Pupil premium strategy statement 2025-2026

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.

Where a strategy has been continued from the previous academic year(s), the school year that it was introduced is included in brackets. However, please be aware that strategies will have been refined and developed over time to ensure that they are as effective as possible – further detail about this can be seen when looking back over previous strategy statements.

School overview

Detail	Data
School name	Fishbourne CE Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	8% *Please note this is significantly lower than usual due to the 24 census and we anticipate it going back up in the coming census.*
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-206 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Naomi Day
Governor / Trustee lead	Anya Loynes

Funding overview

Detail for 25/26	Amount
Pupil premium funding allocation this academic year	£ 21,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,062.56
Total budget for this academic year	£33,972.56

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.

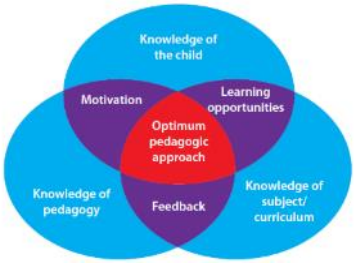
Why?

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.
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. More disadvantaged children fall into the 'persistent' absence than non-disadvantaged. 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 and while many of these gaps have now been closed as a result of the strategy that has been in place during the last three years, a number of children still need 'additional' support to be able to keep the pace of progress of their non-disadvantaged peers.
6	RESPONSIVENESS: Our assessments and observations do not identify any specific patterns across year groups in terms of knowledge gaps although typically writing has been more significantly impacted than other areas of the curriculum for our disadvantaged children. 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 less opportunity to be able to 'check-in' with children.

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.	**Knowledge of children and their next steps of learning is a significant strength across all year groups.* **Qualitative data from surveys of children and families reflect that disadvantaged children feel valued, supported and as though they receive the help they need.* **Learning is personalised highly effectively to ensure that gaps in knowledge are addressed rapidly.* **All children make good progress from their personal starting points.*
Attendance of disadvantaged children has improved and the number of children 'persistently' absent has reduced.	**Sustained high attendance for all children.* **The difference between attendance of disadvantaged and non-disadvantaged children is reduced* **A reduction in the % of children who are persistently absent.*

Improved attainment in reading, writing and maths for disadvantaged children. In particular focusing on writing during personalised learning time to ensure our most disadvantaged children get very high quality, personalised support from their own class teacher.	*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.
Disadvantaged children have a high level of engagement in class discussion	*Observations show that all children are highly engaged in class discussion and believe that their ideas are valued.
Children and families engaging in learning beyond the classroom.	*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.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
*The 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.*		
CREW (started in 2025) To intentionally cultivate a culture in which every member of the school community works to live out the school vision in their daily words, actions, and choices, resulting in all children, staff and families flourishing.	Extensive evidence across all of the EEF guidance in relation to: oracy, relationships, collaboration, meta-cognition… ***Crew is a spirit, a way of being. It's a safe place where we become one, yet grow as individuals. To be "Crew" means to help each other, to be accountable for your own actions and take responsibility for everyone's wellbeing around you.*** ***Crew means everybody pulling together, thinking together and supporting each other to do things bigger and better than we thought possible.*** ***Crew is a place where character development, collaboration and positive relationships are intentional, assuring success for all our school family. It's a structure that fosters a sense of belonging and a place where we can be our best selves while lifting others to achieve more than we think possible.*** ***Crew enables us to nurture effective learners, ethical people and contribute to making the world a better place to be. Our culture of Crew begins with adults who live out the school's vision and values, creating structures that intentionally sustain these attributes.***	1,2,3,4,5,6,7
Sticky Learning (started in 2023) Following the CPD offer last year which introduced staff to Rosenshine's Principles, our aim this year is to codify and deliberately practice elements of the principles. Our aim is to ensure key knowledge and skills will be retained more effectively across the curriculum as a result of teaching and learning strategies being informed by the principles of cognitive science.	Tom Sherrington's Walk Thru's provide staff with structured opportunities to deliberately practice Rosenshine's Principles. Through cycles of: **A: Attempt, D: Develop, A: Adapt, P: Practise, T: Test** staff will be supported to become deliberate and reflective practitioners in their classrooms.	5,6,7
Closing the Gap meetings (started in 2016) 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	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. 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.	1, 2,4, 5,6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
CONTINUED: ***Personalisation of Learning through 'Curtis Time' for children in Y3,4,5,6*** **COST: £19,421** **Started in:** 2020 *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.* ***Those children who miss sports during this time are automatically invited to an additional PE session each week that takes place outside of the school day to ensure that all children have their full PE entitlement (We have found a greater uptake for sporting activities outside of the school day than small intervention groups)***	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.	1,2,3,5,6,7
Lighthouse **COST: £13,250** **Started in:** Piloted in 24-25 Delivered from 2025 As well as a space for delivering tailored interventions, The Lighthouse at Fishbourne Primary is a place a child can choose to visit any time they're feeling a little 'out-of-sorts' (or feeling great and want to share). Our approach works on the principle that the child is usually the first to know when something doesn't feel right, so it makes sense to trust their judgement when they say they need a moment to reset, even if they're not always sure why. A 'self-referral' is the first step in a four-part process which looks like this. Step 1: Asking for space Step 2: Identifying emotions Step 3: Recognising triggers Step 4: Providing tools/strategies Working through these steps might take a day, or it could take several months. There's no expectation or pressure to communicate and each child is different so they'll each need varying degrees of assistance. However, once a child is familiar with the process, replicating the steps next time will feel more natural. Eventually, they'll be able to implement strategies for themselves.	EEF: 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. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	

Reading Champion LSA **COST: Included in main staffing budget** **Started in:** 2024 One of our highly skilled LSA's is working in a Reading Champion role across Y1,2 (and EYFS from Easter '26) during the mornings to support a small group of children who need additional support to be able to 'catch up' and 'keep up'. Her role is being overseen by our English lead who meets with her regularly to review the progress that the children are making and identify their next steps.	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.	1,2,5,6,7

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CONTINUED: **CREW** **Cost:** (See above) **Started in:** 2025	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. EEF: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;	1,2,3,4,5,6,7
CONTINUED: **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.* **COST: £3000**	EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.	1,3
Attendance at Chichester Festival Friday Two children in receipt of PP are now part of the Festival Friday's programme at CFT. **COST: £600** Participation in this event is (**2 x £300 = £600)** Children selected based on interest and need.		
Attendance *Continue to embed the principles of good practice set out in the DfE's Improving School Attendance*	Build respectful relationships with staff, pupils,	1,7

advice. *See attendance strategy:* 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	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.	
CONTINUED: **Promoting reading:** **i. Library Champion** **ii. Patron of Reading (supported by FOFS)** **iii. Fishbourne Reads newsletter** **iv. Books for PP children** **COST: £200** **Started in:** 2021 i. Library Champion – responsible for changing book displays in the library in line with national events (e.g. Refugee Week, Mindfulness, Remembrance) 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. iii. A platform for children to share their own reviews for books.	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.	2,3

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 24/25

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 only for children in KS2, for writing intervention in the form of 1:1 conferencing and small guided writing groups across.
*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.
*All children took identified took part in the interventions this year with a very high proportion of these children taking up their top-up sports provision outside of the school day.
*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 25-26 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.

Reading Champion – for children in Y1,2,3

*The Reading Champion role was well-met by staff, children and families this year.
*A group of 8 children were identified across Year 1 and 4 children identified across Year 2 who needed support to 'catch-up' with their class mates.
*100% of the Year 2 group passed their phonics screening in June '25 which we were delighted about.
*Of the 8 Y1 children, 25% passed their phonics screening in June '25 and the remaining six children will continue to be a focus as they move into Year 2 – this group of six children all have some sort of additional need which is a barrier to their progress but ALL have made progress from their starting points.
*After Easter, our Reading Champion finished working with the Year 3 target group who by then had all reached a level of fluency that allowed them to join the Whole Class Reading model and spent this time building relationships and knowledge with children in Reception class who had gaps in their phonics knowledge and were struggling to 'keep-up' with their class mates. These children will be scooped up immediately as they move into Year 1 in 25-26.

Next steps:

*Teachers need to retain responsibility for the progress of the children being targeted by the Reading Champion through their own AfL and monitoring.
*Year 3 children will not be targeted as we move into 25-26 due to higher levels of need coming into EYFS.
*Reading Mentor will be line-managed on a weekly basis by our English lead.

Mentorship Programme -

*12 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 FIshbhourne 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;
This is the last year of our Mentorship Programme which will be superseded with the introduction of CREW across school – a wellbeing programme which will benefit all learners, not just those targeted by the mentorship programme. We have decided to replace the programme because we feel the wellbeing agenda, quite rightly, is a schoolwide one rather than being an individually targeted one. The introduction of CREW is one of our SDP25-26 priorities and will initially be piloted with two year groups before being

Families Matter Programme –

*Sadly we were not in a position to run this during this academic year due to staffing.

Maths Interventions -

*Sadly we were not in a position to run this during this academic year due to staffing.

Promoting Reading -
This strategy continued this year in the same way although Sophy's work with us finished in July 2025 and we are now on the hunt for a new Patron Of Reading.
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 / ELSA-
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 30 months and will be in school next year on a more full time basis.
During the last academic year Ali Gregory has trained successfully as an ELSA and completed the WOWSI pilot scheme (Working on Worries Support and Intervention). She is increasingly skilled to be able to support children who are presenting with a range of anxiety and worry in school. During this year, we have also spent time successfully piloting a new provision in school which will be called The Lighthouse – this is a wellbeing support hub which will provide support for children to be able to access their learning successfully in the classroom.
Due to the funds saved by the Families Matter and Maths Interventions not taking place, these funds have been invested in preparing the space for the Lighthouse provision to take place.

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.