

# Pupil premium strategy statement 2023-2024

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 ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
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)*	£15,277.08
Recovery premium funding allocation this academic year	£3,480.00	
Pupil premium funding carried forward from	£1537.26	

previous years (enter £0 if not applicable)	
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£41,390.17</p> <p><i>Intended expenditure: £38,433.56</i></p>

# 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:

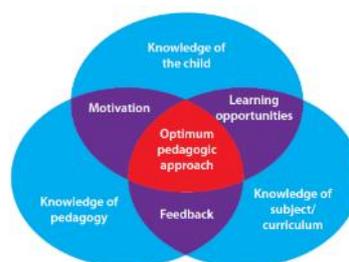
'There is **only one you** in this great big world...  
...make it a better place.'

### 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	<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 <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.</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>
<p>Improved attainment in reading, <b>writing</b> 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
<p><i>The first three activities listed below are taken from our <b>School Development Plan</b> and therefore will impact on ALL learners and are working towards the optimal pedagogical approach for all learners.</i></p>		
<p>To deliver <b>high quality phonics teaching</b> 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>	<p>1,2,5,6</p>
<p>To deliver consistently <b>high quality teaching of reading</b> 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>	<p>1,2,5,6</p>
<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>	<p>1, 2,4, 5,6</p>

## 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><b>CONTINUED:</b>  <b>Personalisation of Learning through 'Curtis Time'</b>  <b>£20,790.37</b></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>	<p>1,2,3,5,6,7</p>
<p><b>CONTINUED:</b>  <b>School Led Tutoring Programme</b>  <b>15 x 1 hour sessions</b>  <b>School contribution: £2970 (50%)</b></p> <p><b>Focused through Book Talk</b>  <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. Where possible, this session will be enriched with visits to the theatre, drama workshops or a museum visit.</i>  <i>Children identified through Closing the Gap meetings</i>  <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>	<p>1,2,3,5,6,7</p>
<p><b>Maths interventions</b>  <b>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)</b>            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>	<p>1,2</p>

<p><b>1<sup>st</sup>Class@Number</b> Teaching assistant-led programmes for groups of 4 pupils who need a helping hand with counting, number and calculation.</p> <p><b>Success@Arithmetic</b> Teacher and TA-led programmes for up to 3 pupils who need help to master the understanding and procedures for calculations.</p> <p><b>Talk 4 Number</b> 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).</p>	<p>inhibiting pupils' access to the curriculum.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CONTINUED:</b>  <b>Mentorship Programme</b>  <i>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.</i>  <b>(£100 on refreshments)</b></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 four years and our own qualitative data gathered from children and families supports the continuation of the programme.</p>	<p>1</p>
<p><b>CONTINUED:</b>  <b>Dog Mentor Time</b>  <i>One LSA has been trained in school to deliver sessions two afternoons a week, up to four children each term. Children can be referred by staff, parents or external agencies.</i>  <b>(£3350)</b></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>	<p>1,3,7</p>
<p><b>CONTINUED:</b>  <b>School trips, residential visits and an after school sports club fully funded</b>  <i>The school provides all PP children with the above opportunities free of charge, extending to those outside of the school day.</i>  <b>(£5480)</b></p>	<p>EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.</p>	<p>1,3</p>

<p><b>Attendance</b>  <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:  *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>	<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><b>CONTINUED:</b>  <b>Promoting reading:</b>  <b>i. Library Champion</b>  <b>ii. Patron of Reading</b>  <b>iii. Fishbourne Reads newsletter</b>  <b>iv. Books for PP children (£1500)</b></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><b>Families Matter Programme: (up to £1780)</b>  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 2023-2024 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. We have continued to do this across KS2 as this group of children have continued to be targeted more widely to fill gaps created as a result of the pandemic. However, the use of Closing the Gap meetings has focused very much on the needs of our Pupil Premium children and how these are being met across the curriculum.

\*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.

\*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.

\*It has become increasingly clear during this academic year that providing 'more of the same' for children in our youngest classes, is not meeting their needs. We have a high proportion of PP children in our EYFS classroom and they need something 'different' and more bespoke to support them as learners. We have spent this academic year reflecting on their needs and propose making some changes to their provision as a result.

\*Curtis also provides exceptionally high-quality PE instruction during this time. It has been super to see the impact that this has on children's performance in PE and an increasing number of teams making it through to county finals. Children report enjoying PE and families have been positive about the quality of coaching during this time.

##### Next Steps:

\*To continue with Curtis Time in KS2 during the 24-25 academic year, providing opportunities for ongoing writing conferencing with our most vulnerable learners.

\*Continued focus on best use of the time and quality assuring this provision – a potential CPD need here for newer members of staff using the Writing for Pleasure guidance about 1:1 writing conferencing: <https://writing4pleasure.com/pupil-conferencing-meeting-children-where-they-are/>

\*Renewed focus on PP children.

\*Curtis Time to stop in KS1 and be replaced with a different approach: possible introduction of Reading Champion who works across Y1, 2 and 3... following up those children who have not age related expectations.

##### School Led Tutoring –

\*School Led Tutoring was delivered to 24 children in Key Stage 2. 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. Last year, we also included a writing element within these groups with our Year 6 children having a pure writing focus and we have continued this approach into this academic year.

\*A total of 24 children took part in the School Led Tutoring and were provided with 15 weeks of tuition.

\*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 and 6 made an average point score improvement between Feb and May of +5.9. 88% 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.

\*Of the six children in Year 6 who took part in the writing tutoring group, 5 of the children achieved the expected standard in writing. The one child who didn't was exceptionally close but we felt that he was not consistently writing at the EXS.

Next Steps:

There will be no funding to support this approach in the coming academic year. However, we have been struck by the number of children who had requested being in one of the reading groups and we will start to provide opportunities during the year for Reading for Pleasure reading groups.

### **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 two lots of a six week parenting programme which she had written for families at Fishbourne, drawing on a range of training she has completed.

\*A total of 15 families attended the parenting programme.

\*This year we introduced an EYFS cohort group which was well attended and it is our attention to provide opportunities for this group to have a 'reunion' as they move into KS2 and the parenting challenges change.

Next Steps:

\*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. The sessions took place over an eight-week block with three sessions a week (a total of 24 sessions) These sessions took place in the new year. A total of 14 children took part made up of a group from Y6, Y4 and Y3. A fourth group was introduced after February half term of Y2 children.

Following the previous successes of using the Edge Hill University maths interventions, we did not carry out the time-consuming Sandwell Maths Assessments and instead monitored progress during the sessions and through the NFER tests. All teachers reported a visible improvement in confidence that results in higher levels of engagement from these vulnerable groups of learners.

Overall though, those children in receipt of Maths intervention groups made an average point score improvement between Feb and May of +12. 57% of this group of children are now scoring 100+ on the NFER/SATS maths test.

### **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 visit in 2023 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 have hosted author visits from Sophy Henn, Onjali Rauf, Ed Vere and Vashti Hardy.

The library champion has continued to provide a range of themes for our library space, bringing new books to children's attention and encouraging them to explore all that the library has on offer.

#### **Dog Mentorship-**

This role in school has evolved over the course of the year and been used flexibly and organically to meet the needs of children who have had emotional needs in school. Some of this work in school has been done by our trained Dog Mentor and other pieces of work have been done on an ad hoc basis. Many families have reported the benefits of the role Barney and his mentor have had in school. Barney is now 18 months old and will be in school next year on a more full time basis.

#### **Next steps:**

Ali Gregory is going to be trained as an ELSA during the autumn term which will give her access to a toolkit of resources to support the children's emotional needs. In addition, we have been selected to be part of the WOWSI pilot scheme (Working on Worries Support and Intervention) for which we will be provided with training in the spring term. In addition, we have secured a grant to enable a group of eight girls in KS2 with access to a 12 week forest school programme from Willow Tree Forest School – the focus of this group is on learning to manage worries and anxiety.

#### **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.

## Further information (optional)

*Please refer to our School Development Plan.*