

Fishwick Primary School



Pupil Premium Strategy Statement 2021-24 (Year 2)

This statement details our school's use of pupil premium (and recovery premium) 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	Fishwick Primary School
Number of pupils in school	154 / 138 (FTE)
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 (1st year) 2022-2023 (2nd year) 2023-2024 (3rd year)
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022 November 2023 November 2024
Statement authorised by	Vicki Conway - HT
Pupil premium lead	Vicki Conway - HT
Governor / Trustee lead	Wendy Duggleby - CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,650
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,205

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are aware that there will be challenges faced by pupils who are not classed as disadvantaged but have other vulnerabilities. Our strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

Disadvantaged pupils will benefit from high-quality teaching, which will ultimately help raise standards for all pupils.

Our objectives for our disadvantaged pupils are to:

- remove barriers to learning.
- enrich the curriculum to widen pupil experiences and develop their cultural capital.
- provide pupils with the tools to develop their social and emotional well-being and resilience.

Our current pupil premium strategy plan works towards achieving these objectives by:

- ensuring identified pupils received targeted support through the National Tutoring Programme, particularly those pupils whose education has been affected the most.
- putting in place the strategies / interventions that will address any gaps in learning.
- providing opportunities for pupils to access and participate in extra-curricular enrichment activities.
- ensuring all staff have access to high quality CPD in order to provide effective quality first teaching.
- deploying family support and pastoral staff employed by the school to support vulnerable children and families with their social, emotional and mental well-being.
- improving the children's retention and retrieval of information skills.
- reducing the impact of the pandemic on attendance and punctuality.
- Supporting children's sensory needs.

Challenges

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

Challenge number	Detail of challenge
1.	Speech, language and communication – the majority of children enter the Early Years Foundation Stage working below the typical level of development for their age in the aspect of Communication, Language and Understanding.
2.	EAL – the academic progress of pupils whose home language is not English has been impacted by partial school closures to a greater extent than other pupils.
3.	Phonics - assessments, observations and discussions with pupils and teachers identified that the gap between disadvantaged / vulnerable and non-disadvantaged pupils has widened in phonics

4.	Attainment and progress in reading, writing and mathematics – internal assessment data in July 2021 identified that the gap between disadvantaged / vulnerable and non-disadvantaged pupils has widened, particularly following the partial school closures, and compared to July 2019 figures (the last full academic year prior to the pandemic)
5.	Social, emotional and mental well-being - Our assessment and observations indicate that the social and emotional needs and mental wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
6.	Attendance - Pupil attendance and punctuality has not returned to pre-pandemic levels, this has an impact on progress and attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years Foundation Stage (EYFS).	Assessments and observations indicate a significant improvement (+50%) by the end of EYFS.
Narrow the gap in reading, writing and mathematics between second language learners and their peers.	Pupils who are second language learners will have made accelerated progress towards expected outcomes.
Improve phonics and early reading in EYFS and KS1	Y1 and Y2 phonics outcomes are in line with, or above, 2018/19 outcomes.
Improved reading, writing and mathematics attainment and progress among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes are in line with, or above, 2018/19 outcomes.
Improved retention and retrieval of information skills for all pupils.	Age appropriate retention and retrieval of information skills are observed in all phases. Pupil conferences show improved knowledge retention.
Improve outcomes for disadvantaged children by supporting families with barriers to learning	Families are supported at early help. Overall absence rate improves and number of PA children decreases.

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: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Red Rose Phonics – training for TAs, teachers and HLTAs.	Securing strong phonics teaching for all pupils. Updating the phonics programme to ensure we continue to have a consistent approach meeting new guidance. This will have a positive impact on children’s accuracy of word reading. Education Endowment Foundation Toolkit – Phonics	2, 3, 4
High quality staff CPD (staff meetings, courses, twilight and INSET sessions).	Opportunities for staff to develop professionally will continue to impact positively upon pupils’ outcomes by ensuring effective quality first teaching. Education Endowment Foundation Guidance – Effective Professional Development .	1, 2, 3, 4
Improving retention and retrieval of information skills.	Opportunities for staff to develop and disseminate memory and metacognition skills to support learning and teaching. Education Endowment Foundation - Metacognition and self-regulation	2, 3, 4

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

Budgeted cost: £31,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Education Endowment Foundation Toolkit – one to one tuition And in small groups: Education Endowment Foundation Toolkit – small group tuition	1, 2, 3, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Education Endowment Foundation Toolkit – Phonics	3
Speech and Language Support	1:1 daily intervention Flash Academy	1

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

Budgeted cost: £100,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits	Ensuring the equality of provision for all of a wide range of enrichment activities. This will enable children to expand their cultural capital, as well as enabling all children to attend school residential and educational visits.	5, 6
Counsellor	Available weekly to support those pupils in most need. Pupils who are known to have experienced significant trauma and/or present with very challenging behaviours are assessed using PIVATS PSED prior to intervention so specific needs are identified. (Increased to 2 day p.w this year)	5, 6
Sensory Support	CPD for all staff Environmental changes to create a more sensory friendly environment Increased OT support Sensory Circuits Sensory Plans	5
Free breakfast club and after-school sports clubs.	Open to all but some pupils are invited to attend to support attendance or encourage engagement in physical activity.	5,6
Pastoral Support Worker / ELSA sessions	Planned for identified children to support with their social, emotional and mental well-being needs. Education Endowment Foundation Guidance – Social and Emotional Learning (SEL).	5,6

FSW to support parental engagement	Education Endowment Foundation – Parental Engagement	5,6
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Total budgeted cost: £137,194

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 2021 to 2022 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1.2% higher than their peers in 2021/22 and persistent absence 8.4% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated significant challenges in relation to wellbeing and mental health which are higher than before the pandemic. The impact on our younger disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

How was the money spent?

- Maintaining small classes to enable individualised and small group teaching to ensure good or better progress in English and Maths.
- School counsellor 2 days per week.
- Full time speech and language teaching assistant
- Full time SENDCO
- Behaviour support.
- School uniform for some families in need.
- GHIST – outreach behaviour support
- Staffing breakfast club and on door breakfast provision to encourage attendance, punctuality and a healthy, happy start to the day.
- Providing fruit for all children as a healthy mid-morning snack.
- Maintaining the 'Family Zone' with a full time Family Support Worker.
- Curriculum enrichment trips, visits, theatre productions, workshops, author visits and after school clubs.

Externally provided programmes

Programme	Provider
Wellcom Early Years	GL Assessment
Flash Academy	Language Labs