

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil 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.

Key:

Where a strategy has been continued from the previous academic year due to the success it has had in making a difference to our disadvantaged children, this has been outlined alongside any next steps we may take to refine the approach.

Any text in blue has been added for the school year 2022/2023 to show how the strategy has been refined and adapted based on our knowledge of the children.

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 July 2022 November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Naomi Day
Governor / Trustee lead	Jenny Blamire and Anya Loynes

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	PP Grant 7/12ths of 23/24 (Sept 23-Mar 24)	£20,760.83
	ESTIMATE 5/12ths of 23/24 (April 24-Aug 24)*	£13,458.33
Recovery premium funding allocation this academic year	£3,190.00	
Pupil premium funding carried forward from	£1537.26	

previous years (enter £0 if not applicable)	
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	£39, 281.42 <i>Intended expenditure: £38,433.56</i>

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:

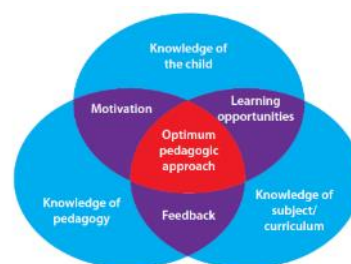
*'There is **only one you** in this great big world...
...make it a better place.'*

How?

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

- knowing our children and families well
- having a strong, evidence-informed pedagogical approach for teaching and learning
- securing good subject and curriculum knowledge for all
- creating a curriculum that motivates 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
- 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 believing 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	RELATIONSHIPS: 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.
2	RELATIONSHIPS: Engagement with learning beyond the classroom – reading fluency, number fluency, small group support sessions is not as high for our disadvantaged children.
3	RESTORATION: Disadvantaged children have been most impacted by the lack of enrichment opportunities during school closures.
4	RESTORATION: 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.
5	RESPONSIVENESS: 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.
6	RESPONSIVENESS: Our assessments and observations do not identify any specific patterns across year groups in terms of knowledge gaps <i>although typically writing has been more significantly impacted than other areas of the curriculum for our disadvantaged children</i> . 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.
7	RESPONSIVENESS: 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.

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.	<i>*Knowledge of children and their next steps of learning is a significant strength across all year groups.</i> <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> <i>*Learning is personalised highly effectively to ensure that gaps in knowledge are addressed rapidly.</i> <i>*All children make good progress from their personal starting points.</i>
Attendance of disadvantaged children has improved and the number of children 'persistently' absent has reduced.	<i>*Sustained high attendance for all children.</i> <i>*The difference between attendance of disadvantaged and non-disadvantaged children is reduced</i>

	<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>
<p>Improved attainment in reading, writing and maths for disadvantaged children. In particular focusing on writing in 22-23 during personalised learning time to ensure our most disadvantaged children get very high quality, personalised support from their own class teacher.</p>	<p><i>*Personalised, targeted support is highly effective in addressing knowledge gaps, particularly in writing. *Disadvantaged children's strength in reading is used highly effectively to support the development of their writing. *Outcomes across school (in standardised tests) show that disadvantaged children are making progress in line with their non-disadvantaged peers.</i></p>
<p>Disadvantaged children have a high level of engagement in class discussion</p>	<p><i>*Observations show that all children are highly engaged in class discussion and believe that their ideas are valued.</i></p>
<p>Children and families engaging in learning beyond the classroom.</p>	<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 result in increased fluency in both reading and number. *High levels of engagement with learning review meetings and telephone discussions about learning. *High levels of engagement with our Families Matter programme of events.</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 high quality phonics teaching across the school that leads to increased automaticity and decreased cognitive load for children as readers and writers, resulting in accelerated progress.</p> <p><i>Funding release time for teachers and leaders to engage in: Lesson Study Pupil led book study Inquiry Question evidence based reading.</i></p>	<p>The Reading Framework (Jul 2021) <i>The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.</i></p> <p>High quality Phonics training for the whole staff team with phonics being taught systematically and revisited through KS1 and KS2. (see SDP)</p>	1,2,5,6
<p>To deliver consistently high quality teaching of reading across school that immerses children in high quality texts prior to the teaching of narrative inspired writing learning experiences.</p> <p><i>Funding release time for teachers and leaders to engage in: Lesson Study Pupil led book study Inquiry Question evidence based reading.</i></p>	<p>The CLPE (Centre for Literacy in Primary Education) state that '<i>reading plays a critical role in the development of writers and value highly children being immersed in high quality literature.</i></p> <p>The children at Fishbourne CE Primary have high levels of engagement with reading and genuinely enjoy reading for pleasure. Staff now need to use this to support the children in making accelerated progress as writers. (see SDP)</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: £ 24,760.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CONTINUED: Personalisation of Learning through 'Curtis Time' £20,790.37</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> <i>In 22/23 there will be an increased focus on writing development to ensure through this personalisation time.</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>	1,2,3,5,6,7
<p>CONTINUED: School Led Tutoring Programme 15 x 1 hour sessions School contribution: £2970 (50%)</p> <p>Focused through Book Talk 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. Where possible, this session will be enriched with visits to the theatre, drama workshops or a museum visit. Children identified through Closing the Gap meetings <i>In 22/23, there will be an increased focus on using the high quality texts to inspire writing as teachers move through the sequence of sessions because this is where the greatest gap in attainment lies.</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 <i>-high quality texts to inspire writing</i></p>	1,2,3,5,6,7
<p>Maths interventions 6 hours of LSA time a week x 12 weeks = approx. £1000 (a total of 6 groups will have been targeted by the end of the academic year with each intervention lasting 12 wk) 3 LSA's have been trained up in the Edge Hill Uni maths interventions to support those children in Y2-6 who need to 'catch up'.</p>	<p>EEF: Pupils may require targeted academic support to assist numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not</p>	1,2

<p>1stClass@Number Teaching assistant-led programmes for groups of 4 pupils who need a helping hand with counting, number and calculation.</p> <p>Success@Arithmetic Teacher and TA-led programmes for up to 3 pupils who need help to master the understanding and procedures for calculations.</p> <p>Talk 4 Number Teaching assistant-led programme for groups of 4 pupils who need support to learn the vocabulary of number and calculation and to talk confidently about their mathematics.</p> <p>Children will be identified who would benefit from being part of these intervention groups and time set aside in the timetable (hopefully outside of the school day).</p>	inhibiting pupils' access to the curriculum.	
---	--	--

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

Budgeted cost: £ 12,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CONTINUED:</p> <p>Mentorship Programme</p> <p>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.</p> <p>(£100 on refreshments)</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.</p> <p>The mentorship programme at Fishbourne has been in place for the last four years and our own qualitative data gathered from children and families supports the continuation of the programme.</p>	1
<p>CONTINUED:</p> <p>Dog Mentor Time</p> <p>One LSA has been trained in school to deliver sessions two afternoons a week, up to four children each term.</p> <p>Children can be referred by staff, parents or external agencies.</p> <p>(£3350)</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>CONTINUED:</p> <p>School trips, residential visits and an after school sports club fully funded</p> <p>The school provides all PP children with the above opportunities free of charge, extending to those outside of the school day.</p> <p>(£5480)</p>	<p>EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.</p>	1,3

<p>Attendance <i>Continue to embed the principles of good practice set out in the DfE's Improving School Attendance advice.</i> <i>See attendance strategy:</i> All staff members should: <i>*treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries</i> <i>*take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively</i> <i>*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</i> <i>*communicate effectively with families regarding pupils' attendance and well-being</i></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.</p>	<p>1,7</p>
<p>CONTINUED: Promoting reading: i. Library Champion ii. Patron of Reading iii. Fishbourne Reads newsletter iv. Books for PP children (£1500)</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>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>	<p>2,3</p>
<p>Families Matter Programme: (up to £1780) Many of our families report finding family life very tough post pandemic and that routines have been impacted, so too have parents capacity to support learning beyond the classroom. Historically, the school has worked with Victoria Jones, a highly skilled classroom practitioner who has supported families who may need support with parenting. We anticipate x3 Parenting Programme courses running throughout the year, at different times of the day to attract different groups of parents and that these groups may meet up following the programme, possibly termly to touch base on how things are going. Victoria will have capacity to follow up with some families who have attended the programme 1:1.</p>	<p>The EEF states: '<i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools</i>'</p>	<p>1,2,3,4,5,6,7</p>

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.

Expenditure of Pupil Premium funding 22/23

Impact of Curtis Time –

*The use of Curtis Time is discussed in each Closing the Gap meeting when priorities are identified and strategies pinpointed. This year has been another year where many additional children have been scooped up into these groups, beyond our PP children. This is something we have accepted as being necessary while we continue to close the gap following the pandemic but teachers are very clear that next academic year, this time needs to be predominantly for the PP children.

*This academic year, most Curtis Time has been used for writing intervention in the form of 1:1 conferencing and small guided writing groups across Y2 – Y6.

*It is hard to identify the extent of the impact this has had in terms of our writing data due to the complications that have been uncovered around inaccurate moderation. However, teachers report that children in receipt of pupil conferencing in writing have a greater degree of accountability for their writing, knowing that they will have to prove to their teacher where they have been applying the learning. Teachers have been grateful for this time to be able to catch-up and conference with children where there are known gaps. This has enabled them to provide the direct teaching and opportunities these groups of children need to be able to fill these holes.

*We have a small but significant proportion of parents who request that children are not taken out of Curtis Time to do this intervention work and despite clear communications about this alongside the free sports club provision, we have had no choice but to meet the parents' wishes.

Next Steps:

To continue with Curtis Time throughout school in 23/24.

Continued focus on best use of the time and quality assuring this provision.

Renewed focus on PP children.

School Led Tutoring –

*School Led Tutoring was delivered to seventeen children in Year 3, four children in Year 4, five children in Year 5 and 6 children in Year 6. A similar format was used as last academic year with children invited to stay for an hour and a quarter at the end of a school day, sharing a snack and then spending time enjoying reading together. This year, we also included a writing element within these groups with our Year 6 children having a pure writing focus.

*A total of 32 children took part in the School Led Tutoring and were provided with 15 weeks of tuition.

*Following the mid-year data drop, a further group of twelve Year 2 children were invited to come to an after school reading group for 45 minutes. This followed a similar format but with no writing and a focus on reading for pleasure.

*Uptake for these groups was not as positive as it had been in previous years and it had a small drop-out rate which was disappointing.

*Overall though, those children in receipt of School Led Tutoring in year groups 3,4,5 made an average point score improvement between Feb and May of +9.92. 76% of this group of children are now scoring 100+ on the NFER reading test. We are really pleased with this above expected progress and believe in this model. The social, reading and oracy focus of these groups are very powerful. Next academic year, the school has to contribute a much greater financial % to the tutoring which may result in this being a prohibitive model. If we can continue to fund it, we do believe it does make a difference!

*Of the six children in Year 6 who took part in the writing tutoring group, none achieved EXS at the end of Y5 and five then went on to achieve expected standard. Unfortunately, the PP child being targeted to meet did not although was very close to doing so but we did not feel there was sufficient evidence of him demonstrating the KPI's independently enough. He will be leaving us in a strong position though.

Next Steps:

We would like to continue with this model if we can finance the school's contribution to it as we believe it benefits the children. However, we would need to recognise it is highly likely to involve the same groups of children to attend and, as a result, we may struggle with uptake.

As it stands at the moment, we believe the school would have to contribute 50% of the cost, a likely contribution of £2970. This would have to come from our PP allocation.

Mentorship Programme -

*17 children have been in receipt of a mentor during the academic year. Of these, eleven are in receipt of PP funding.

*This year, mentored children have a session fortnightly. Some staff mentor more than one child and several may be scooped up into a group.

*We do believe that this investment in the children and building of relationships is a key part of living out our vision at Fishbourne Primary and really value this work.

*The programme is particularly powerful during times of transition when vulnerable children can be identified and matched to an adult who will support them during this time. We also recognise the role this mentor has in safeguarding.

Next Steps:

We really believe in the mentorship model but it is time consuming for staff and requires staff to be 100% committed to the process. A review of how staff feel about this commitment will take place before a final decision is made about whether to continue with the model.

Families Matter Programme –

*We were delighted that Victoria Jones delivered a six week parenting programme which she had written for families at Fishbourne, drawing on a range of training she has completed.

*Twelve families expressed an interest in attending.

We chose the day best suited to most people and the first cohort was made up of seven families, two of who are in receipt of PP funding.

Next Steps:

*In future years, we intend to have an EYFS cohort in the spring term and a second mixed cohort in the summer term.

*We would also like to build in reunions for the cohorts so that families can continue to be supported by one another and talk through challenges that come with development of children.

Maths Interventions -

A total of three, termly interventions took place, led by a team of three LSA's who provided a before school club that started with breakfast, discussion and then moved into the maths intervention.

Attendance at these sessions was variable and most took place between October half term and February half term. A total of 12 children took part made up of a group from Y6, Y4 and Y3.

A number of variables have impacted on maths progress during the course of the year, not just the intervention but when looking at improvement over the year in NFER results – the Y4 and 3 children made on average a +6.625 improvement in their NFER score. We wait on the data coming back in for Year 6.

The Edge Hill University interventions recommend a Sandwell assessment done at the beginning and end of the intervention to measure progress. We only did this assessment with our Y4 cohort because it is so time consuming and takes away from valuable teaching input. The results of the Sandwell were encouraging and showed on average 16.25 months progress during an 8 month period.

Promoting Reading -

All of the strategies we use to promote an enjoyment for reading continued into this academic year and a real buzz around reading remains throughout school community.

Challenge Partners reported on some of the impact of this work - *'Sophy Henn, a published children's author, works with Fishbourne pupils as their patron of reading. Pupils describe their delight at her termly visits. One pupil with additional needs, explained that, when Sophy is visiting it makes her, 'feel excited, with a little bit of blush'.*

There is a volunteer army of about 30 members of the local community who visit regularly to read with pupils and discuss reading. This is valued by staff and pupils alike, giving pupils the opportunity to read regularly and have positive role models outside their school and families.'

We had author visits from Onjali Rauf, Lindsay Galvin and Simon Philip.

The library champion has provided nine different themes over the course of the year, ranging from Refugees, the Coronation, Earth Day, Creepy Crawlies, Love, Year of the Rabbit, Christmas,

Remembrance, Autumn, You be You. These themes give the opportunity to draw out a range of different books from the library for the children to bump into.

ELSA Programme -

Our ELSA left us at Easter due to needing to find a better paid job, out of schools. During the autumn and spring terms, she saw a total of sixteen children – a mixture of Pupil Premium children and non-PP. Most notably during this time she was able to work with two siblings on a child protection plan who are also PP. This piece of work was critical during a time when social care and the safeguarding team were increasingly involved.

We have been unable to recruit a new ELSA and are reluctant to train another member of staff. It is our intention to re-advertise for a part-time ELSA, two afternoons a week, in the autumn term. In the meantime, one of our existing team will be doing the Dog Mentor training at the end of the summer term and will have two afternoons to be able to work with children and Barnacle.

Feedback in Challenge Partner Review re. Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

March 2023

Disadvantaged pupils' work and understanding are checked by teachers during independent work to make sure they have fully grasped the requirements of the task and learning. Vulnerable pupils have ready access to adults during independent working so that they can be supported quickly and without drawing attention to them.

Staff know who their disadvantaged pupils are and what their potential emotional issues are.

Consequently, teachers do not require these pupils to carry out tasks which they may not manage at the time. Teachers do, however, make sure pupils tackle required learning when they are ready emotionally.

Teachers scaffold learning for pupils with SEND so that they can generally access the same work as their classmates. This means that **pupils engage with class teaching** and demonstrate an ability to achieve the intended end goal. When leaders select a whole school learning experience, they do so carefully to ensure it is relevant and enjoyable for all pupils, including those with limited cultural capital or who have barriers to learning.

Support staff know when to support and when to challenge pupils with additional needs so that they can learn in an emotionally secure environment. The staff know what the teachers have planned for each lesson and ensure resources and materials are available to match the needs of pupils who might need extra attention.

All pupils at Fishbourne, receive a full curriculum offer although some pupils have such specific needs such that they do have a different curriculum to follow to their peers. All these pupils have education, health and care plans (EHCPs) and their curricula are accessed in the classroom environments with other pupils of their age. Where possible they work on the same activities as the rest of the class. This is evident in pupils' books – for example, when Year 5 learned about adding dialogue to their work, a pupil with learning difficulties dictated and wrote speech bubbles for the story's octopus.

Disadvantaged pupils of all ages demonstrate that they produce work at the same standard as their peers. They are supported emotionally so that they have the confidence to read in front of the class with expression and, when required, passion.

2021-2022

Activity in the previous academic year.

TEACHING:

1) To deliver a robust mathematical pedagogy rooted in the principles of mastery consistently throughout the school.

The work done on the mathematical pedagogy rooted in the principles of mastery is ongoing with class teachers continually deliberately practising elements of the approach.

***Attainment in maths was particularly strong in EYFS, Y3 and Y4 and broadly in line with where we would have expected it across the rest of the school with the exception of Y2.**

*We were generally pleased with the children's attainment in maths across school –additional curriculum time has been dedicated to developing children's fluency and automaticity with daily practice in addition to the maths session. This involves a daily morning task on arrival in school, additional times tables practice, doodle maths both in school and at home as well as the daily maths session. This is reflected in particular in the high proportion of children in Y3/4 scoring very well on the NFER tests (further analysis will

take place).

*NCETM Mastering No. has been delivered in EYFS as the core teaching in maths and additional teaching in Y1/2. This programme aims to strengthen the understanding of number and fluency with number facts among children in the first three years of school. All staff speak very positively about the impact of the programme and the accompanying CPD which has supported our mastery approach to maths.

*Work done on times tables in KS2 has been an area of real strength with additional time dedicated during the week to practising this. The Y4 team were very pleased with the outcome of the MTC which reflects the hard work the children have put into learning their times tables. This will have a very positive impact as this cohort move into Y5/6 in terms of being able to access the curriculum with reduced cognitive load.

*A number of children in Y5 have been identified who will need additional intervention to support them in making accelerated progress next academic year.

Next steps:

*Momentum to be maintained with the maths pedagogical statement to ensure that the work that has been started does not get diluted as a result of other priorities on the SDP. Progression planning for maths leadership needs to be considered also with someone else in the staff team being identified to support EH with maths leadership moving forward.

*NB is finalising this statement with some updated information and a final maths staff meeting before we break up for the summer holidays with reflections for all.

*CPD in place for two new members of staff, provided by maths leadership team to get them up to speed on the maths pedagogical approach – planned for a session before the summer break and follow up during the autumn term.

*Maths to continue to be monitored closely through school in the form of book looks.

*Continued emphasis on fluency and automaticity – subscription with Doodle Maths, introduction of Fluency in Five as a model for all KS2 year groups.

*Those children working below EXS in Y2 will use the NCETM Mastering No. materials as they move into Y3 as part of their provision – this revision and focus on the 'basics' will support their next steps moving forward.

*We have now completed three elements of the Edge Hill maths interventions and have a number of LSA's trained up to deliver:

1stClass@Number Teaching assistant-led programmes for groups of 4 pupils who need a helping hand with counting, number and calculation.

Success@Arithmetic Teacher and TA-led programmes for up to 3 pupils who need help to master the understanding and procedures for calculations.

Talk 4 Number Teaching assistant-led programme for groups of 4 pupils who need support to learn the vocabulary of number and calculation and to talk confidently about their mathematics.

Children will be identified who would benefit from being part of these intervention groups and time set aside in the timetable (hopefully outside of the school day) to ensure that delivery can take place – leadership priority. Baselining to take place to show impact of the intervention.

2) To deliver well sequenced steps of writing development within learning experiences, informed by AFL from the baseline.

Writing is an area of concern across the whole school community although the grammar/punctuation scores across KS2 are much stronger, exceeding targets set.

*Writing is the only core area that is teacher assessed and in order to be working at EXS, the entire Teacher Assessment Framework (or Key Performance Indicators) need to have been met with evidence of them being applied independently across a range of pieces of writing. In Dec 2021, the KPI's were updated by our leadership team and brought back to the National Curriculum expectations with a set of indicators for each class (rather than key stage phases as it was previously).

*As a school community, we have been crystal clear that teacher assessment must be robust and that while there may be less evidence than usual, there needs to be sufficient evidence that the children are able to apply the TAF/KPI's independently and confidently.

*A number of areas were identified through teacher assessment that were challenging for all children at Fishbourne including: spelling, stamina, application of key grammar techniques and being able to provide evidence across a range of pieces (in particular narrative)

*Spelling is an area that children at Fishbourne have found particularly challenging this academic year and this is reflected through the NFER results in KS2. Other schools in our locality report similar findings.

Next Steps:

*Continued use of the work on 'oracy' with KS1 as one of the steps in the sequence of teaching writing – focusing on the formulation of sentences verbally before attempting to write them.

*Continued explicit teaching of phonics into KS2 and linked to the teaching of spelling. All KS2 staff to be trained in phonics.

*Introduction of Read, Write, Inc spelling programme from Y2 – Y6 that builds on phonetic understanding and will provide a consistent approach to the teaching of spelling through KS2 with a dedicated daily spelling session taught by all. It teaches spelling cumulatively and systematically with deliberate, focused practice. Online CPD provided for all KS2 staff to support understanding of the principles.

*Ongoing emphasis on spelling throughout the sequence of teaching writing with children being taught to use dictionaries highly effectively and use of wordbanks, editing time etc.

*Utilising our strength in the teaching of reading to support the teaching of narrative – part of the pedagogical approach moving forward for the teaching of reading will be a 'half termly theme' during which the children will be taught using a whole class, high quality fiction text with extracts of non-fiction texts used to develop their comprehension of the fiction and poetry weaved into the 'theme'. At the end of the theme, there will be a narrative based learning experience for 1-2 weeks using the texts taught as the inspiration. This will result in the children having up to six narrative learning experiences during the academic year, giving them greater opportunity to write extended pieces and meet the narrative based key performance indicators which have been challenging to build into our usual learning experience approach.

*Revisiting modelled writing techniques as part of our sequence for teaching writing, especially for newer members of the staff team: 'I write, we write, you write'.

*Whole school learning experience – The Lion, The Witch and Wardrobe for Y3,4,5,6 will introduce the principles of the 'theme' and narrative learning experience being weaved together with the children using the high quality texts they use as Book Talk to inspire narrative writing at an optimal moment during the text.

*Opportunities to gather evidence of children's writing across the curriculum need to be built in and balanced with sufficient opportunities for the children to be taught.

3) Closing the Gap meetings – half termly progress meeting for staff team/s to meet with leadership team to discuss the progress children are making including:

Barriers to learning

HQFT strategies

Scaffolding up opportunities

Personalisation of learning

These meetings take place half termly, a really valuable time to work in collaboration to support staff to identify the barriers to learning for disadvantaged learners, to identify the most effective use of Curtis Time and to think about the child holistically.

Next Steps:

-Use C the G meetings to have a specific focus initially on the bottom 20% but then also to consider other children who may be vulnerable learners.

-Include the Assistant Headteacher(s) in meetings for KS1/2 to support them in their knowledge of the children and their wider-school impact.

-Consider the possibilities of having a whole-school focus for the use of Curtis Time which may allow staff to support each other more effectively in sharing good practice. For example, supporting our most vulnerable children as writers.

TARGETED ACADEMIC SUPPORT:

1) Personalisation of learning:

Impact:

Time was used in different ways this academic year, depending on the level of challenge caused by Covid-19 absences! Catching up, particularly as children returned to school following 'waves' of covid sweeping through the school was a key feature of this time. Focus during Curtis Time was identified during Closing the Gap meetings and did not have any patterns throughout school. We made a decision at the beginning of the year not to attempt to do baselines for these small group interventions due to the challenges associated with absence. Teachers reported that having this time to work 1:1 and in small groups with children on similar targets was invaluable and really helped them to manage their workloads and timetables in the classroom. Children reported that typically they disliked missing 'Curtis Time'.

Next Steps:

*Curtis Time will continue next academic year

*Assistant Head teachers (both maths and Engl lead) will attend Closing the Gap meetings.

*Possibility of introducing a whole-school focus for during Curtis Time to support staff with CPD aligned to the focus (e.g. spelling intervention, writing conferencing, maths interventions led by LSA's – Edge Hill)

*Measurable outcomes from Curtis Time.

2) School Led Tutoring:

Impact:

Really positive uptake with all 16 children seeing through all 15 sessions with great enthusiasm each week. All children also attended the theatre and enrichment activities linked to the text.

All staff reported seeing the children's confidence increasing considerably and their engagement levels were very high with lots of talk and sharing thoughts. This resulted in these more vulnerable learners making more contributions back in the classroom

Average Point Score increase in reading for those children attending the SLT:

Y3: +3.8 Y4: +1.5 Y5: +6.2 Y6:

Next steps;

We will certainly continue with this approach in the next academic year but with an increased focus on writing inspired by the text. Possibly giving children a take-home task each week to complete and bring back in and share with the rest of the group. The shift to a writing focus will take place once the children are half way through the high quality text. The children also benefited hugely from the enrichment activities around the text and the shared meal each week.

3) Book Talk groups:

Impact:

The most vulnerable learners made the greatest progress as a result of a relentless focus on hearing their voices during the additional breakfast session each week, resulting in huge increases in confidence and self-belief.

Reading APS not disadvantaged		Reading APS disadvantaged	
APS 2021	APS 2022	APS 2021	APS 2022
111	114 (+3 POINTS)	95	106 (+11 POINTS)

WIDER STRATEGIES

1) Mentorship Programme

14 children mentored by staff members throughout school, 9 of whom were PP children. There were many challenges due to 'bubbles' and covid waves but most mentorship partnerships were highly effective.

One parent wrote: *'the kindness you have shown my daughter throughout her time at Fishbourne has been extraordinary and you have made her world a very much better place to be. Thank you for all you have done for our family...'*

Next steps:

Continue into 22/23 but with CPD in autumn term and fortnightly updates from the Mentorship Champion.

2) ELSA PROGRAMME

One of our ELSA trained LSA's left Fishbourne midway through the school year but we had trained up a second ELSA who took on her case load. This ELSA is newly trained and therefore she only has a caseload of four children currently.

3) SCHOOL TRIPS:

We have continued to offer enrichment opportunities free of charge for those children in receipt of PP. This has enabled them to attend many additional activities including Young Voices at the 02, several theatre productions, sports coaching, music coaching, purchase of books etc.

4) ATTENDANCE:

x2 PP children have been referred to Early Help following concerns about their attendance in school. At the end of the academic year our attendance was: PP: 90.49% and non-PP: 94.88%

Next steps:

-Explore different strategies for improving attendance of disadvantaged children.

-Families Matter role re-instated in a slightly different format, offering support for more families through the introduction of a Parenting Children and supporting learning programme.

5) PROMOTING READING FOR PLEASURE:

All of the strategies employed through this part of the PP strategy have been highly effective in getting the whole school reading and resulting in excellent reading results throughout school, with the smallest difference between PP and non-PP children attainment.

The Volunteer Army have been totally committed to attending school weekly. Prior to starting the role, the volunteers committed to completing three units of training on the school website and have had two top-ups since then to support their understanding of phonics and hearing readers.

Next steps:

Continue to promote and recruit for the Volunteer Army, identification of future training needs including the dissemination of training for the whole staff team on phonics.

Further information (optional)

Please refer to our School Development Plan.