

4 Pupil premium strategy statement (primary)



1. Summary information						
School	Fishbourne Church of England Primary School					
Academic Year	2019-2020	Total PP budget	Brought forward from Aug 2019 = £7,079.38 7/12ths of 19/20 PP Grant (Sept 19 – Mar 20) = £16,100.00 Estimated 5/12ths of 20/21 PP Grant (Apr 20 – Aug = 20) £10,950.00 (based on 19 FSM & Ever 6 pupils & 4 Service pupils) ESTIMATED TOTAL to spend in 19/20 Academic year = £34,129.38		Date of most recent PP Review	July 2019
Total number of pupils	210	Number of pupils eligible for PP	R: 2 Y1: 2 Y2: 4 Y3: 0 Y4: 1 Y5: 3 Y6: 7		Date for next internal review of this strategy	Jan 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children's reading fluency, vocabulary choices and comprehension leading to a lack of enjoyment of books.	
B.	Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.	
C.	Significant speech and language difficulties presented in our youngest children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Engagement with families about learning beyond the classroom.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will become more fluent, confident readers with a better understanding of the texts they read LEADING TO INCREASED ENJOYMENT AND ENGAGEMENT with reading in school and beyond.	*ALL children in the targeted groups will make better than average progress (see key indicators of progress document on website) from their personal starting points. *ALL children in our targeted groups will report their level of enjoyment for reading increasing. *ALL children will make 'better than average' progress in reading NFER test scores and writing teacher assessments.
B.	Children to become more confident and competent mathematicians, experiencing an enjoyment of manipulating number.	*ALL children in the targeted groups will make better than average progress in mathematics (see key indicators of progress document on the school website). *ALL children involved in maths intervention will report their level of enjoyment and confidence in maths increasing.
C.	Significant speech and language difficulties presented in our youngest children.	Children will meet their speech and language targets as identified by S&L, supported by Springboard.

D.	All families will feel well supported by the school community and engaged with the children's learning, working in partnership to support the children's home learning	*Children's home learning will be completed. All PP children will read regularly at home. *Engagement of families with Learning Review Meetings and any additional progress meetings that take place during the year.
-----------	--	--

4. Planned expenditure					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Children will become more fluent, confident readers with a better understanding of the texts they read</p> <p>LEADING TO INCREASED ENJOYMENT AND ENGAGEMENT with reading in school and beyond.</p>	<p>*Appointment of 'academic in residence' – senior lecturer in English from Uni of Chichester 1 day a week to support the development of reading for pleasure throughout the school. Her role will include:</p> <ul style="list-style-type: none"> -leading CPD half termly for teaching team to develop their reading for pleasure. -supporting children to establish a half termly newsletter promoting reading. -developing the library space and supporting a volunteer librarian and team of Bookworms. - work with groups of children in 3 classes (including 13 PP children) within the classroom. 2 of these groups will focus on developing vocabulary and the other will be to develop reading for pleasure. - working alongside our Patron for Reading, Sophy Henn, to promote reading in school. <p>= £9360</p> <p>*Book Talk sessions to run for four targeted Y6 groups outside of the school day, run by teachers in school to target groups of children working towards ARE (7 PP child) and GDS (1 PP child).</p> <p>= £250 allocated to purchase of books</p> <p>*Weekly Book Talk reading/writing session targeted at a group of 10 children (20% PP) aiming for ARE in reading/writing Y5 with PAT Dog, Kassie and headteacher. 1 hour of guided reading, followed by a 30 minute focused learning task.</p> <p>= £3588</p> <p>Time set aside for professional dialogue and challenge regarding the progress of PP children in the classroom, zooming in to look at personalised steps of learning – particularly with a focus on writing during the autumn term. These meetings will review –</p> <ul style="list-style-type: none"> Target setting Termly progress towards targets Steps being taken towards ARE/GDS Personalised provision <p>= £1140</p> <p>Total: £14,388</p>	<p>Tracking demonstrates that throughout school, our PP children are making strong progress in reading.</p>	<ul style="list-style-type: none"> -Regular line management meetings with Rebecca Webb, academic in residence. -Reading for Pleasure action plan regularly monitored and updated. -Children in Book Talk groups to be monitored through half termly Closing the Gap meetings and termly data drop. -Children in robust vocabulary groups to be tracked through classroom measures. 	<p>English MLT team.</p> <p>Rebecca Webb</p> <p>SLT</p>	

<p>B: Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.</p>	<p>Maths Intervention Programme: -1st Class at Number for children in Y1/2 -Success at Arithmetic in Y4/5</p> <p>+6 hours a week of LSA cover to deliver the programme. Up to £3110</p> <p>A before school maths club provided for children in Year Groups 3-6, targeting less confident mathematicians who do not currently enjoy maths. The focus of this group is on building mental strategies and fluency. Club led by one of the maths leads in school to give them insight into barriers to learning that can be shared with class teachers.</p> <p>NB: Already outlined above: Time set aside for professional dialogue and challenge regarding the progress of PP children in the classroom, zooming in to look at personalised steps of learning – particularly with a focus on writing during the autumn term. These meetings will review – Target setting Termly progress towards targets Steps being taken towards ARE/GDS Personalised provision</p> <p>Total: £3110</p>	<p>The EEF toolkit suggests small group tuition targeted at pupils' specific needs where children work in small groups or in a 1:1 situation is an effective way to improve attainment. Every Child Counts, Success@Arithmetic: Calculation is a research based intervention developed by Edge Hill University for learners in KS2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills.</p>	<p>Regular line management meetings with LSA responsible for intervention programmes with ample time set aside for the resourcing and preparation of the programme.</p>		
<p>C Significant speech and language difficulties presented in our youngest children on entry to school.</p>	<p>Speech and language training and supervision provided by Springboard speech – A year's SLA on enhancing universal and targeted (Wave 1 and 2) provision. up to £2290</p> <p>X2 afternoons a week dedicated LSA time for a trained LSA to deliver S and L programmes to children in Reception class and Year 1 = £3110</p> <p>Total: £5400</p>	<p>Given the correlation between delayed speech and language skills and below average academic achievement, and the accompanying correlation between social deprivation and (much) higher incidences of speech and language difficulties, the universal and targeted levels are ones we are looking to develop at our school.</p>	<p>Time set aside for staff CPD during the spring term – whole staff team. Supervision for S&L LSA to be provided by the SENDCO/ deputy head who will support review of provision.</p> <p>Liaison with Springboard Speech for expertise</p>		
Total budgeted cost					£ 22, 898

<p>D: All stakeholders will be engaged with the children's learning and be working in partnership to support the children's learning</p>	<p>Appointment of 'Families Matter Teacher' to support families with parenting children course, home-learning and 1:1 parenting challenges to be in school half a day a week. FMT will receive supervision from Beacon House on a half termly basis.</p> <p>£5500 £1080 supervision at Beacon House</p> <p>Enrichment opportunities for PP families, including: residential visits, school trips, extra curricular activities, holiday clubs etc. £3000</p> <p>Mentorship Programme – was introduced by a TLR project post holder in September 2017. Currently 20 children are being mentored in school and supported/encouraged by a middle leader who is also responsible for: *championing all PP children in terms of expectations of all staff to have very high expectations, positive and aspirational relationships with them *tracking progress of PP children through Book Looks, data drops and pupil conferencing</p> <p>½ a day non-contact time half termly to coordinate mentorship programme. £600 Hot chocolate/biscuits £100 Total: £10, 280</p>	<p>Charles Deforges wrote a paper called 'The impact of parent involvement, support and family education on pupil achievement'. He provided evidence of how critical the involvement of parents during primary years is and its impact on achievement.</p> <p>Our vision as a school centers on working in partnership with families and developing relationships to support them. Our FM teacher has spent a year in post and developed very strong, positive relationships with families – she has paved the way for the work that will take place this year - ensuring that it impacts on children's learning.</p>	<p>All new families made aware of 'Families Matter' teacher's remit and invited to make contact.</p> <p>All teachers promote the FM teacher role and make referrals if needed. Evidence of impact will be gathered from a number of different places, including: Monitoring the number of families who are working with FM teacher; attendance at Learning Review and progress meetings; Parent Survey and Home-school learning books.</p> <p>% of families attending learning review meetings will increase, as will the % of PP families attending without needing to be prompted to do so.</p> <p>Teachers liaise with FM teacher to identify any children who may need additional support with accessing home learning.</p> <p>TLR Project Post holder to receive regular time out of the classroom to lead on this project and to be supported by SLT on next steps to develop and evolve the project.</p>	<p>Families Matter teacher</p> <p>SLT</p>	<p>Termly</p>
Total budgeted cost					£ 10, 280
Overall Project Cost of 2019/20Pupil Premium Strategy					£ 33, 178

5. Review of expenditure –

The 2019-2020 academic year was significantly disrupted as a result of the Covid-19 pandemic and, as a result, the impact of some of the strategies planned was limited.

A) **Children will become more fluent, confident readers with a better understanding of the texts they read LEADING TO INCREASED ENJOYMENT AND ENGAGEMENT with reading in school and beyond.**

*The appointment of our Academic in Residence during the 2018-19 and then 2019-20 academic year has had a very positive impact on our school community. Being able to seek the expertise and knowledge of Rebecca Webb has been a valued source of support for the school community. Data from the 2018-19 academic year reflected her impact: The Y5 group targeted made +7.66 points progress on standardised score in GPS NFER, and Y4 made +6.5.

*Rebecca's introduction of the 'Fishbourne Reads' newsletter has ensured a regular drive to encourage the children in school to pursue their love of reading as has the appointment of Sophy Henn as the schools patron of reading.

*Although limited from March 2020 onwards, Rebecca continued to deliver CPD for the staff team into the autumn term and supported the delivery of the whole school learning experience, Journey, in October 2020.

*Book Talk groups were highly effective when promoting reading for pleasure and supporting rapid progress of children in Y5/6. Although we did not have data for the 2019/20 academic year, data from the previous year showed that the Y6 group targeted for ARE made on average +7.5 points progress and GDS group made +5.9 in their reading SATS papers between Sep and May (compared to +7 average points of progress of the rest of the cohort)

*Although there was no data to support the impact of the PAT reading group, data from the previous year showed that the Y5 PAT group made an average increase of +14.3 on standardised score in NFER reading test papers between Sep and May compared to +8.86 of the rest of the cohort). However, more importantly the children reported their enjoyment for reading increasing: *'One of the best hours of my week! -' 'My son has started enjoying reading at home much more.'*

Next steps: Although the impact of Rebecca Webb has been huge, we have decided that at the end of the two year journey of enhanced CPD through Rebecca, we are now prepared to deliver the higher quality curriculum offer in both reading and writing.

B: Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.

Again, the intervention programmes were impacted by the national lockdown in March 2020. However, having used the intervention in 2018-19 academic year, we had evidence of the impact it had for the children who had been involved (average progress scores of KS2 children in maths NFER who took part in the programme: +8.3 compared to +7.5 of the rest of the cohort (meerkat and tiger combined). These intervention programmes were picked up again immediately in September 2020 and run before/after school within class bubbles for children in Y5/6 to pick up those children who had missed the end of their programmes due to the lockdown in March.

C: Significant speech and language difficulties presented in our youngest children on entry to school.

Speech and Language programmes for a group of six children from Reception and Y1 were overseen by the SENDCo between September and March. Disappointingly the planned expenditure on supervision from Springboard Speech and Language did not come to fruition due to a lack of capacity on the part of the Springboard team. Full assessments of those children who took part in the programme took place upon the children's return to school and only one child remains on the register for additional Speech and Language support. The school has now been accepted on the Nuffield Early Language Programme and will be using this approach for children presenting with significant difficulties with speech and language.

D: All stakeholders will be engaged with the children's learning and be working in partnership to support the children's learning

Victoria Jones continued in her post until Easter 2020, after which her role in school had been planned to change to deliver on parenting programmes. During her time in role, Victoria continued to work with 17 families and 24 children who had been identified as benefiting from some additional support. Victoria attended 11 Early Help TAF meetings to support families and 6 learning review meetings. She attended one secondary school visit to look at transition. In October 2018, 100% of PP families who worked with Victoria attended learning review meetings. Victoria Jones received supervision from Beacon House throughout her time in post.

The Mentorship Programme started in 2017-18 academic year and has continued into 2019-2020 – 26 children are mentored in school. All staff have received training from the TLR Project Post holder, including 3 hours of training from Beacon House about adverse childhood experiences. Those children who have benefited from having mentors reported: 'It's such a good idea because kids need people to talk to... this school really care about him and me too! He is lucky to come to Fishbourne!' The MP continued during lockdown with mentors making a concerted effort to remain connected with their children. Those children who were at home during this time received a number of postcards, letters and parcels (including books and craft activities) from their mentors and the connection achieved during this time was highly effective.

As a result of the Covid-19 pandemic, and some of the planned activities not taking place, the school has a carry forward of: **£10,041.53** which will be used within the planned strategy for 2020-2021.