

# Pupil premium strategy statement 2026-2027

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                                                                                      | 211                                       |
| 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> ) | 2025-206<br><b>2026-2027</b><br>2027-2028 |
| Date this statement was published                                                                               | September 2026                            |
| Date on which it will be reviewed                                                                               | July 2027                                 |
| Statement authorised by                                                                                         |                                           |
| Pupil premium lead                                                                                              | Naomi Day                                 |
| Governor / Trustee lead                                                                                         | Christina Procter                         |

## Funding overview

| Detail for 25/26                                                                       | Amount             |
|----------------------------------------------------------------------------------------|--------------------|
| Pupil premium funding allocation this academic year                                    | £ 30,577.50        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0                  |
| <b>Total budget for this academic year</b>                                             | <b>£ 30,577.50</b> |

# 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:

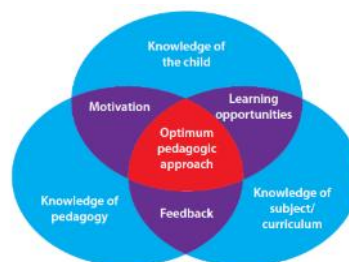
*'There is **only one you** in this great big world...  
...make it a better place.'*

### 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 and **adapted** highly effectively to ensure all children make progress from their personal starting points.
- having a **belief** that all learners can achieve and high expectations of all learners.
- **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:<br>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:<br>Engagement with learning beyond the classroom – reading and number fluency sessions is not as high for our disadvantaged children.                                                                                                                                                                                                                                                                                                                            |
| 3                | RESTORATION:<br>Disadvantaged children typically have less enrichment opportunities beyond school.                                                                                                                                                                                                                                                                                                                                                                              |
| 4                | RESTORATION:<br>Attendance of our most disadvantaged children is below that of non-disadvantaged. More disadvantaged children fall into 'persistent' absence than non-disadvantaged. Observations of children show that absence is negatively impacting on the progress of disadvantaged learners.                                                                                                                                                                              |
| 5                | RESPONSIVENESS:<br>Our ongoing assessments (NFER and AfL) have demonstrated that many of our disadvantaged children need additional support, beyond HQFT (high quality first teaching) to be able to keep up the pace of progress of their non-disadvantaged peers.                                                                                                                                                                                                             |
| 6                | RESPONSIVENESS:<br>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:<br>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 understanding' with children and the need for deliberate strategies to ensure that we capture what children know.                                                                                                                          |

## 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><br><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><br><i>*Learning is personalised/ adapted highly effectively to ensure that gaps in knowledge are addressed rapidly.</i><br><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><br><i>*The difference between attendance of disadvantaged and non-disadvantaged children is reduced</i><br><i>*A reduction in the % of children who are persistently absent.</i>                                                                                                                                                                                                                                                                 |

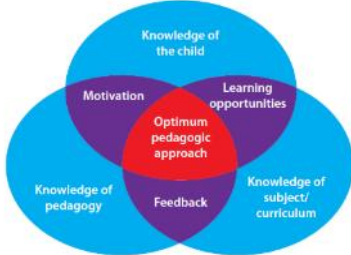
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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | <i>*Personalised, targeted support is highly effective in addressing knowledge gaps, particularly in writing.</i><br><i>*Disadvantaged children's strength in reading is used highly effectively to support the development of their writing.</i><br><i>*Outcomes across school (in standardised tests) show that disadvantaged children are making progress in line with their non-disadvantaged peers.</i> |
| Disadvantaged children have a high level of engagement in CREW and class discussion.                                                                                                                                                                                  | <i>*Observations show that all children are highly engaged in class discussion and believe that their ideas are valued.</i>                                                                                                                                                                                                                                                                                  |
| Children and families engaging in learning beyond the classroom.                                                                                                                                                                                                      | <i>*Engagement with home learning results in increased fluency in both reading and number.</i><br><i>*High levels of engagement with learning review meetings and telephone discussions about learning.</i>                                                                                                                                                                                                  |

## 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: None, all covered through the main budget

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>The 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |
| <p><b>CREW</b><br/>(started in 2025)<br/>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</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin: 5px;">KNOWLEDGE OF CHILD</div> <div style="background-color: #6f42c1; color: white; padding: 5px; margin: 5px;">MOTIVATION</div> <div style="background-color: #6f42c1; color: white; padding: 5px; margin: 5px;">LEARNING OPPORTUNITIES</div> </div> <p>choices, resulting in all children, staff and families flourishing.</p>                                                                                                | <p>Extensive evidence across all of the EEF guidance in relation to: oracy, relationships, collaboration, meta-cognition...</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> | 1,2,3,4,5,6,7                 |
| <p><b>Adaptive Teaching</b><br/>(started in 2026)</p> <p>To embed high-quality adaptive teaching across the whole school curriculum, resulting in <u>all</u> children making good or better progress from their own starting points.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin: 5px;">KNOWLEDGE OF CHILD</div> <div style="background-color: #007bff; color: white; padding: 5px; margin: 5px;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #007bff; color: white; padding: 5px; margin: 5px;">KNOWLEDGE OF PEDAGOGY</div> <div style="background-color: #6f42c1; color: white; padding: 5px; margin: 5px;">FEEDBACK</div> </div> <p>We will continue to use</p> | <p>Tom Sherrington's Walk Thru's provide staff with structured opportunities to deliberately practice Rosenshine's Principles. Through cycles of:</p> <p><b>A: Attempt, D: Develop, A: Adapt, P: Practise, T: Test</b></p> <p>staff will be supported to become deliberate and reflective practitioners in their classrooms.</p> <p>EEF: The evidence base includes findings from EEF guidance, additional systematic reviews, evaluations of educational interventions, and broader research on classroom practice and inclusive education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5,6,7                         |

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| WalkThrus to support a focus on Adaptive Teaching through learning intentions, assessment for learning and responsive teaching.                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |
| <b>Engagement for learning</b><br>(started in 2026)<br><br><b>To maximise genuine engagement and investment of all members of the school community in play and learning.</b><br><br><div> <div>KNOWLEDGE OF CHILD</div> <div>KNOWLEDGE OF PEDAGOGY</div> <div>MOTIVATION</div> </div>                                                                                                                                                                                      | Deliberate development of a culture where learning and playing feel unmissable - where children lean in, care about their experiences, and genuinely get stuck in.<br><br><i>Our BLLP QA review in October 2025 identified that, in some classrooms, there was a disguised compliance for learning... this is something that we want to address across school to ensure that children are offered opportunities for learning that are irresistible and result in high levels of engagement and investment for all children.</i>                                                                                                                                    | 1, 3, 4     |
| <b>Closing the Gap meetings</b><br>(started in 2016)<br><br>Half termly progress meetings for staff team/s to meet with leadership teams to discuss the progress children are making – including:<br>Barriers to learning<br>HQFT strategies<br>Scaffolding opportunities<br><b>Personalisation of learning focus / Adaptations</b><br><br><div> <div>KNOWLEDGE OF CHILD</div> <div>KNOWLEDGE OF SUBJECT</div> <div>KNOWLEDGE OF PEDAGOGY</div> <div>FEEDBACK</div> </div> | 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.<br><br>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: £26,233.50

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>CONTINUED:</b><br><b>Personalisation of Learning through 'Curtis Time' for children in Y1,3,5,6</b><br><b>COST: £12,236</b><br><b>Started in: 2020</b><br><br><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</i> | 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 | 1,2,3,5,6,7                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |
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| <p>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.</p> <p><b>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)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>                                                                                                                                                                                                                                                                                                                                                                                |                  |
| <p><b>Lighthouse</b><br/> <b>COST: £13,997.50</b><br/> <b>Started in:</b> Piloted in 24-25<br/> Delivered from 2025</p> <p>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.</p> <p>A 'self-referral' is the first step in a four-part process which looks like this.<br/> Step 1: Asking for space<br/> Step 2: Identifying emotions<br/> Step 3: Recognising triggers<br/> Step 4: Providing tools/strategies<br/> 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.</p> | <p>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.</p> |                  |
| <p><b>Reading Champion LSA</b><br/> <b>COST: Included in main staffing budget</b><br/> <b>Started in:</b> 2024</p> <p>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.</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>1,2,5,6,7</p> |

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

Budgeted cost: £

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>CONTINUED:</b><br><b>CREW</b><br><b>Cost:</b> (See above)<br><b>Started in:</b> 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.<br>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                 |
| <b>CONTINUED:</b><br><b>School trips, residential visits and an after school sports club fully funded</b><br><i>The school provides all PP children with the above opportunities free of charge, extending to those outside of the school day.</i><br><b>COST: £2770.23</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.                                                                                                                                                                                                                                                                                                                                                                                            | 1,3                           |
| <b>Attendance at Chichester Festival Friday</b><br>Two children in receipt of PP are now part of the Festival Friday's programme at CFT.<br><b>COST: £600</b><br>Participation in this event is (2 x £300 = £600)<br>Children selected based on interest and need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |
| <b>Attendance</b><br><i>Continue to embed the principles of good practice set out in the DfE's Improving School Attendance advice.</i><br><i>See attendance strategy:</i><br>All staff members should:<br>*treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries<br>*take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively<br>*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<br>*communicate effectively with families regarding pupils' attendance and well-being | Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement.<br>A welcoming and positive culture across the school.<br>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.                                                                                                         | 1,7                           |
| <b>CONTINUED:</b><br><b>Promoting reading:</b><br><b>i. Library Champion</b><br><b>ii. Patron of Reading (supported by FOFS)</b><br><b>iii. Books for PP children</b><br><b>COST: £658.58</b><br><b>Started in:</b> 2021<br><br>i. Library Champion – responsible for changing book displays in the library in line with national events (e.g. Refugee Week, Mindfulness, Remembrance)<br><br>ii. Inspiring the school community to read and to                                                                                                                                                                                                                                                                                                                                                   | 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                           |

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| <p>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> |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## 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 2024-2025 academic year

#### **Expenditure of Pupil Premium funding 24-26**

##### **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 additional children have been scooped up into these groups where needs are aligned, 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. 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 Y2, 4, 5 and 6 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 demonstrate to their teacher where they have been applying their 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 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 targeted year groups during 26-27 academic year, providing opportunities for ongoing writing conferencing with our most vulnerable learners.

\*Shift in focus of discussions with teaching staff towards 'adaptive teaching' and a relentless focus on AfL.

\*Curtis Time to focus only on those children in Y1,3,5,6 where there are pockets of disadvantaged learners.

##### **Reading Champion – for children in Y1,2,3**

\*The Reading Champion role was continued from 24-25 into 25-26 following the initial success.

\*Our Reading Champion truly champions those children who need to 'catch-up' and 'keep up' with their phonics development. Her expertise and knowledge of the children is exceptional.

\*During the year, a group of 8 children were identified across Year 1 and 6 children identified across Year 2 who needed support to 'catch-up' with their class mates.

Targeted children were identified across Y1/2 to take part in daily phonics catch up with the Reading Champion:

\*67% of the Year 2 group passed their phonics screening in June '26 – 2 children did not, 1 of these is PP.

\*63% of the Year 1 targeted group passed their phonic screening in June '26.

(although the overall no. of children passing the phonics screening was not as high as we had targeted, all children made significant progress from their personal starting points).

\*After October half term, 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 26-27.

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.

\*6 children from Year 1 will become the Reading Champion focus group.

\*6 children from Year 2 will become the Reading Champion focus group, these children will be targeted to pass the phonics re-screening (2 of these children were very close to passing in Y1, the remaining 4 will need daily targeted focus)

\*3 children from Year 3 children will remain a focus for the Reading Champion until at least January 2027 (one was very close to passing, one has had an extended period of absence from school and one started with us the week before the check – all are in receipt of Pupil Premium funding). In addition, there will be some children from Year 3 who will continue to be supported with early reading.

\*Reading Mentor will be line-managed on a weekly basis by our English lead.

### **Promoting Reading -**

Smriti Halls was identified as our new Patron of Reading during the last academic year and she has already visited us three times.

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.'*

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.

Next steps -

Continue with the emphasis and value placed on reading – the impact is on all children.

### **The Light House –**

The Lighthouse provision has been in place throughout the entire academic year, scooping up many of our Pupil Premium children. The Lighthouse Keeper meets weekly with our SENDCo to review and make changes to provision as necessary – this flexibility has enabled us to support many children who may struggle to come into school or remain regulated in class. There is a balance between weekly structured sessions for children as well as open sessions for those named children who may need open access. We estimate that 15% of the school access the Lighthouse and of those, 50% are in receipt of Pupil Premium.

Next steps:

-Funding for the Lighthouse will be allocated based on the % of the time it is being used by children in receipt of PP funding, the rest of the funding will be allocated from SEND or school budget.

-Introduction of Aquarium (Lighthouse equivalent for children in KS1)

**CREW –** CREW has been introduced across the whole school. It is already having noticeable impact on our children.

Visitors from WS mental health and wellbeing team wrote after their visit: *'I witnessed a group of pupils who were articulate, emotionally literate, empathetic, and considerate towards one another... I suspect that you are gaining time across the school week, not to mention the holistic benefits to them as people which they will take out into the world beyond their time with you.'*

*'The children's vocabulary and emotional literacy were extraordinary — they showed such empathy, maturity, and confidence, and honestly expressed themselves better than many adults. The whole experience was genuinely inspiring.'*

\*Parents value CREW, with a parent of a child facing emotional barriers to attending school saying: ' CREW is providing a great start to the day and allowing children to share thoughts and ideas in a safe space... it reflects how caring the school is.'

\* Parents are interested in engaging in parent CREW sessions. They are appreciative of the school making time in the day to hear children's voices and encourage them to connect.

\*Staff cite that CREW is resulting in the strengthening of relationships, ongoing assessments of children's wellbeing and needs, provides essential opportunities to connect.

\*External reviewers observed CREW and said that the sessions gave staff a powerful insight into what is on children's minds and that those who did struggle to articulate their feelings were exceptionally well supported by their peers.

Next steps: Next academic year, the whole staff team will be working together to develop the CREW curriculum with six blocks co-written on: Habits of Character (hope, ambition, curiosity, empathy, collaboration, reflection and integrity), Protected characteristics, Environment and climate, 2 PSHCE blocks and a block about using our gifts/talents to make the world a better place to be.

**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.*