies (+6)</p>	<p>2, 4, 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approx £35,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.</p> <p>(Cost of additional TA in nursery £22,236)</p>	<p><u>Effective Provision of Pre-school Education (EPPE) project findings</u></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</p>	<p>1</p>
<p>A teacher to be employed to deliver bespoke teaching and intervention 4 mornings per week in the autumn term</p> <p>(£343.60 per week - £5841 for Autumn half term)</p>	<p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	<p>2, 3</p>
<p>A supply teacher familiar to our school will be tasked to provide tuition for 2 or 3 days per week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	<p>4</p>
<p>Future Steps (£7,500 SLA)</p>	<p>An Occupational Therapy specialist team will be on sight half a morning a week to provide bespoke programmes for children who require additional support form their gross and fine motor skills.</p> <p>EEF Gross and Fine Motor skills implementation (+2)</p>	<p>8</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx £24,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of staff will be ELSA trained and able to deliver the ELSA programme to targeted children in order to build their emotional resilience. (£120 per week –plus release time x 9 days 1080Annual cost £5,760)</p>	<p>Strategies which promote improving social interaction between children have the highest impact rate. Social learning strategies need to be used as part of intervention but also as a whole school approach for the widest impact.</p> <p>EEF Social and emotional learning (+4)</p>	<p>3</p>
<p>Provide enrichment activities TASFL / breakfast club / afterschool club (Annual cost £1,200)</p>	<p>Wider extracurricular activities are seen as being beneficial to the overall impact in school. However, research impact is low. Outdoor sports in general appear favourably in literature alongside participation in sports.</p> <p>EEF Sports participation (+2)</p>	<p>3</p>
<p>Admin staff to take over the running of the Attendance action plan and to provide on-going support for vulnerable families 17550</p>	<p>Positive parental engagement from a young age can impact on attainment in a positive way by up to 4 months. Early communication is the key.</p> <p>EEF Parental engagement (+4)</p>	<p>6</p>

Total budgeted cost: £ 88,267

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that the majority of children are working towards expected standard across the board and that the difference between PP children and None PP children has grown.

Despite this, the strategies which were used in 2021-22 were starting to show impact and were successful in many areas and so Fishburn Primary will continue to use some of these approaches.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy. The cohort has also changed significantly with families moving during the year so end of year data has been analysed with this in mind.

A large change in staffing and a new approach to teaching strategies was also implemented in 2020 / 2021 and these positive changes need time to embed along with the new school ethos.

Targeted Intervention

Identified pupils receiving targeted intervention across the summer term in particular made good progress and started to achieve results which were more in line with their peers, however, there is still significant work to be done in this area.

Wider Strategies

The introduction of a robust attendance management action plan ensured that our attendance was as close to or above national average throughout the whole of the 2020/2021 year. This strategy will be employed this academic year too.

The use of Office 365 was developed so that parental engagement was raised through the ability to hold virtual meetings with parents and also allow children to access high quality home learning.

We have continued to buy in OT support through Future Steps to match the needs of children with poor gross and fine motor skills which then impact on them across the

curriculum. Personalised home programmes have been put in place and continue to improve the wellbeing of all of the children in school. We have also made several referrals to CAMHS, Educational Psychologists and Speech and Language therapists for those children who need additional support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Future Steps Occupational Therapy	Future Steps

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0
What was the impact of that spending on service pupil premium eligible pupils?	0

Further information (optional)

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		