

Pupil premium strategy statement

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	Fishbourne CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Naomi Day
Pupil premium lead	Naomi Day
Governor / Trustee lead	Jenny Blamire and Anya Loynes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,916.24
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,789.14
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	£40,750.38

Part A: Pupil premium strategy plan

Statement of intent



At Fishbourne Church of England Primary School we start with our WHY, our core belief drives all decision making. We think deeply about our HOW, using our core belief to guide decisions on a day to day basis. Finally we decide WHAT action brings our belief to life. We use this approach to identify our next steps as a school before moving through the stages of implementing change: explore, prepare, deliver, sustain. This approach is used in all areas of our development and is highly relevant to our strategy for supporting our children who are disadvantaged and vulnerable.

Why?

Our core belief is that:

'There is **only one you** in this great big world...
...make it a better place.'

How?

In all our school development, we work towards achieving the optimum pedagogic approach for **ALL learners** by:

- knowing our children and families well leading to being able to personalise learning highly effectively
- having an explicit evidence-informed pedagogical approach for teaching and learning that allows for freedom within a framework
- securing good subject and curriculum knowledge for all
- developing a curriculum of opportunities that motivate all learners
- ensuring feedback results in learning being personalised highly effectively to support good progress

Our PP strategy is also integral to wider school plans for school development because high quality first teaching is at the heart of our approach. This PP Strategy Plan should be read in line with the School Development Plan.

What?

Developing a culture and collective responsibility for tackling educational disadvantage through:

*RELATIONSHIPS:

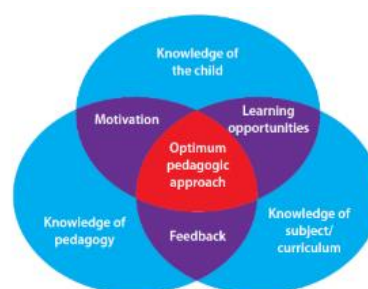
- secure, positive relationships with all children and, in particular, investing time in really getting to know our disadvantaged children.
- partnership in learning between staff, child and parent – knowing our children and families well, working effectively together to ensure that all children attain well.
- having high expectations about engagement in learning both in and beyond school
- ensuring all voices are heard and levels of engagement are high

*RESTORATION:

- embedding a strong culture of belief that ALL children will achieve well and, as a result of their experiences at school, they will believe they can make the world a better place to be.
- building confidence and self-esteem by championing all learners and in particular our disadvantaged.
- ensuring that all children receive a rich and diverse curriculum offer within and beyond the school day.

*RESPONSIVENESS

- high quality teaching and learning for all children
- learning is personalised highly effectively to ensure all children make progress from their personal starting points.
- having high expectations of all learners and a belief that all learners can achieve
- assessment for learning that rapidly identifies gaps and responds at the point the need is identified



Challenges

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

Challenge number	Detail of challenge
1	<p>RELATIONSHIPS:</p> <p>Staff building detailed knowledge about our most disadvantaged children and their families through both formal and informal pathways – formative and summative assessment, pupil conferencing, small group work, discussions with parents – building a picture of the child and building a relationship. Following 2 years of working in partnership with the same team in the classroom, children and families are now building new relationships.</p>
2	<p>RELATIONSHIPS:</p> <p>Engagement with learning beyond the classroom – reading fluency, number fluency, small group support sessions is not as high for our disadvantaged children.</p>
3	<p>RESTORATION:</p> <p>Disadvantaged children have been most impacted by the lack of enrichment opportunities during school closures.</p>
4	<p>RESTORATION:</p> <p>Attendance of our most disadvantaged children is below that of non-disadvantaged. ___ of disadvantaged children fall into the 'persistent' absence Observations of children show that absence is negatively impacting on the progress of disadvantaged learners.</p>
5	<p>RESPONSIVENESS:</p> <p>Our ongoing assessments (NFER and AfL) have demonstrated that many of our disadvantaged children have been impacted by school closures to a greater extent than other children. These findings are supported by national studies. Disadvantaged children have significant knowledge gaps that must be addressed rapidly to prevent them falling further behind age-related expectations.</p>
6	<p>RESPONSIVENESS:</p> <p>Our assessments and observations do not identify any specific patterns across year groups in terms of knowledge gaps. This is in part due to the relatively small numbers of PP children across year groups but supports our approach of personalising learning highly effectively based on our knowledge of the children.</p>
7	<p>RESPONSIVENESS:</p> <p>Our observations have shown that many of our disadvantaged children make less contribution to class discussion and are less confident to share their ideas. This results in lower levels of engagement.</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
Partnerships between staff, children and parents are considered an area of strength across the school.	<p><i>*Knowledge of children and their next steps of learning is a significant strength across all year groups.</i></p> <p><i>*Qualitative data from surveys of children and families reflect that disadvantaged children feel valued, supported and as though they receive the help they need.</i></p> <p><i>*Learning is personalised highly effectively to ensure that gaps in knowledge are addressed rapidly.</i></p> <p><i>*All children make good progress from their personal starting points.</i></p>
Attendance of disadvantaged children has improved and the number of children 'persistently' absent has reduced.	<p><i>*Sustained high attendance for all children.</i></p> <p><i>*The difference between attendance of disadvantaged and non-disadvantaged children is reduced</i></p>

	<p><i>*A reduction in the % of children who are persistently absent. (No data TARGET included here due to the pandemic skewing attendance data)</i></p>
Improved attainment in reading, writing and maths for disadvantaged children.	<p><i>*Personalised, targeted support is highly effective in addressing knowledge gaps. *Outcomes across school (in standardised tests) show that disadvantaged children are making progress in line with their non-disadvantaged peers.</i></p>
Disadvantaged children have a high level of engagement in classrooms	<p><i>*Observations show that all children are highly engaged in class discussion and believe that their ideas are valued. *Observations show that all children contribute to class discussion</i></p>
Children and families engage in learning beyond the classroom.	<p><i>*High take up of offers for additional support for children's learning through small groups outside the school day and school-led tutoring. *Engagement with home learning results in increased fluency in both reading and number. *High levels of engagement with learning review meetings, telephone discussions about learning and support with opportunities beyond the classroom.</i></p>

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The first three activities listed below are taken from our School Development Plan and therefore will impact on ALL learners and are working towards the optimal pedagogical approach for all learners.</i>		
<p>To deliver a robust mathematical pedagogy rooted in the principles of mastery consistently across the school.</p> <p><i>Funding release time for teachers and leaders to engage in:</i> Lesson Study Pupil led book study Inquiry Question evidence based reading.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches. The Maths Leadership team continue to be supported by the NCETM Teacher Research groups and have introduced the Mastering Number Programme into KS1.</p>	1,2,5,6
<p>To deliver well sequenced steps of writing development within the learning experiences, informed by AfL (assessment for learning) from the baseline.</p> <p><i>Funding release time for teachers and leaders to engage in:</i> Lesson Study Pupil led book study Inquiry Question evidence based reading.</p>	<p>EEF: Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve.</p>	1,2,5,6
<p>Closing the Gap meetings Half termly progress meetings for staff team/s to meet with leadership teams to discuss the progress children are making – including: Barriers to learning HQFT strategies Scaffolding opportunities Personalisation of learning focus</p>	<p>This is a regular opportunity to reflect and review children's progress together as a team is vital to support staff to become reflective practitioners – identifying what is working well and what areas need to be personalised to ensure all children making progress from their personal starting points.</p> <p>Although not supported with research evidence, staff report feeling supported and the development of a sense of us all working together towards a common goal. The time to stop and reflect is critical to ensuring that learning is being personalised highly effectively and time utilised strategically to meet the needs of all learners.</p>	1, 2,4, 5,6

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

Budgeted cost: £19,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalisation of Learning £10,500</p> <p><i>Intervention work is dynamic and responsive to the changing needs of the cohort. Teaching staff use AfL strategies to rapidly identify those children in need of additional support to grasp a key concept or to master their next step of learning. Teaching teams have autonomy to identify how best to use this time each week to benefit those children in need of specific personalisation. This personalisation time may be organised differently each week and should include different groups of children as needed. A running record of those children in receipt of this additional support and for this additional, personalised learning to be clearly signposted in the children's books.</i></p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, targeting pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	<p>1,2,3,5,6,7</p>
<p>School Led Tutoring Programme 15 x 1 hour sessions School contribution: £742</p> <p>Focused through Book Talk <i>Groups of between 3-6 children from each of the KS2 classes identified who would benefit from participating in a small group Book Talk session led by a teacher. This experience is enriched with a visit to Chichester Festival Theatre to see their book focus on the stage: Y3/4 Pinnochio by Michael Morpurgo Y5/6 Private Peaceful by Michael Morpurgo</i></p> <p><i>Children identified through Closing the Gap meetings</i></p>	<p>Small group tuition is defined as one teacher, (trained teaching assistant or tutor) working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, targeting pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Key focus during this time will be on: -reading comprehension -engagement with text and high quality talk -enrichment of language and experience</p>	<p>1,2,3,5,6,7</p>
<p>Book Talk groups</p> <p><i>Additional book group interventions.</i> (£8532)</p>	<p>Small group tuition is defined as one teacher, (trained teaching assistant or tutor) working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, targeting pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Key focus during this time will be on: -reading comprehension -engagement with text and high quality talk</p>	<p>1,2,3,5,6,7</p>

	-enrichment of language and experience	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentorship Programme All PP children and those identified as vulnerable are assigned a mentor in school who connects with the mentee each week over a hot chocolate and is there to champion that child and celebrate learning together. (£970)</p>	<p>The EEF states that mentoring programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes. The mentorship programme at Fishbourne has been in place for the last three years and our own qualitative data gathered from children and families supports the continuation of the programme.</p>	1
<p>ELSA Programme Two ELSA's have been trained in school and deliver sessions each afternoon to up to ten children each term. Children can be referred by staff, parents or external agencies. (£3660 + £813 = £4473)</p>	<p>Research from the EEF toolkit, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.</p>	1,3,7
<p>School trips, residential visits and an after school sports club fully funded The school provides all PP children with the above opportunities free of charge, extending to those outside of the school day. (£2560)</p>	<p>EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.</p>	1,3
<p>Attendance Continue to embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. A welcoming and positive culture across the school. Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should: *treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries *take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively *understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity *communicate effectively with families regarding pupils' attendance and well-being</p>	1,7
<p>Promoting reading: i. Library Champion ii. Patron of Reading iii. Fishbourne Reads</p>	<p>Although no external evidence to support these activities, our own observations have highlighted the positive impact that they have had on engagement with reading across school.</p>	2,3

<p>newsletter iv. Fishbourne Volunteer Army v. PAT Dog Rosa (£1740)</p>	<p>i. Library Champion – responsible for changing book displays in the library in line with national events (e.g. Refugee Week, Mindfulness, Remembrance)</p> <p>ii. Inspiring the school community to read and to understand the role of an author. This opportunity has led to further opportunities and generated real engagement in reading from our children – including attending the LOLLIES in London (Book awards) and meeting a range of different authors who have now built connections with the school.</p> <p>iii. A platform for children to share their own reviews for books.</p> <p>iv. Volunteer Army recruited and trained (20+ volunteers) who come in to listen to children reading, connecting with them and building relationships to enable them to talk about books.</p> <p>v. PAT Dog Rosa visits each week to hear vulnerable children reading.</p>	
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Total budgeted cost: £ 40,017

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.

Please refer to the reviewed Pupil Premium Strategy 2020-2021 that can be found on the school website.

Further information (optional)

Please refer to our School Development Plan.