

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	62
Proportion (%) of pupil premium eligible pupils	48% (30)
Academic year/years that your current pupil premium strategy plan covers	YEAR 2 2024-2027
Date this statement was published	SEPTEMBER 25
Date on which it will be reviewed	DECEMBER 25
Statement authorised by	C.EARLY
Pupil premium lead	C.EARLY
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,987
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,987

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.</p> <p>All staff, inc. TAs to receive relevant training on Phonic teaching & delivery</p> <p>Focus on early language and vocabulary acquisition in EYFS</p> <p>CPD: £1000</p>	<p>Communication and Language Approaches</p> <p>Oral Language Interventions</p> <p>Phonics</p> <p>Effective Professional Development Guidance Report</p> <p>EY-peer-to-peer-search-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p> <p>3</p> <p>2</p>
<p>CPD for staff on effective formative and summative assessment – to identify gaps quickly.</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>CPD: £500</p>	<p>Feedback Toolkit</p> <p>“Teacher Feedback To Improve Pupils Learning”</p> <p>Feedback Approaches and educational attainment in children and young people</p> <p>The impact of Feedback on student attainment: a systematic review</p> <p>Published: August 2021</p> <p>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</p> <p>2</p> <p>3</p>
<p>Continued training support for ECT teachers</p> <p>CPD: £1000</p>	<p>Effective Professional Development Guidance Report</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>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: £55,252.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is a consistent approach to teaching & assessing writing across the school Spelling Shed: £44.16 Literacy Shed Plus: £79.80	Feedback Toolkit	4
Ensure consistent and robust approach to Guided Reading and Reading for Pleasure Boom Reader: £63.24	Oral Language Interventions Toolkit Phonics Toolkit Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	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 TA support staff: £50,133 (inc. targeted intervention) PiXL Assessment Package - £976 INSIGHT - £119.64 Tapestry - £39.60 Provision Map: £475.25 T&L Standards Lead: £3321.60	Making Best Use of Teaching Assistants EEF Guidance toolkit Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1 3 4

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

Budgeted cost: £8094.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free access to Breakfast & 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>Central Team costs: £1294.27 Inclusion Strategic Lead: £4111.68 Breakfast Club: £1146.96</p>	<p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice Published September 2019 Authors: Nick Axford¹, Vashti Berry², Jenny Lloyd², Darren Moore², Morwenna Rogers², Alison Hurst², Kelly Blockley¹, Hannah Durkin² and Jacqueline Minton² ¹ University of Plymouth ² University of Exeter</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloud-front.net) Magic Breakfast EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</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>LBQ Licence - £273.60 Carrot Rewards: £511.20 TT Rockstars: £70.08 Jigsaw PSHE/RE: £686.88</p>	<p>Improving School behaviour EEF Guidance Report</p> <p>Behaviour Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹, Simon Benham-Clarke², Ralph Kenchington², Chris Boyle¹, Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton² ¹ Graduate School of Education, University of Exeter ² University of Exeter Medical School</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2 5</p>

Total budgeted cost: £65,846.96

Part B: Review of outcomes in the previous academic year

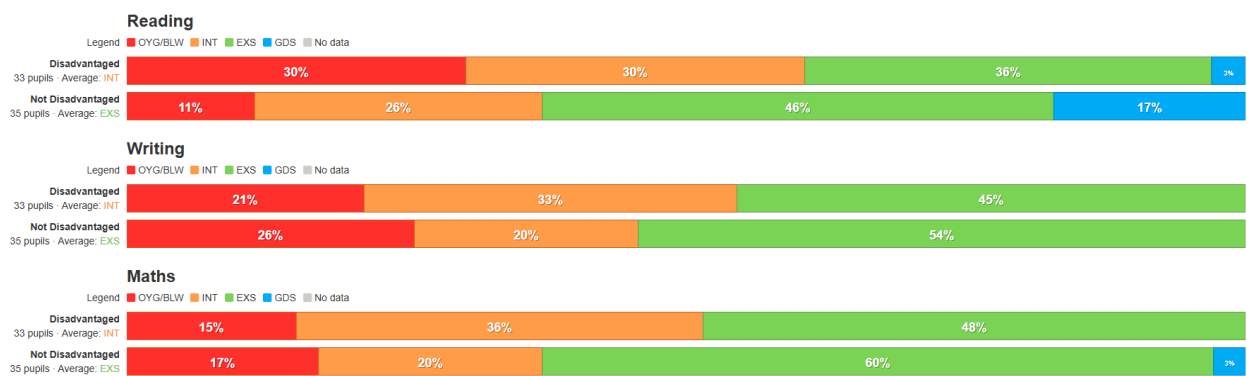
Pupil premium strategy outcomes

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

JULY TERM REVIEW 2024/25:

DATA ANALYSIS:

WHOLE SCHOOL COMPARISON:



In Reading there is a larger gap between PP chn vs Non-PP chn performance, where across the other subjects, the gap is close albeit with Non-PP chn still performing slightly better. Through various activities in adapting the curriculum to meet the needs of children, and the addition of school Library with quality texts, children are being exposed to more opportunities to read, and the school continues to bridge the gap for PP chn where reading is less likely to be heard at home.

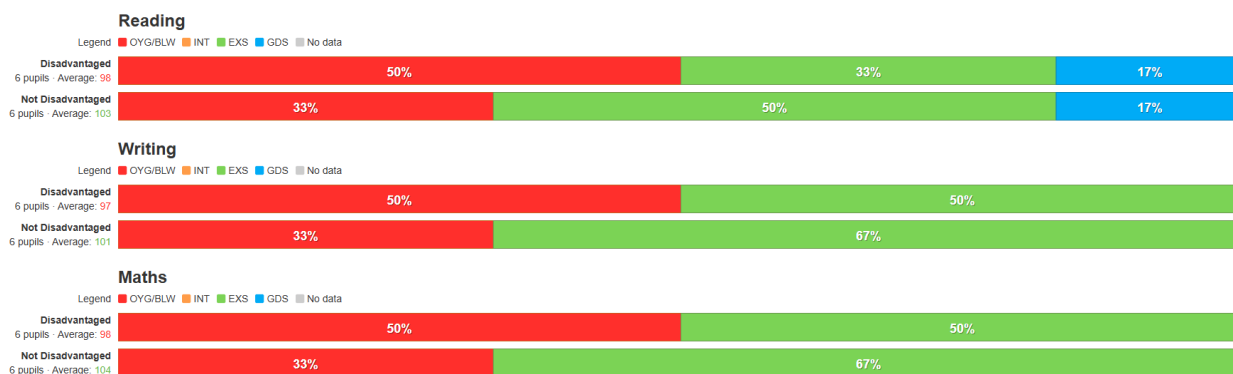
Introduction of Breakfast Yoga Club and After School Activity Club means that PP chn in particular have a good start to the day and opportunities for activities at the end of the day.

PHONICS:

1/4 PP chn passed the PSC in Y1

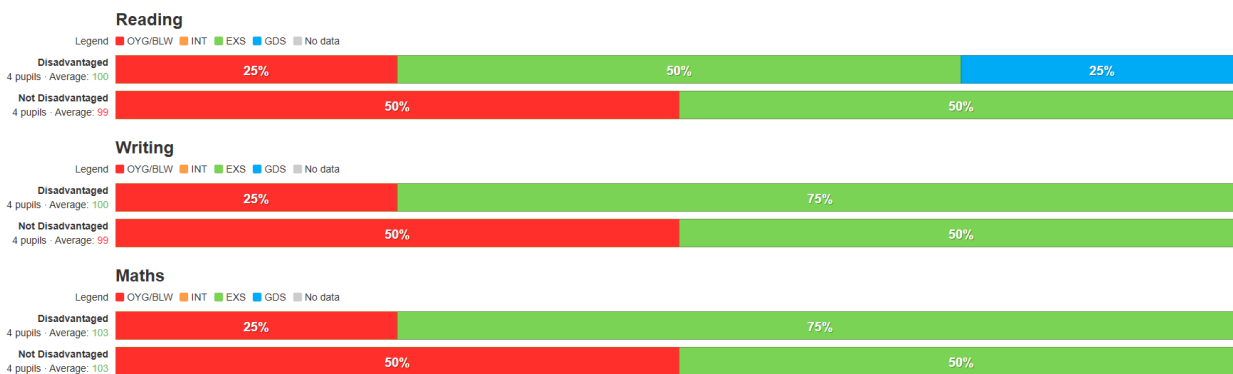
6/10 PP chn passed the Phonics Screening in Y2. Of the 4 chn who didn't pass, 3 were SEN with 1 profound funding. 1 was a mid-year admission.

END OF KS2 OUTCOMES:



3/6 PP chn achieved EXS across all subjects at the end of KS2. Of the 2 who didn't achieve this, 1 was a mid-year admission into Y5 and 2 were SEN.

Boys:



PP boys have performed very well in relation to non-PP boys at the end of KS2. (There is only a small sample size of chn to look at regarding this.)

WIDER EXPERIENCES:

Uniform Purchased: 4/31

Help funding Trips/Activities: 20/31

Breakfast & Afterschool Club provided/funded: 22/31

Afterschool Club Attended: 9/31

Targeted support from FSW: 28/31

ATTENDANCE:

Overall School: 95.96% PA: 8.82%

PP chn: 95.95%

FSM chn: 95.54%

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

Attendance for 24/25 is higher than the attendance for 23/24, 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 SASM panels – have all had a positive impact on attendance overall.

The school's emphasis on looking at the wider support opportunities and not just focusing on academic outcomes, has reaped the rewards – with an increase in PP attendance and decrease in PP PA. Early identification and Pastoral Support provided by the FSW has also helped many children when they're in school, remain and be happy.

This, alongside the targeted academic strategies, has meant that PP chn on the whole across the school have performed well alongside their non-pp peers.

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.