



# FISHWICK PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT



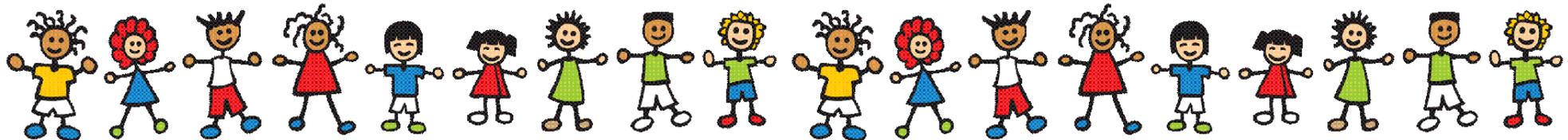
### 2019-2021

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. If a child has been eligible for free school meals (FSM) at any point over the past six years or has been looked after for one day or more (Child Looked After) the school receives an amount of money per child (see below).

Pupils in year groups reception to year 6 as recorded as Ever 6 FSM. £1,320

Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. £2,300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. £2,300



| 1. Summary information |                         |                                  |         |  |           |
|------------------------|-------------------------|----------------------------------|---------|--|-----------|
| School                 | Fishwick Primary School |                                  |         |  |           |
| Academic Year          | 2019 - 20               | Total Pupil Premium (PP) budget  | £74,980 | Date of most recent External PP review         | 3/3/15    |
| Total number of pupils | 117 +<br>Nursery        | Number of pupils eligible for PP | 52      | Date for next internal review of this strategy | July 2021 |

| 2. Current attainment (July 2019)                  |   |   |                  |
|--|---|---|------------------|
| END OF KEY STAGE 2                                 | Pupils eligible for PP<br>(School = 7 pupils) | Pupils not eligible for PP<br>(School = 2 pupils) | National Average |
| % Achieving at least expected in reading           | 57%   | 100%  | 79%              |
| % Achieving at least expected in writing (TA)      | 71%   | 100%  | 78%              |
| % Achieving at least expected in mathematics       | 71%   | 100%  | 79%              |
| % Achieving at least expected in R, W & M combined | 57%   | 100%  | 65%              |
| Progress score in reading                          | -0.78   | -1.17   | 0.03             |
| Progress score in writing                          | 2.95  | 4.53  | 0.03             |
| Progress score in mathematics                      | 1.55  | 3.22  | 0.03             |
| Average scaled score in reading                    | 99.0  | 104.0   | 104.4            |
| Average scaled score in mathematics                | 105.8   | 109   | 105              |



| Barriers to future attainment (for pupils eligible for PP, including high ability) |                           |  |
|--|---------------------------|--|
|  | <b>In school Barriers</b> |  |
| A.   | Academic                  | English and Maths skills to target those below age related expected standards.                               |
| B.   | Academic                  | Learning behaviours to ensure rapid progress in all areas of the curriculum. Lack of resilience to learning. |
| C.   | Well Being                | Children not able to concentrate in class.   |
|  | <b>External Barriers</b>  |  |
| D.   | Well Being                | Low Self-esteem. Social and emotional wellbeing  |
| E.   | Enrichment and engagement | Parent engagement and deprivation of opportunity   |

| 3. Planned expenditure   |   |   |   |            |                   |
|--|---|---|---|------------|-------------------|
| Academic year  | 2019 – 2021   |   |   |            |                   |
| i. Academic  |   |   |   |            |                   |
| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?                   | Staff lead | Cost              |
| Continue to diminish the difference between PP and non-PP students in progress and attainment. | Targeting children, through Pupil Progress Meetings, to identify gaps in learning. This will inform planning (3 x year)<br>Use of Target Tracker to track core subjects (3 x Year)<br>Support interventions that need to be delivered by the TA or Teacher. | At the end of each Year gaps to be closing between PP and non-PP children.  | Data<br>Pupil Progress meetings<br>Intervention               | VC / HG    | £17,399           |
| A wide range of teaching and learning behaviours to support progress.                          | This will be addressed through:<br>Skilled staff teach in arrange of engaging ways.<br>CPD focused on MHWB.<br>Pastoral Support for behaviour for learning  | Teachers/TA's to observe and share good practice across the school.<br>Teaching and learning to be observed as good or better (based on lesson observations, learning walks, work scrutiny, data).<br>PSW learning logs | Regular behaviour meetings<br>Data<br>Pupil Progress meetings | VC / HG    | £8,500            |
| Further improve communication and language skills  | Skilled support via; Wellcomm in Nursery.<br>Targeted SALT TA support.<br>EAL support via LCC and well trained TA<br>Staff CPD focused on vocabulary development.   | On entry the vast majority of disadvantaged pupils have communication and language skills that are significantly below those typical for their age.   | Half termly assessments                                       | VC / HG    | £22,245           |
| <b>Total budgeted cost</b>   |   |   |   |            | <b>£48,144.00</b> |

| <b>ii. Wellbeing</b>  |   |   |   |                   |                   |
|---|---|---|---|-------------------|-------------------|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>    | <b>Staff lead</b> | <b>Cost</b>       |
| Children are able to concentrate in class and are ready to learn.                 | Targeted support via;<br>School counsellor<br>Pastoral Support Worker<br>Pastoral Support Assistant<br>Free breakfast club                                    | Many of our disadvantaged pupils need support with their emotional, social and mental health needs to enable them to be ready to learn.   | Behaviour meetings<br>Data<br>Pupil Progress meetings | JD                | £25,198           |
| Children to have improved mental health and well-being.                           | Develop Emotion Coaching as a whole school approach to support emotional regulation.<br>Embed new PSHE curriculum.  |   | Curriculum Committee<br>PSHE SL monitoring            | VC / KK           | £4,000            |
| To promote a support network for the most vulnerable children and their families. | Family Support Worker offering;<br>Parenting support<br>Debt management<br>Accessing universal services<br>Timely CAF / TAF<br>Mental Health and drug support | This has been a pivotal role in our school since implementation and has impacted positively upon the targeted children and families. Vulnerable children and families were targeted well and the work carried out with them impacted positively upon the children's learning, social and emotional needs. | Family Support Worker<br>feedback                     | NM                | £12,544           |
| <b>Total budgeted cost</b>  |   |   |   |                   | <b>£41,742.00</b> |

| <b>iii. Enrichment and Engagement</b>   |  |  |  |                   |                   |
|---|--|--|--|-------------------|-------------------|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>Cost</b>       |
| Continue to increase the attendance of our PP pupils so that it is in line with the minimum 96% target and reduce incidence of PA | Subsidised breakfast club<br>Termly traffic light letters and meetings with 'at risk' children.<br>Home visits / support.<br>PAST involvement if required. | Attendance is slightly below minimum expectation and although this is an improving picture it is something we are keen to continue improving.<br>Majority of children who hit P.A levels are PP. | Half termly attendance reviews.                    | NM                | £3,443            |
| Raise aspiration, motivation and engagement.<br>Improve behaviour.<br>Give a purpose and support academic studies.                | Curriculum enrichment trips, visits, theatre productions, workshops, author visits and after school clubs subsidised to ensure access for all pupils.      | Tackling the poverty of opportunity.   | Behaviour meetings<br>Enrichment tracking          | VC                | £8,000            |
| <b>Total budgeted cost</b>  |  |  |  |                   | <b>£11,443.00</b> |

**When will you review implementation?**

Pupil Premium Strategy is reviewed termly by SLT and annually at Curriculum Committee Meetings as part of the School Improvement Cycle

#### 4. Review of expenditure 2018/19

PP Budget Allocation      £91,289

How was the money spent?

Maintaining small classes to enable individualised and small group teaching to ensure good or better progress in English and Maths.

Booster interventions for Y6.

School counsellor 1 day per week.

Behaviour support.

School uniform for some families in need.

Staffing Food Market

GHIST – outreach behaviour support

Staffing breakfast club and on door bagel provision to encourage attendance, punctuality and a healthy, happy start to the day.

Providing fruit for all children as a healthy mid-morning snack.

Maintaining the 'Family Zone' with a full time Family Support Worker.

Curriculum enrichment trips, visits, theatre productions, workshops, author visits and after school clubs.

#### i. Academic Outcomes

##### See Section 2

Outcomes for children at the end of KS2 are broadly in line with National average in all areas other than GD in reading.

##### Year 6 Points Progress (target 6.0)

|         | Pupils eligible for PP (7 pupils) |
|---------|-----------------------------------|
| Reading | 7.0                               |
| Writing | 8.8                               |
| Maths   | 6.6                               |

#### ii. Wellbeing Outcomes

Behaviour support and counselor have increased pupils' ability to focus during lessons.

Family support worker has helped to improve home circumstances for many families

Subsidised breakfast club has supported attendance and ensured a filling breakfast for all who attend.

#### iii. Enrichment and Engagement Outcomes

Family support worker has helped to improve parental engagement

Curriculum enrichment has helped to raise aspiration, motivation and engagement and given a purpose and support academic studies.

Attendance has improved from 95.6% in 2015/16 to 95.7% in 2016/17, 95.7% in 2017/18 and 96.4% 2018/19- this is with the significant rise in numbers on roll.

#### 5. Additional detail

Further details relating to Pupil Premium can be found on the school website (accessed at: <http://www.fishwick.lancs.sch.uk> )