

# Pupil premium strategy statement 2020-2021 (Reviewed)



1. Summary information					
<b>School</b>	Fishbourne Church of England Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	Brought forward from 2019/2020 academic year = £10,041.53  7/12ths of 19/20 PP Grant (Sept 20 – Mar 21) = £16,415.00  Estimated 5/12ths of 21/22 PP Grant (Apr 21 – Aug = 22) £11,164.58 (based on 17 FSM & 2 Ever 6 pupils & 4 Service pupils)  <b>ESTIMATED TOTAL to spend in 20/21 Academic year = £37,621.11</b>	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	EYFS: 2, Year 1: 2, Year 2: 3, Year 3: 4, Year 4: 2, Year 5: 3, Year 6: 3 Total: 19	<b>Date for next internal review of this strategy</b>	Jan 2021

This academic year presents significant challenges for meeting the needs of our disadvantaged children across the school and has limited the choices we have available to us in the way in which we are working in order not to compromise our C-19 security. As a result, we have minimised the movement between/across bubbles which in turn reduces the flexibility we have in terms of staffing. This results in our choices of strategy being more limited.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Children's reading fluency, vocabulary choices and comprehension leading to a lack of enjoyment of books.
<b>B.</b>	Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.
<b>C.</b>	Significant speech and language difficulties presented in our youngest children.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Gaps that have arisen as a result of a range of learning opportunities missed during lockdown.
3. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	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.	<p>*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.</p> <p>*ALL children in our targeted groups will report their level of enjoyment for reading increasing.</p> <p>*ALL children will make 'better than average' progress in reading NFER test scores and writing teacher assessments.</p>
<b>B.</b>	Children to become more confident and competent mathematicians, experiencing an enjoyment of manipulating number.	<p>*ALL children in the targeted groups will make better than average progress in mathematics (see key indicators of progress document on the school website).</p> <p>*ALL children involved in maths intervention will report their level of enjoyment and confidence in maths increasing.</p>
<b>C.</b>	Specific support for children in EYFS and Year 1 and their families to support engagement with learning from the outset of their time in school.	<p>*Engagement with families in EYFS and lower KS1 will be high.</p> <p>*Support for families in terms of supporting learning beyond the classroom.</p> <p>*Children will meet their speech and language targets as identified by the EYFS team.</p>
<b>D.</b>	Those children who have missed key learning opportunities during lockdown or as a result of self-isolating will rapidly have their needs identified and personalised provision put into place to support them to make accelerated progress.	<p>*Pupil Premium children are well known by their class teachers and support staff in and beyond their classrooms and their emotional and academic needs are planned for.</p> <p>*Children's books show that the gaps that have been identified through AfL are being closed as a result of personalised next steps of learning and children having opportunities to work with their class teacher/ class LSA to receive small group support.</p>

#### 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><b>LEADING TO INCREASED ENJOYMENT AND ENGAGEMENT</b> with reading in school and beyond.</p>	<p>*Book Talk sessions to run for three targeted Y4/5 groups during and outside the school day – all PP children in these classes to be involved in one of the groups. 60-90 minute session with focus on reading for enjoyment and using the 'Hooked on Books' reading lenses as a basis for the delivery of explicit teaching of reading. £7281</p> <p>*Appointment of our school library champion who will have two hours a week in the library to promote the books we have in school, design displays of books related to whole school learning experiences and make the library a dynamic and exciting place to be. £682</p> <p>*A half termly 'Fishbourne loves books' newsletter to be published to promote newly published books, children's book reviews etc</p> <p>*Continued work alongside our Patron Of Reading Sophy Henn to give children a unique insight into the work of an author/illustrator. Up to £500</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 – Target setting Termly progress towards targets Steps being taken towards ARE/GDS Personalised provision £1200</p>	<p>*Discussions with PP children show that they typically do not enjoy reading as much as their non-PP peer groups.</p> <p>*Teaching of reading is a strength in school generally – use of reading time to consolidate children's understanding of sentence structure, writers choice etc.</p> <p>*Book talk sessions have been highly effective when used in school before to support the development of a positive relationship with books and reading.</p>	<p>-Careful collaboration between class teachers and Book Talk leads to ensure that key teaching points in classrooms are followed up in Book Talk groups.</p> <p>Children in Book Talk groups to be monitored through half termly Closing the Gap meetings and termly data drop.</p> <p>Regular discussion with Library Champion and the teaching team in school about curriculum opportunities coming up in different classrooms.</p> <p>Opportunities to promote books and reading at every turn – school website, twitter, Instagram, newsletters, Fishbourne loves books newsletter etc.!! Children bump into books wherever they go!</p> <p>Spending of £500 grant from Fishbourne Parish Council on books to be added to our school library.</p>	<p>English MLT team.</p> <p>Naomi Day (Book Talk)</p> <p>Debbie Whitaker (Library Champion)</p> <p>Sophy Henn (Patron of Reading)</p> <p>SLT</p>	<p>AfL – what impact are the Book Talk sessions having on the children's progress in reading and writing?</p> <p>Regular review at closing the gap meetings (every six weeks)</p>

<p>B: Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.</p>	<p>Maths Intervention Programme: -1<sup>st</sup> Class at Number for children in Y2 -Success at Arithmetic in Y5</p> <p>Children identified who would benefit from additional support in maths to consolidate key areas of learning from previous year groups: Y5: Breakfast maths club 8.00-8.40am x3 a week Y2: x3 a week afternoon intervention. Each group of 3 children will have a 12 week intervention. <b>£1023</b></p> <p><b>NB: Already outlined above:</b> 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>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>Children identified with care by class teacher based on AfL and needs of the group of children coming together.</p> <p>Regular line management meetings with LSA's responsible for intervention programmes and Maths MLT team with ample time set aside for the resourcing and preparation of the programme.</p> <p>Clear communication with families of children involved with follow-up maths games sent home to be played with families.</p> <p>Monitoring attendance of those older children who will be arriving in school early x3 a week and following up any absence rapidly to ensure that no learning time is wasted.</p>	<p>Maths MLT team</p> <p>Judith Oldfield (Success@Arithmetic lead)</p> <p>Anita Ball (1<sup>st</sup> Class @ Number lead)</p>	
<p>C Specific support for children in EYFS and Year 1 and their families to support engagement with learning from the outset of their time in school.</p>	<p>A number of children starting in EYFS have significant delay in speech and language. Following the completion of the baselines and identification of those children who will benefit from it, there will be a S&amp;L intervention. The school has applied for the Nuffield Early Language Intervention (NELI) and waiting to hear if we have been successful in this. If unsuccessful, the school will consider what programmes that exist in school will be delivered by the existing EYFS team/s.</p> <p>Engagement with families of disadvantaged children from the outset of their time in school – ensuring that families attend learning review meetings and are supported to engage in their children's learning beyond the school.</p> <p>Families provided with additional picture books to build a</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. Our vision as a school centers on working in partnership with families and developing relationships to support them.</p>	<p>Ongoing discussion between members of the EYFS and Y1 teams in relation to children who are disadvantaged - -careful monitoring of attendance -monitoring of engagement with reading / phonics support beyond school   -ensuring families attendance at learning review meetings etc.</p> <p>Early identification of children who would benefit from S&amp;L intervention and identification of most appropriate programme, associated staff training etc. Should have been identified by Dec 2020 with plan to deliver from January 2021. EYFS</p>	<p>EYFS lead and Y1 team</p>	
<b>Total budgeted cost</b>					£10,886

<p>D) Those children who have missed key learning opportunities during lockdown or as a result of self-isolating will rapidly have their needs identified and personalised provision put into place to support them to make accelerated progress.</p>	<p>Forest School Nurture Group Eight after school Forest School sessions for 8 PP children from KS2 to spend time outdoors engaging in forest school sessions (Jan and Feb 2021) £1320</p> <p>Emotional Literacy Support Assistant time x3 hours a week of ELSA time for those PP children in Y4 (due to restricted movement between bubbles) in 12 week programmes £1023</p> <p>Enrichment opportunities for PP families, including: residential visits, school trips, extra-curricular activities, holiday clubs etc. £1660</p> <p>Full time LSA + Afternoons only LSA appointed to ensure that each year group has a full time LSA (driven partly through Covid restrictions) in their classroom to enable teachers to work flexibly to ensure that every PP child receives the maximum amount of personalised learning opportunities identified through AfL. £18,016</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</p>	<p>At Fishbourne Primary we know that each of our children is unique and will have different needs to be met, particularly after the period of lockdown. We know that it is especially important at this time that the High Quality First Teaching in the classroom is dynamic and responsive to the changing needs of the cohort. It is essential, for teachers to meet the changing needs of their class effectively and for them to have sufficient adult support in the classroom to do so.</p>	<p>Class teachers to attend 25% of the forest school nurture sessions to see their children learning in the outdoor environment and to connect with them. Baseline assessment to be carried out by Chichester Forest School and a final assessment carried out.</p> <p>ELSA to receive supervision from the Educational Psychology team.</p> <p>Daily planning meeting in classroom teams from 830 – 840 to outline the specific plan for the day and reflections between 315-330</p> <p>Personalised learning opportunities are 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 catching up. This catch-up time may be organised differently each week and should include different groups of children as needed. We keep 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>LR 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>Termly</p>
<b>Total budgeted cost</b>					£22, 719
<b>Overall Project Cost of 2019/20 Pupil Premium Strategy</b>					£33, 605

## Expenditure:

Carry Forward PP @ 31/8/20	£ 10,041.53
PP Grant 7/12ths of 20/21 (Sept 20-Mar 21)	£ 16,415.00
PP Grant 5/12ths of 21/22 (April 21-Aug 21)*	£ 12,285.41
PP to spend in 20/21 Academic Year	£ 38,741.94
Total Actual PP Expenditure	£ 30,951.77
<b>Balance to allocate in 2021/2022</b>	<b>£7,790.17</b>

NB) The underspend was the result of some of the strategies that had been planned not taking place – for example the limited ELSA support work as a result of the member of staff needing to self-isolate. The balance to allocate in 2021/2022 will support the PP Strategy Statement planned.

### 5. Review of expenditure –

- 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 the interventions listed in the strategy were able to continue throughout the academic year despite the challenges of the school operating in bubbles and periods of closure. Reading continued to have a high level of focus throughout this period of time with Book Talk groups taking place via Zoom during Lockdown for those children in Y4/5 in intervention groups. 21 children in total attended Book Talk groups throughout the academic year in two groups, both of which included children in receipt of PP funding. All children engaged well within the groups, benefiting from their voice being heard and targeted questioning. All children pursued their own reading in their own time and making strong progress through the year.

The average increase in point score of the NFER Reading Test taken in Sep 20 (for the end of the previous academic year) and July 21 (for the current academic year) of those children involved in the Book Talk groups was:

Year 4: 11 children APS Sep 2020: 93.5 APS July 2021: 102.2 Difference: <b>+8.7</b>	Year 5: 10 children APS Sep 2020: 89 APS July 2021: 97.2 Difference: <b>+8.2</b>
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The library champion continued her work throughout the academic year with regularly changing themes in the library to inspire the children's interest in books and the Fishbourne Reads newsletter continued to be published, with children contributing reviews. Although Sophy Henn was unable to visit in person, she joined us for whole school assemblies, wrote the children letters and made films for the children throughout the year. We look forward to her return in 21/22.

End of year assessments showed that in all year groups, reading was the area of the curriculum least impacted by the lockdowns and in which those children in receipt of Pupil Premium funding APS was most in line with that of non-PP children.

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

Two year groups benefited from the First Class in No. and Success in Arithmetic during the course of the year although both were disrupted through lockdowns, with the Y5 group being most disrupted due to bubbles being impacted by covid. Class teachers reported seeing increased confidence and engagement of those children involved.

The average increase in point score of the NFER Maths taken in Sep 20 (for the end of the previous academic year) and July 21 (for the current academic year) of those children involved in the Maths intervention in Y5 was:

Year 5: APS Sep 2020: 98.75 APS July 2021: 99.75 Difference: <b>+1</b>
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**C) Specific support for children in EYFS and Year 1 and their families to support engagement with learning from the outset of their time in school.**

None of the children in EYFS were flagged up in the NELI Speech and Language screening and, as a result, the resources that had been allocated for this were diverted into providing those two children in receipt of PP funding in EYFS with a collection of picture books to be shared at home. These families met with the class teacher to talk about how these books could be used at home and engagement between parent and child was actively supported and encouraged.

80% of the EYFS class met expectations in reading as a result of high levels of engagement between school and home. Of the two PP children, one of them achieved a good level of development in reading, the other made strong progress from his personal starting point.

**D) Those children who have missed key learning opportunities during lockdown or as a result of self-isolating will rapidly have their needs identified and personalised provision put into place to support them to make accelerated progress.**

The personalisation of learning and giving key members of staff time to be able to work individually and in small groups with those children most impacted by lockdown was a core strategy in our Covid Catch Up Premium (see separate document). Personalisation of learning was supported by all teachers having a full time LSA (in part to reduce movement between bubbles) and Closing the Gap meetings held every six weeks identified those children most in need of support. The introduction of 'personalisation time' by appointing a sports coach who leads PE sessions also enabled staff to target those children most in need of individualised support. The best use of this personalised provision time was discussed and children identified whose progress was tracked through their Learning Journals and Maths books. All staff reported that this time to specifically target those children who had missed key learning opportunities either as a result of lockdown or as a result of self-isolation were critical in ensuring children were able to make good progress from their personal starting points. Book Looks demonstrated that children who had been in receipt of this personalised provision made strong progress from their personal starting points and it was evident to see the impact of the personalisation on the resulting progress.

The impact of ELSA time was limited due to the key member of staff needing to self-isolate – however, as soon as this work could resume it did and those children involved in the 12 week sessions with the ELSA reported that this time was helpful.

The mentorship programme continued throughout the academic year despite restrictions with staff identifying creative ways in which to support their mentees which included: face to face meetings out on the school field, postcards sent home, short films uploaded to seesaw, phone calls home. The impact of the mentorship programme continues to be good with children reporting that they enjoy and benefit from this time.

The Forest School nurture groups were well attended by those children invited and the children engaged well with the sessions. They provided an important opportunity for staff and children to connect beyond the classroom and benefit from shared experiences beyond the classroom.

In summary, many of the planned activities for the Pupil Premium strategy 2020-2021 were restricted by the risk assessments attached to the Covid-19 pandemic. Where they were able to go ahead, staff and school were creative in terms of being able to work around members of staff moving between bubbles and making contact with children when they were learning from home.

