

Pupil Premium Strategy Statement: Fishtoft Academy

| 1. Summary Information | | | | | |
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| School | Fishtoft Academy | | | | |
| Academic year | 2017/2018 | Total PP budget: £34,320 | Total spend: £33,983 | Date of most recent pp review | Sept 2017 |
| Total number of pupils | 61 | Total number of pupils eligible for PP | 24 | Date for next internal review of this strategy | July 2018 |

| 2. Current Attainment – Summer term 2017 Data | | | |
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| | | Pupils eligible for PP % | Non PP |
| Year 6 SATs | % achieving at or above in reading, writing and maths | 0 | 42 |
| | % achieving at or above in reading | 0 | 67 |
| | % achieving at or above in writing | 100 | 67 |
| | % achieving at or above in maths | 100 | 83 |
| Year 2 SATs | % achieving at or above in reading | 100 | 83 |
| | % achieving at or above in writing | 0 | 67 |
| | % achieving at or above in maths | 0 | 67 |
| Year 1 Phonics | Passing the phonics screening check | 100 | 100 |
| EYFS | Achieving a good level of development | 0 | 100 |
| 3. -Barriers to future attainment (for pupils eligible for PP including high ability) | | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | |
| A | For some pupils eligible for pupil premium (65 %), their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment) These children have support from TAC and/or social care/ pastoral support | | |
| B | 17 % of pupils eligible for PP are also EAL, some of which are new into the country. The majority of the pupils’ parents have very limited English, often two different languages spoken in the home. All of these pupils have parents who do not speak any English at home so the only opportunity they have to rehearse the language is at school. | | |
| C | 50% of PP are also on the SEN register. | | |

| 4. External barriers (issues which also require action outside school such as low attendance rates) | |
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| A | Attendance – 4 % of the children eligible for PP are PA, (one child with medical needs). EWO involvement to reduce this figure if further absence occurs. |

| 5. Desired Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success Criteria</i> |
| A | Improved oral language within Early Years and KS1 | <ul style="list-style-type: none"> Pupils are more able to access learning and make progress in line with non PP pupils. |
| B | Improved maths attainment and progress rates | Pupils eligible for PP make as much progress as ‘other’ pupils across Y1 to Y6 in reading, writing and maths. This will be measured by teacher assessments and moderated across the federation of 7 schools. Increased number of PP children working within age related expectations. |
| C | Improved writing attainment and progress rates | |
| D | Improved reading attainment and progress rates | |
| E | Attendance – increased attendance. Reduction in PA. | Identified PP children have a similar attendance rate as all other children (96.7%) |

| 6. Planned Expenditure | | | | | | |
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| Academic Year | 2017/2018 | | | | | |
| Improving classroom pedagogy, provide targeted support and support whole school strategies using PP | | | | | | |
| i. Quality of teaching for all | | | | | | |
| Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is well implemented | Staff Lead | Date of reviewing implementation | Cost |
| A. Pupil's mental maths fluency is improved. | Times tables challenges to ensure children learn multiplication and division facts up to 12x12. | Pupil's ability to retain multiplication facts and the corresponding division facts. This has been identified through pupil progress meetings across the school. Develop mental maths fluency. | Times Tables – Rock Stars ICT program that can be used in school and at home – quick-fire multiplication games. Differentiated levels/games. | Maths Lead | Jan 2018 | Times Tables Rock Stars licenses £50 Time £1000 (supply cover) |
| B. Improved progress in reading | Use of guided reading to enhance reading stamina, improve comprehension including higher order reading skills of inference and deduction. To have high expectations and teach to age related | Both good and struggling readers benefit from guided reading. Whole group instruction has its place in literacy programs, but there are great benefits to pupils who are given the opportunity to have differentiated, teacher-led instruction in a | Staff training on Guided Reading – TB lead. Further resource guided reading – Connectors/ Fast Forward books. Target KS2 initially. Impact to be evaluated then plan for other year groups. | Eng. Lead | Jan 2018 | Staff training/ additional release time £800 Additional resources £3,000 |

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| | objectives. | small group setting. During small group reading instruction, the teacher's goal is to assist pupils in developing an understanding of what they are reading, but also to encourage pupils to apply reading strategies they will need to become independent readers. | | | | |
| C. Improved progress and attainment in Reading/Writing | <p>English Lead and teachers to work with the local Teaching School/s to moderate assessments/planning.</p> <p>English Lead to be an active member of the local English Hubs.</p> <p>English Lead to be part of a developing leadership scheme – through our local teaching school.</p> | <p>To ensure pitch and level of challenge is consistent across other schools.</p> <p>Group work-lead to challenge, drive and high expectations.</p> <p>To build leadership skills that drive standards of attainment and progress.</p> | <p>Pupil Progress Meetings Termly across the Academy.</p> <p>Cross School/external moderation reports.</p> | Eng. Lead | July 2018 | <p>Staff training</p> <p>Additional release time</p> <p>SLE costs - £1600</p> |
| D. Improved progress and attainment in mathematics | <p>Maths Lead and teachers to work with the local Teaching School/s to moderate</p> | <p>To ensure pitch and level of challenge is consistent across other</p> | <p>Pupil Progress Meetings Termly across the Academy.</p> | Maths Lead SLE Maths | Termly data analysed to measure impact of interventions | <p>Staff training</p> <p>Additional release time</p> <p>£1600</p> |

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| | assessments/planning. SLE to work alongside Maths Lead to ensure challenge is appropriate for different groups of learners; particularly PP children. | schools. To build leadership skills that drive standards of attainment and progress. | Cross School/external Moderation reports. | | | |
| Total budgeted cost | | | | | | £8050 |

| ii. Targeted support | | | | | | |
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| Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is well implemented | Staff Lead | Date of reviewing implementation | Cost |
| A Improved outcomes in phonics /speech and language | 1:1 and small group intervention delivery of Tell or Tier Phonics | Intervention in small groups for phonics allows the children to narrow the gap. | Termly analysis of phonics data | HoA | Termly data | Cover cost £500 phonics intervention |

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| | package | | Reading and writing assessment data EYFS data Drop in observations of phonics intervention sessions. | | | resources |
| B. Improved progress and attainment in mathematics through targeted intervention | Success@arithmetic - Number sense Years 3-5 | Success@Arithmetic in 1,500 schools: -They made an average Number Age gain of 15 months in 4 months (almost 4 times the expected progress) -92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. | Pupil Progress Meetings Termly across the Academy. Cross School/external Moderation reports. Drop in observations of maths intervention sessions. | Maths Lead Intervention Lead | Termly data analysed to measure impact of interventions | Staff training Additional release time £500 Success@arithmetic £1,500 |
| C. Improved progress in writing | Targeted writing interventions for pupils in receipt of PP Training for Teaching assistants on the use of | Talk for Writing, developed by Pie Corbett, supported by Julia Strong, is powerful because it is based on the principles of how children learn. It is powerful because it | Lesson observation drop ins show that time for Talk for Writing is built into lessons. Termly Assessments – | HoA | July 2018 However plan 1:1 after every pupil progress meeting. | Staff training Additional release time £500 Cost of resources £1000 |

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| | <p>colourful semantics/ Clued Up Grammar</p> <p>1:1 Tuition by Teacher (Y2,Y5,Y4, then 6)</p> | <p>enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version</p> | <p>pupil progress meetings. Internal and external moderations of pupils work.</p> <p>Track the impact of intervention eg Colourful Semantics</p> | | | |
| D. Improved progress in reading | <p>Targeted reading intervention through Connectors– Reciprocal Readers programme (KS2) and Fast Forward struggling reader programme.</p> | <p>Formal classroom trials of Connectors show children’s reading age leaping forward by an average of 9.1 months in just 12 weeks.</p> <p>Fast Forward, is a high interest, low levelled reading programme, developed to narrow the gap for reluctant or struggling readers. Created for children with an interest level of 7-12 years and a reading age of 5-9.5 years.</p> | <p>Termly Assessments – pupil progress meetings. Internal and external moderations of pupils work.</p> <p>Track intervention on the provision mapping impact tool.</p> | Literacy Lead Intervention Lead | July 2018 | Guided reading intervention books - £2,000 |
| E. Improved progress in | 1:1 Tuition by | Impact of 1:1 teaching support from previous | Termly Assessments – pupil progress | Maths Lead HoA | July 2018 | Cover costs/ Resources for |

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| mathematics 1:1 support for Y6 PP children. | Teacher (Y6) Targeted maths interventions/teaching | years. Systematic and explicit instruction using visual representations Modifying instruction based on data from formative assessment of students (such as classroom discussions or quizzes) Providing opportunities for students to think aloud while they work | meetings. Internal and external moderations of pupils work. Track the impact of intervention. | | However identify needs eg 1:1 after every pupil progress meeting. | intervention £500 1:1 teacher costs £5000 |
| F. Improved attainment in reading, writing and maths. | Easter School After School Booster Clubs & Summer School – Y6, then Y5 (Summer) offered | Narrowing the GAP – National benchmarks. | End 3f Key Stage Data. Uptake of extra interventions out of school hours. | | August 2018 | (£5,000 federated school) |
| Total budgeted cost | | | | | | £11,500 +£10,000 cost of TAs to deliver interventions across the core subjects = £21,500 |

| iii. Other approaches | | | | | | |
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| Desired Outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is well implemented | Staff Lead | Date of reviewing implementation | Cost |
| A.Improve overall Attendance figures. | Admin to monitor attendance figure. EWO to follow | We can't improve attainment for children if they aren't actually attending school. When children attend school | Working with admin, Trust's EWO and HJ, the HT will monitor attendance of identified PP children and | HofA EWO team | Jan 2018 | £1108 – Central costs which include Pastoral care for PP chn and EWO |

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| <p>B.Reduce the number of 'late' children.</p> <p>C.Reduce % of persistence absence.</p> | <p>legal proceedings for persistence absence.</p> <p>First day response provision by EWO Team.</p> <p>Reward good attendance – prize draws, certificates etc. Termly.</p> | <p>regularly without constant breaks, they make more progress.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>provide family support to overcome barriers to attending school.</p> | | | <p>support.</p> |
| <p>A. Emotional issues of pupils (65% of PP children) addressed through improving attentiveness, resilience and engagement.</p> | <p>Identify a targeted intervention for identified students.</p> <p>HT to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to building resilience.</p> | <p>Mental Health UK 2016: 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age.</p> <p>The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.</p> <p>Things that can help keep children and young people mentally well include:</p> <ul style="list-style-type: none"> • being in good physical | <p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour/emotional wellbeing translate into improved attainment.</p> <p>Staff training and support will ensure staff are well informed about how to support children in building emotional resilience can impact on learning and how they can help, including helping them to:</p> | <p>HoA Pastoral team eg MK</p> | <p>April 2018</p> | <p>£800 cost of specific behavior specialist – whole school training.</p> <p>(£1108 – Central costs which include Pastoral care for PP chn)</p> <p>Access to BOSS funding where appropriate.</p> |

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| | | <p>health, eating a balanced diet and getting regular exercise</p> <ul style="list-style-type: none"> • having time and the freedom to play, indoors and outdoors • being part of a family that gets along well most of the time • going to a school that looks after the wellbeing of all its pupils • taking part in local activities for young people. <p>By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011</p> | <ul style="list-style-type: none"> • feel loved, trusted, understood, valued and safe • be interested in life and having opportunities to enjoy themselves • be hopeful and optimistic • be able to learn and having opportunities to succeed • accept who they are and recognising what they are good at • have a sense of belonging in their family, school and community • feel they have some control over their own life <p>have the strength to cope when something is wrong (resilience) and the ability to solve problems.</p> | | | |
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| A.Inclusion – support PP families. | Provide support with school uniforms/school trips/breakfast club. | Children are in school well equipped to learn. | Track support when requested. Log attendance to breakfast club /engagement in lessons. | Hof A | July2018 | £2000 general costs (including Breakfast club costs for PP children) Funding swimming costs £525 |
| Total Budget Cost | | | | | | £4433 |
| 7. Review of expenditure | | | | | | |
| Previous academic year | 2016/2017 Total Budget £33,000 | | | | | |
| Aims of Spending | Detail | Lessons Learnt | | | | TOTAL COST |
| Pupils engaged in learning based on the new creative curriculum and making good progress | Clear planning and monitoring systems; including learning walks and regular pupil progress meetings based on data analysis | Lesson observations were seen to be good or better; children were engaged in the learning and the Cornerstones curriculum themes are engaging the children. Marking and feedback is seen to move the learning forward for individual children. In pupil interviews the children were able to talk about the marking and how it helps them to learn. | | | | £5000 |
| | | Reciprocal reading books bought and introduced in Summer 2017 to boost reading for meaning. | | | | £2800 |
| | | Behaviour training for all staff; focused on understanding individual learning needs and managing behaviour, (Beyond Behaviour) | | | | £624 |
| Improved progress for PP children in | Intervention needs identified | Progress is tracked termly and needs identified; pupil premium children are still underperforming in certain areas particularly in Years 4 and 5. | | | | £19,000 cost of TA's |

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| reading, writing and maths | and monitored for impact | The two children in Y2 that are PP are also SEN. One of these children achieved ARE for Y2 reading after focused support but the other didn't. GLD was not achieved for any of the PP children in EYFS. More robust monitoring will now be in place and needs identified earlier. | to deliver intervention |
| Improved outcomes in phonics. | TA took children on a 1:1 basis and small groups in Reception and Y1. | Phonics support was put into place for the Y1 PP children and all passed the phonics screening. Additional teacher employed to boost phonics support (3Xweeks for 3 days) | £1000 £750 |
| Targeted support for identified year 6 child to ensure progress in all subjects | An additional 1:1 teacher was employed to support a PP child in Y6 | The child achieved ARE for Writing and Maths after the quality first teaching and 1:1 support that was received. Unfortunately, ARE for reading was not achieved. The 1:1 teacher was not appointed until April 2017 after the HoA was recently appointed and identified the need for further support. After discussing the impact of the 1:1 support with the HoPD the needs of the current PP in Y6 will be identified earlier and support put in to place sooner (Jan 2018). Organising the upper KS2 class into smaller groups with the teacher and ITT student taking responsibility for each group also worked well for maths. This will take place from April 2018 for both maths and reading. After school clubs to target PP children was offered with 100% of PP children in Y2 and Y6 attending. These will be offered again but will include a reading focus as well as maths. | £2500 cost of 1:1 teacher |
| To provide support for children and their families with emotional needs Attendance Data from CStone | S Ash delivered Friends programme and individual support programmes. On Entry and Exit points were measured against Boxhall profile. | School data shows that 53% of the pupils supported made the expected or accelerated progress in reading, 65% in writing and 71% in mathematics. Of the three pupils that were supported in year 6, 66% made the expected progress in reading and mathematics, with 100% of them achieving the expected progress in writing. | £1163 |
| To improve overall | Attendance | The intervention strategies used have shown an improvement in attendance and are in line with | £1108 |

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| <p>attendance figures for disadvantaged pupils</p> | <p>administrators have regularly monitored the attendance figures on a weekly basis</p> <p>EWO has followed legal proceedings for persistence absence.</p> <p>First day response provision by EWO Team.</p> <p>Parents were informed of the impact of missed days in education through information provided in a leaflet which was translated into the required languages.</p> | <p>national figures.</p> <p>Persistently absent children (also PP) have been monitored carefully throughout the year and home visits are made where necessary.</p> <p>Continue with rewards for good attendance for children (certificates, Disney cards, awards assemblies).</p> <p>Early identification of pupils at risk of dropping below the attendance bracket of 90-95%. Attendance panels and strategies in place to support parents with enabling children to attend school every day.</p> | |
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| TOTAL SPENDING | | | £34,945 |

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| 8. Additional details |
| Further supporting information Planned initiatives are in line with outcomes/recommendations from an external pupil premium review. Some strategies may change mid-year when the reviewing impact. |