

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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.

## School overview

Detail	Data
School name	FISHTOFT ACADEMY
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that your current pupil premium strategy plan covers	YEAR 1 2024-2027
Date this statement was published	SEPTEMBER 24
Date on which it will be reviewed	DECEMBER 24
Statement authorised by	C.EARLY
Pupil premium lead	C.EARLY
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,711
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,711

# Part A: Pupil premium strategy plan

## Statement of intent

Fishtoft Academy is committed to spending Pupil Premium funding in order to close the attainment gap for disadvantaged learners. We have a clear rationale that the best place to meet the needs of all pupils is through our quality first classroom offer.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. Nevertheless, when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. As a result, we will allocate the Pupil Premium funding to support any pupil, or groups of pupils, that the Academy has identified as being socially disadvantaged or in need of additional support.

Initiatives primarily designed to impact on PP children are therefore open to all children who are deemed to have the same need. In addition to direct spending on PP children, much of this spending will also directly or indirectly impact positively across the whole Academy.

When planning Pupil Premium spending, the Academy aims to ensure that our provision closely matches the needs of our pupil premium children. These needs are varied and so the school adopts a range of strategies to address these. Regular reviews of impact ensure that provision changes to meet the changing needs of pupil premium children across the Academy.

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Interventions across the school are streamlined to those which have been proven to have the most impact; though the main aim is for learners to 'keep up' not 'catch up'.

The Key Principles of our plan are based around:

- Good teaching practice
- Staff Development
- Exploration of evidenced-based summaries to inform the best use of funding
- Accelerate progress so that children reach and exceed expectations

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff.
- Emphasise relationship-building, both with appropriate adults and with their peers
- Raise aspirations through access to high-quality educational experiences

- An emotionally-intelligent approach to the setting of clear behaviour boundaries
- Positive reinforcement
- Building self-esteem
- Learning support (both one to one and in small groups) led by Teacher and TA
- Enrichment activities that offer children the opportunity to develop talents and raise their aspirations.
- Provide appropriate pastoral care to support pupils in their emotional and social development.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral Language and Communication: Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language skills and breadth of vocabulary continue to be a concern across the school. This can impact on chn's ability to access early Phonics and reading skills.
2	Deficit of language and vocabulary which impacts on chn's engagement with books, and the ability of developing reading skills effectively. Deficit of PP chn having access to a range of high-quality reading materials to promote the love of Reading
3	Word Reading & Comprehension: Not enough children leave EYFS being able to decode to an age-appropriate standard. Moving into KS1, they are not fluent enough at reading to be able to comprehend the texts read and this in turn impacts upon their ability to write.
4	Language and vocabulary deficit impacts on chn's confidence within writing (links to the gap within reading)
5	Gap in the experiences of PP chn in the wider world with non-PP chn, which can impact on aspiration, self-esteem and confidence. Their emotional readiness for learning can be a barrier to their progress.
6	Attendance of disadvantaged pupils compared with non-disadvantaged.
7	Number Sense: Pupils eligible for PP do not have a sound knowledge of place value and the number system (number fluency) to be able to calculate efficiently and accurately or reason and problem-solve as they move through the school. This can prove to be a barrier when children reach the later stages of Primary.

## 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
Pupils entering EYFS make accelerated progress from their starting points – especially in communication & language	% of PP chn achieving GLD compared to non-PP chn closes Greater % of PP chn achieve ELG in communication & language
Work collaboratively with families to ensure that PP chn attend school regularly. Engage parents to understand the importance of education. Support parents in supporting chn with school work and life	Attendance of PP chn is in line with National (96%) Decrease in PP chn being classed as PA Attendance of parents at Parents Eve, Curriculum Evenings
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Achieve national average progress scores in KS2 Reading, Writing, Maths Gap between attainment of non-pp with pp chn has closed.
Ensure disadvantaged chn receive a rich and broad curriculum, which is aspirational and challenging	Chn's engagement with wider curriculum, Sports Clubs increased Positive attitudes to learning (pupil Voice, Interviews) Trips, Visits, Visitors logged/feedback received. Increase/sustained push on exploring wider opportunities for PP chn (initiatives, trips out, industry links etc.)

## 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: £2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged children achieve in line with non-disadvantaged children in phonics. All staff, inc. TAs to receive relevant training on Phonic teaching &amp; delivery Focus on early language and vocabulary acquisition in EYFS <b>CPD: £1000</b></p>	<p>Communication and Language Approaches</p> <p>Oral Language Interventions</p> <p>Phonics</p> <p>Effective Professional Development Guidance Report</p> <p><a href="#">EY-peer-to-peer-search-protocol.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p>	<p>1 3 2</p>
<p>CPD for staff on effective formative and summative assessment – to identify gaps quickly. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils <b>CPD: £500</b></p>	<p>Feedback Toolkit</p> <p>“Teacher Feedback To Improve Pupils Learning”</p> <p><b>Feedback Approaches and educational attainment in children and young people</b> <b>The impact of Feedback on student attainment: a systematic review</b> <b>Published:</b> August 2021 Authors: Mark Newman, Irene Kwan, and Karen Schucan Bird (EPPI-Centre, UCL Institute of Education); Hui-Teng Hoo (Nanyang Technological University, Singapore)</p> <p>Effective Professional Development Guidance Report</p>	<p>1 2 3</p>
<p>Continued training support for ECT teachers <b>CPD: £1000</b></p>	<p>Effective Professional Development Guidance Report</p>	<p>1 2 3 4 5</p>

Maintain three-class structure of the Academy. This will allow the maintenance of appropriate numbers in Key Stage Specific Classrooms, to help QFT.		1 2 3 4 7
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £48,504.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is a consistent approach to teaching & assessing writing across the school <b>Spelling Shed: £31.68</b> <b>Literacy Shed Plus:</b>	Feedback Toolkit	4
Ensure consistent and robust approach to Guided Reading and Reading for Pleasure <b>Big Cat Digital Books: £520.50</b>	Oral Language Interventions Toolkit  Phonics Toolkit <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	3 4
Targeted support for chn using QFT & targeted interventions (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils <b>TA support staff: £41,237.68 (inc. targeted intervention)</b> <b>PiXL Assessment Package - £786.24</b> <b>INSIGHT - £85.89</b> <b>Tapestry - £33</b> <b>Provision Map: £481.80</b> <b>T&amp;L Standards Lead: £5327.96</b>	Making Best Use of Teaching Assistants  EEF Guidance toolkit <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1 3 4

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

**Budgeted cost: £10,546.61**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free access to Breakfast &amp; Afterschool Club. Use of EWO Team to ensure that families with poor attendance are supported effectively. Use of Central Team Pastoral support to engage families.</p> <p><b>Central Team costs: £2728.88</b> <b>Inclusion Strategic Lead: £6843.76</b></p>	<p><b>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</b> Published September 2019 Authors: Nick Axford<sup>1</sup>, Vashti Berry<sup>2</sup>, Jenny Lloyd<sup>2</sup>, Darren Moore<sup>2</sup>, Morwenna Rogers<sup>2</sup>, Alison Hurst<sup>2</sup>, Kelly Blockley<sup>1</sup>, Hannah Durkin<sup>2</sup> and Jacqueline Minton<sup>2</sup> <sup>1</sup> University of Plymouth <sup>2</sup> University of Exeter</p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloud-front.net)</a> <a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2</p>
<p>Disadvantaged chn to have funded trips and visits places. To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP chn to online learning platforms</p> <p><b>LBQ Devices - £125.40</b> <b>Carrot Rewards: £205.33</b> <b>TT Rockstars: £83.56</b> <b>Jigsaw PSHE/RE: £559.68</b></p>	<p>Improving School behaviour EEF Guidance Report</p> <p><b>Behaviour</b> <b>Improving Behaviour in Schools: Evidence Review</b> <b>Published:</b> December 2019 Authors: Darren Moore<sup>1</sup>, Simon Benham-Clarke<sup>2</sup>, Ralph Kenchington<sup>2</sup>, Chris Boyle<sup>1</sup>, Tamsin Ford<sup>2</sup>, Rachel Hayes<sup>2</sup> and Morwenna Rogers<sup>2</sup>, Jacqueline Minton<sup>2</sup> <sup>1</sup> Graduate School of Education, University of Exeter <sup>2</sup> University of Exeter Medical School</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 5</p>

**Total budgeted cost: £61,551.36**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### JULY TERM REVIEW 2023/24:

#### DATA ANALYSIS:

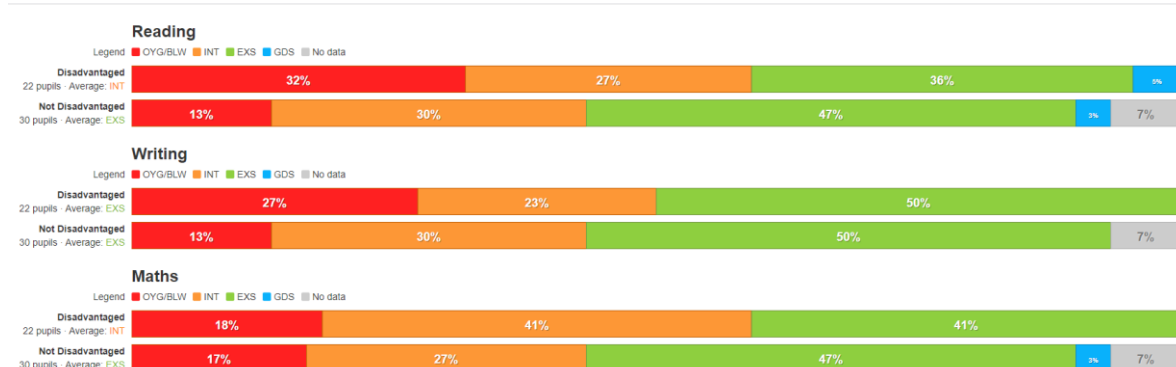
PHONICS: 29% PP chn passed PSC check (2 chn). Of the 5 chn who didn't pass. 3 are on SALT intervention programmes and 1 is on the SEND register.

100% of PP chn passed the PSC by the end of Y2 (3/3)

#### WHOLE SCHOOL COMPARISON:

#### Y1,2,3,4,5:

(nb: 2 chn joined at the end of term after the last data collection)



Across the school, PP chn closed the gap on Non-PP chn in terms of outcomes.

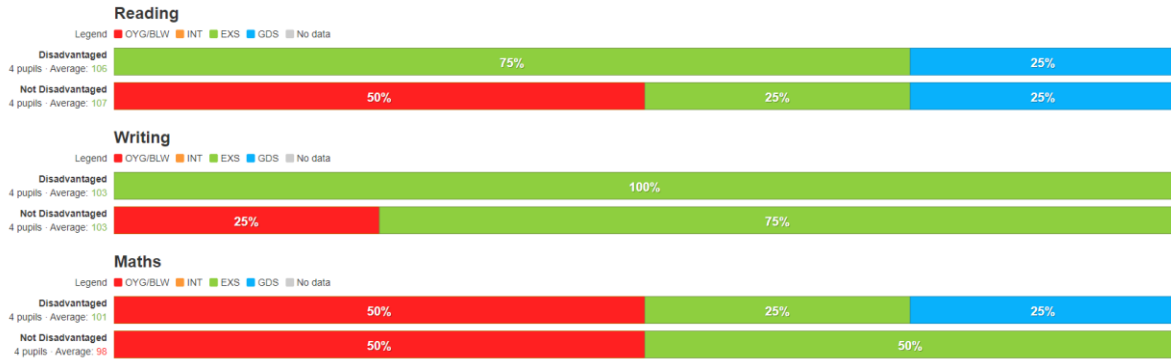
Reading still has some work, with 41% of PP chn being at the EXS level within their year groups compared to 50% non-PP.

Writing and Maths again remain close, with 82% of PP chn accessing age-appropriate curriculum compared to 83% non-PP. The focus moving forward on the school's strategy will involve targeting these chn in the WTS category for the final push to be EXS.

EYFS: 1/3 chn achieved GLD at the end of EYFS.



**END OF KS2 OUTCOMES:**



PP chn performed well compared to non-PP chn in end of KS2 outcomes.

100% of PP chn achieved EXS and above in Reading 7 Writing and 50% in Maths.

Moving forward, the school will continue with its strategy towards early reading, and oracy/vocabulary, as well as focusing on Maths. (This will form part of a large push on the ADP across the whole school).

**Girls V Boys:**



**NTP Funded Chn:**

100% of chn targeted for Y2 Phonic resit achieved the pass mark.

100% of chn targeted for Reading in Y6 achieved EXS and above in the KS2 SATs.

67% of chn targeted for Maths in Y6 achieved EXS and above in the KS2 SATs.

100% of Y3 chn targeted in Maths achieved EXS for the Y3 Maths curriculum by the end of the year.

71% of the chn targeted in Y2 Maths achieved EXS and above by the end of the year.

**WIDER EXPERIENCES:**

Uniform Purchased: 3% (1/33)

Help funding Trips/Activities: 58% (19/33)

Breakfast & Afterschool Club provided/funded: 52% (17/33)

Afterschool Club Attended: 45% (15/33)

Received Targeted Intervention: 76% (25/33)

Targeted support from FSW: 42% (14/33)

**ATTENDANCE:**

YTD: 94.57%

PA: 11.59%

FSM chn: 92.53% (PP: 93.96%)

Rigorous and transparent approach to attendance has resulted in positive movements in overall attendance.

Attendance for 23/24 is considerably higher than the attendance for 22/23, which shows the strategies and work being done with families is having a positive impact. The gap between attendance of PP chn and non-PP chn has closed.

Work around making attendance a whole school approach, use of the FSW and Inclusion Lead for early identification, intervention and support, positive SAP panels – have all had a positive impact on attendance overall.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*