

Pupil premium strategy statement

Fishburn Primary School 2021 – 2024 Updated October 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	149
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was first published	November 2021 updated October 2022
Date on which it will be reviewed	Termly
Statement authorised by	G Ferguson
Pupil premium lead	G Ferguson
Governor lead	M Watret

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,715 (59 x PP) + £9,640 (4 x LAC) +£3762 (11 x EYFS PP funding) = £95,117
Recovery premium funding allocation this academic year	£9,135
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	£104,252

Part A: Pupil premium strategy plan

Statement of intent

At Fishburn, we have high expectations for all of our pupils and feel that education is the route out of poverty. We aim to ensure that all our pupils are given every chance to realise their full potential and to challenge barriers to learning.

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 (63% against the 2022 National Average of 23%). Importantly, this group has grown in size across the last few years, impacted greatly by the COVID19 Pandemic and now the cost of living crisis.

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 in EYFS. This means they need to make more progress than their peers to catch up.
2	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. These weaknesses have been further exacerbated by the COVID19 Pandemic and now the cost of living crisis.
3	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.
4	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.
5	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
6	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.
7	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

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
To ensure that pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in previous years.
To ensure that from their low starting points, disadvantaged pupils secure basic skills in reading, writing and mathematics.	Reading writing and maths outcomes across the school are improved. Staff are confident with assessment. Basic skills are embedded into the curriculum and support disadvantaged pupils with additional SEND need.

	Marking and feedback focusses on basic skills and moving learning on in lesson. Teachers provide clear and direct feedback to children.
To improve emotional resilience for all pupils through use of support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
To ensure that Y1 and Y2 phonics checks confirm increased proportions of disadvantaged pupils meeting the required standard.	% of PP pupil meeting the expected standard in phonics improves from 2022.
To provide children with high quality teaching and feedback to ensure progress in lessons is being made consistently. Ensuring that pupils are provided with the tools to support their learning.	Increased proportions of pupils will reach ARE in English and Maths across the school.
To 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.
To increase engagement with parents to support home 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 2023.

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 £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Language Link assessment with all EYFS children across the year using our enhanced Nursery TA to deliver. (£18,000)	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 larger effects for children from disadvantaged backgrounds. A 2016 randomised controlled trial found a positive impact of four months' additional progress.	1

	EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress	
<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 style="text-align: center;">EEF Teacher Feedback (+8)</p>	2, 5
<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 style="text-align: center;">EEF toolkit: Phonics - additional 4 month progress.</p>	1,2,4
<p>Reading VIPERS CPD for transfer of reading skills across school and at home</p> <p>(Training and resources across the school annual cost - £14,000)</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 style="text-align: center;">EEF evidence: Comprehension Strategies (+6)</p>	2, 4, 7

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>	1
<p>Oral language intervention</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>	2, 3

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

Budgeted cost: Approx £21,500

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. (Annual cost £10,000)</p> <p>Wellbeing Dog Training and use in school £2,000</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>	3
<p>Provide enrichment activities TASFL / breakfast club / afterschool club (Annual cost £4,000)</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>	3
<p>Admin staff to take over the running of the Attendance action plan and to provide on-going support for vulnerable families</p>	<p>Positive parental engagement from a young age can impact on attainment in a positive</p>	6

5,500	way by up to 4 months. Early communication is the key. EEF Parental engagement (+4)	
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Total budgeted cost: £ 104,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy Outcomes & Evaluation

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 made need additional support.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Although the 2021-2022 was a more stable year in many respects the impact from covid19 and 2 years of school closures could be felt across the year. This was despite having a revised curriculum in place to catch children up. The recovery funding was used to enhance teaching and intervention across the Autumn Term of 2021 so that we could get the children off to the best start possible. This was effective, but due to ongoing staffing issues our ability to continue this was limited. As the tutoring programme announcement came late in the Autumn of 2021, budgets had already been set with money allocated and no further funding was available to top up the amount given by the government.

ELSA training was a real plus across the last academic year, and the member of staff who undertook this role has been working predominantly with our disadvantaged children in order to support their emotional needs so that they can access their full academic potential. Moving into 2022 – 2023, the ELSA teacher will be employed full time to carry out this role across each afternoon.

We successfully used Future Steps as Occupational Therapy across the Autumn and Spring Term but due to their rising costs this SLA was not booked for the summer or moving forwards into 2022 – 2023. Instead a focus will be on the wellbeing of children with the training and work with the ELSA and also our new wellbeing dog – Nala.

Teaching Strategies

Planned CPD was effective across the year in ensuring that staff were building on their skill set in order to provide High Quality First Teaching. SEND CPD / assessment CPD / CPD on the curriculum, end points and ensuring that children know more and remember more was beginning to be well embedded across the school. Due to unforeseen circumstances some changes in staffing were made during the year which hampered some progress towards our targets. This has meant that there needs to be a focus on some of the same areas in the short term of 2022 – 2023 in order to embed new approaches. We also made the move to language link for baseline assessments of children's speech and language towards the end of last year and this needs to continue to be embedded and 2022-2023. The new Essential Letters and Sounds programme had some initial teething problems due to some errors with work books and the ordering of materials from ELS themselves. This was rectified in the summer term but will be a focus moving forwards. Our teaching strategies and reading core offer now reflects this new phonics scheme and we hope to see additional closing of the gap in phonics and reading across the next academic year.

Targeted Intervention

In our small school, targeted intervention can be difficult due to the lack of resource and time. There is no spare capacity within school for teaching assistants to take on the role of intervention. Research shows that the best person for intervention is the class teacher. Therefore, this is something we have had to work hard to implement. Due to staffing issues across EYFS, the planned scope for targeted intervention was limited. However, moving into the new academic year, an additional class teacher has been employed in EYFS to try to ensure that the targeted intervention which is needed takes place as regularly as possible.

Wider Strategies

The work our ELSA started last year will continue across the 2022 – 2023 year but will be enhanced and supported by the introduction of the wellbeing and therapy dog into school in the Autumn and Spring Term.

Attendance will continue to be a focus with the new government guidance around attendance and the allocated money to this area will continue across 2022 – 2023.

<p><u>This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.</u></p> <p>Teaching Strategies</p> <p>Targeted Intervention</p> <p>Wider Strategies</p>
<p><u>This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.</u></p> <p>Teaching Strategies</p> <p>Targeted Intervention</p> <p>Wider Strategies</p>

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
Language Link	Language Link
Essential Letters and Sounds	ELS in association with Oxford University Press
ELSA	Emotional Literacy Support – training with DCC
Wellbeing and Therapy Dog	The Dog Mentor

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
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