

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | 52               |
| Proportion (%) of pupil premium eligible pupils                         | 23 = 44%         |
| Academic year/years that our current pupil premium strategy plan covers | 2021-24          |
| Date this statement was published                                       | 30.09.21         |
| Date on which it will be reviewed                                       | 20.09.22         |
| Statement authorised by   | J Bland          |
| Pupil premium lead  | J Bland          |
| Governor / Trustee lead   | S Morrison       |

### Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year   | £ 30,935           |
| Recovery premium funding allocation this academic year  | £ 2570 (Estimated) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0                |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 33,505           |

# 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.

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.

## 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:<br>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.<br>(33% of PP pupils attained ELG for speaking in 2020-21).  |
| 2                | Word Reading & Comprehension:<br>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. (Only 12% of disadvantaged learners across the school (y1-6) attained ARE for their respective year groups for writing & only 12% for reading at the end of the academic year 2020-21). |
| 3                | Number Sense:<br>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 is especially evident in KS2.<br>(33% of PP eligible pupils attained ELG for Maths in 2020-21)   |
| 4                | Special Educational Needs:<br>7 of the PP eligible cohort have identified special educational needs. This equates to 30.4% of the PP entitled cohort. These pupils have multiple barriers to learning to overcome in order to make expected progress.   |
| 5                | Attendance:<br>4 pupils eligible for PP funding are PA children. (17% of the PP eligible cohort). This has a significant impact on their in-school hours and causes them to fall behind.  |

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| 6 | <p>Emotional readiness to learn:</p> <p>10 of those eligible for PP funding (43%), currently or have had either social care involvement; been Children in Care / formerly in care; been open to TAC or are registered as Young Carers. Their emotional readiness for learning can be a barrier to their progress.</p> |
|---|---|

## 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  |
|---|---|
| Improved oral language skills for pupils eligible for PP funding, (especially in EYFS & Y1), which will directly impact on their reading and writing abilities moving forwards. | <p>100% of pupils eligible for PP achieve ELG for Speaking.<br/>(Unless identified as having SALT needs)</p> <p>All PP eligible pupils in EYFS are on green RWInc band or above by the end of EYFS.</p> <p>At least 75% of PP pupils in year 2 meet the required standard in the Phonics Screen (When taken in Autumn 2021) - 2 children need to make accelerated progress to attain this.</p> <p>100% of PP eligible pupils in meet the required standard in the Phonics Screen by the end of Y2, if this was not met at the end of Y1.</p> <p><i>See ADP for individual year group reading and writing targets.</i></p> |
| Higher reading and writing attainment and progress for PP entitled students within KS2  | <p>At least 75% of PP pupils in year 2 meet the required standard in the Phonics Screen (When taken in Autumn 2021) - 2 children need to make accelerated progress to attain this.</p> <p>100% of PP eligible pupils in meet the required standard in the Phonics Screen by the end of Y2, if this was not met at the end of Y1.</p> <p><i>See ADP for individual year group reading and writing targets.</i></p>   |
| Higher rates of progress and attainment in maths for those entitled to PP (particularly for KS2 pupils).  | <p>Pupils eligible for PP make as much progress as non-disadvantaged students across KS2 for maths.</p> <p>Attainment rates increase to be at least in line with non-disadvantaged students in all year groups.</p> <p>The above is confirmed accurate via internal and external agreement trialling.</p>   |

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| <p>Higher rates of progress in reading and writing for PP eligible pupils who have SEN.</p>   | <p>SEN pupils entitled to PP grant make similar progress to 'all students' in reading and writing.</p>   |
| <p>Improved attendance of PP pupils, thereby ensuring access to learning.</p> <p>PA children who are entitled to PP funding, show term-on-term improvement in attendance.</p> | <p>Attendance figures for PP eligible pupils is at least in line with whole-school figures &amp; national for 'all' pupils (96%)</p> <p>PA children who are entitled to PP funding, show term-on-term improvement in attendance.</p>         |
| <p>Emotional / behavioural needs of pupils addressed. Pupils are more able to engage in learning and achieve higher rates of progress.</p>                                    | <p>Pupils are more able to access learning and make progress in line with their non-PP entitles peers.</p> <p>Fewer behavioural incidents logged for these pupils on school system, (without changing recording practices or standards).</p> |

## 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: 40% of £48,891 = **£19,556** (reflective off PP entitled % of Academy).

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Maintain three-class structure of the Academy. This will reduce class size to a maximum of 20 from EYFS - Y3.<br><br>£37,000   | 'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers'<br><br>Closing the disadvantage gap, 2017.   | 1, 2, 3 & 4.                  |
| Continued Stage not Age teaching in small groups for Phonics. (RWInc Programme) by appropriately trained adults.<br><br>RWInc. Training Portal & RWInc Development Days to ensure consistency in delivery.<br><br>£2,600 | 'Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months'<br><br>EEF findings from improving literacy in KS1 and 2  | 1, 2 & 4                      |
| Implement Talk for Writing strategies across the curriculum.<br><br>£500   | Aerodrome Primary Academy won national recognition at the Shine A Light Awards for its work supporting pupils' speech, language and communication development. As a whole school they have embraced Talk for Writing strategies.  | 1, 2 & 4                      |
| Increase staff knowledge, skills and understanding in relation to the development of reading prosody to support comprehension.<br><br>(PiXL reading prosody training & follow up   | "Fluent and expressive reading is inextricably linked to comprehension because prosody helps children build a more complete and accurate picture of what's being conveyed on the page. How we adapt the pace, emphasis, phrasing and intonation of our reading helps communicate the broader and deeper meaning of what we read. Prosodic reading improves a child's comprehension and overall literacy achievement in school.' Raby, 2019. | 1, 2 & 4                      |

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| <p>instructional coaching as monitoring dictates)</p> <p>£500 - Pixl membership</p>  |   |            |
| <p>Further develop teacher knowledge, skills and understanding in relation to QFT for maths via the adoption of Essential Maths sequences to support planning.</p> <p>(Subscription to Essential Maths &amp; Linked CPD).</p> <p>£391.00</p> | <p>Essential Maths teaching sequences provide developmental subject knowledge support for both specialist and non-specialist maths primary teachers. Key Concepts paragraphs within each sequence are designed to improve teachers' subject knowledge, explain the rationale behind the models, representations and language. Within the learning sequences are also provided deliberate and informed (Rowland, 2008) examples of:-</p> <p>Teacher questions; supporting teachers to clearly identify what the key focus of the learning is at this stage.</p> <p>Modelled pupil responses; raising awareness of what pupils can and should be expected, scaffolded and challenged into verbalising to show their emerging understanding.</p> <p><i>'Teachers with knowledge of the common misconceptions can plan lessons to address potential misconceptions before they arise, for example, by comparing examples and non-examples when teaching a new concept'</i></p> <p>(EEF Improving Mathematics in Key Stages Two and Three, page 9)</p> | <p>3</p>   |
| <p>Further develop staff knowledge of specific QFT and how best to support such learners within QFT.</p> <p>Additional SENDCO support time - £7,250 (1/2 day a week).</p>  | <p>'Good and outstanding schools and colleges considered to be displaying promising practice have teaching staff who are knowledgeable and well-informed about supporting individual needs i.e. they can identify barriers to learning, match needs to appropriate support and effectively monitor and review progress. Individual teachers take responsibility for the progress and achievement of all of the pupils and students they teach and have the skill to appropriately tailor and differentiate their teaching to suit pupils and students with SEND.'</p> <p>Effective SEN support: A guide for senior leaders in educational Settings, DfE.</p>  | <p>4</p>   |
| <p>Further embedding of work undertaken during 20-21 with whole staff team re: learner engagement.</p> <p>(Sir John Jones, 'Teaching the Magic Weaving Business).</p> <p>£500</p>  | <p>'Research has demonstrated that engaging students in the learning process <b>increases their attention and focus</b>, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.'</p> <p>(How people learn, Bransford, J., Brown, A., &amp; Cocking, R. (Eds.). 2000).</p>  | <p>1-6</p> |

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| Establishment of 'In to Win' interactive Game to promote full attendance amongst pupils.<br><br>£150 | 'This initiative has been seen to have a great impact on school attendance', (Initiatives to improve school attendance, LBHF). | 5 |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,973.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted Reading Interventions:</p> <p>1:1 phonics (RWInc) for those not meeting age-related expectations for phonics (focused on developing decoding and fluency skills).</p> <p>Lexi Core 5 intervention.</p> <p>PiXL Reading Therapies</p> <p>Lexia Cost £1573 (16 pup).</p> <p>+ 40% of cost of additional adult to facilitate delivery of targeted interventions<br/>£7,400</p> | <p>EEF Research into RWInc 1:1 phonics found a positive impact on all pupils of an additional three months progress over the course of an academic year.</p> <p>EEF Research into Lexi Core 5 concluded that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.</p> <p>Institute for Effective Education research concluded that over the course of the eight week evaluation of Herts for Learning, the average progress in reading comprehension age for pupils who took part in the intervention was eight months while those in the control group made an average of two months progress.</p> | 1, 2 & 4                      |
| <p>Targeted Writing interventions:</p> <p>Implementation of Pixl Suite of therapies.</p> <p>Cost of adults to deliver the above interventions listed above.</p>   | <p>EEF Research into small group support indicates, 'overall the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group, the better.'</p>   | 1, 2 & 4                      |
| <p>Targeted Maths Interventions:</p> <p>Implementation of Pixl Suite of Therapies.</p>  |  | 3 & 4                         |

|  |  |     |
|--|--|-----|
| Cost of adults to deliver the above interventions listed above.  |  |     |
| Easter School Booster Support for Y6 pupils.<br><br>1 members of staff for 1 week + attendance rewards.<br><br>£1000 | 'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support', EEF Toolkit, Small Group Tuition research. | 1-4 |

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

Budgeted cost: £3976.00

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Evidence-based interventions lead by Early Help and Wellbeing Support Worker (Friends Resilience programme, Lego Therapy, etc) to address emotional resilience & low-level mental health concerns.<br><br>40% of SG Team costs (proportionate to PP profile of Academy)<br><br>£ 977 | Mental Health UK 2016 survey 2016 concluded that, 'The emotional wellbeing of pupils is just as important as their physical health. Good mental health allows children and young people the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.'<br><br>'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 members of society,' (The Allen Report, 2011) | 6                             |
| Support from Trust Attendance Team (Education Welfare Officer) to provide targeted support to assist PA families in attending school more frequently.<br><br>40% of SG Team costs (proportionate to PP profile of Academy)<br><br>£699   | 'We Can't improve attainment for children if they aren't actually attending school. Addressing attendance is a key step in improving outcomes.', (NFER Briefing for school leaders, 2017)   | 5                             |

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|---|---|----------|
| <p>Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and breakfast club access.</p> <p>£2300 (£100 per child)</p> | <p>EEF research into impact of breakfast club provision on pupil attainment indicates that this provision 'delivered an average of 2 months' additional progress for pupils'.</p> <p>EEF school uniform research indicates that 'school uniform leads to improvements in pupils' behavior and that although improved behavior, on its own, does not necessarily lead to better learning, it is an important precondition'</p> | <p>6</p> |
|---|---|----------|

**Total budgeted cost: £ 33,505**

## 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 2020 to 2021 academic year.

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|---|
| <p>Due to the COVID-19 pandemic, several changes were made to our educational provision during the academic year 2020.21. The detail in the Academy’s Pupil Premium strategy has been subject to constant review since March 2020. However, the Academy has attempted to maintain the actions of this strategy, where possible, despite the COVID-related restrictions and has ensured that adapted have been made to meet pupils’ needs as they have arisen.</p> <p>From lockdown (1) to the Phase 4 of the lifting of restrictions in August 2021, the following have were prioritised to ensure that barriers to learning for our disadvantaged pupils remained minimal when the need to learn remotely arose:</p> <ul style="list-style-type: none"> <li>• Children attended school regularly</li> <li>• Children being able to access remote learning</li> <li>• Children having the correct tools/resources to complete home learning</li> <li>• Family/teacher support via virtual meetings and daily contact with PP children.</li> </ul> |
|---|

| Intended Outcome: |   | Actual Outcome:  |                   |            |
|-------------------|---|--|-------------------|------------|
| A                 | Emotional, social and/or behavioural needs of identified pupils addressed through improving attentiveness, resilience and engagement; thereby helping them to develop ‘learning readiness’. | <p>Over the course of the academic year:</p> <p>5 children entitled to PP funding accessed a block of Lego therapy.</p> <p>10 children accessed learning mentor support linked to being supported within the safeguarding arena.</p> |                   |            |
| B                 | Improved reading attainment across the Academy & progress rates: especially progress from Y2 upwards.   | National Testing was suspended during the academic year 2020-21. However, our moderated internal assessments show:   |                   |            |
| C                 | Improved writing attainment across the Academy and progress rates from Y2 upwards.  | Reading in EYFS  | All pupils<br>(6) | FSM<br>(3) |

|                 |  |  |                 |                   |            |               |     |     |
|-----------------|--|--|-----------------|-------------------|------------|---------------|-----|-----|
|                 |  | <table border="1"> <tr> <td>ARE and above</td> <td>50%</td> <td>33%</td> </tr> </table>  | ARE and above   | 50%               | 33%        |               |     |     |
| ARE and above   | 50%  | 33%  |                 |                   |            |               |     |     |
|                 |  | <table border="1"> <tr> <td>Reading KS1</td> <td>All pupils<br/>(8)</td> <td>PP<br/>(5)</td> </tr> <tr> <td>ARE and above</td> <td>13%</td> <td>20%</td> </tr> </table>  | Reading KS1     | All pupils<br>(8) | PP<br>(5)  | ARE and above | 13% | 20% |
| Reading KS1     | All pupils<br>(8)  | PP<br>(5)  |                 |                   |            |               |     |     |
| ARE and above   | 13%  | 20%  |                 |                   |            |               |     |     |
|                 |  | <table border="1"> <tr> <td>Reading in KS2</td> <td>All pupils<br/>(5)</td> <td>PP<br/>(2)</td> </tr> <tr> <td>ARE and above</td> <td>40%</td> <td>0%</td> </tr> </table>  | Reading in KS2  | All pupils<br>(5) | PP<br>(2)  | ARE and above | 40% | 0%  |
| Reading in KS2  | All pupils<br>(5)  | PP<br>(2)  |                 |                   |            |               |     |     |
| ARE and above   | 40%  | 0%   |                 |                   |            |               |     |     |
|                 |  | <table border="1"> <tr> <td>Writing in EYFS</td> <td>All pupils</td> <td>FSM</td> </tr> <tr> <td>ARE and above</td> <td>67%</td> <td>33%</td> </tr> </table>   | Writing in EYFS | All pupils        | FSM        | ARE and above | 67% | 33% |
| Writing in EYFS | All pupils   | FSM  |                 |                   |            |               |     |     |
| ARE and above   | 67%  | 33%  |                 |                   |            |               |     |     |
|                 |  | <table border="1"> <tr> <td>Writing in KS1</td> <td>All pupils</td> <td>PP</td> </tr> <tr> <td>ARE and above</td> <td>13%</td> <td>20%</td> </tr> </table>   | Writing in KS1  | All pupils        | PP         | ARE and above | 13% | 20% |
| Writing in KS1  | All pupils   | PP   |                 |                   |            |               |     |     |
| ARE and above   | 13%  | 20%  |                 |                   |            |               |     |     |
|                 |  | <table border="1"> <tr> <td>Writing in KS2</td> <td>All pupils</td> <td>PP</td> </tr> <tr> <td>ARE and above</td> <td>0%</td> <td>0%</td> </tr> </table>   | Writing in KS2  | All pupils        | PP         | ARE and above | 0%  | 0%  |
| Writing in KS2  | All pupils   | PP   |                 |                   |            |               |     |     |
| ARE and above   | 0%   | 0%   |                 |                   |            |               |     |     |
| D               | Improved maths attainment and progress rates across the Academy. | <p>National Testing was suspended during the academic year 2020-21. However, our moderated internal assessments show:</p> <table border="1"> <tr> <td>Maths in EYFS</td> <td>All pupils<br/>(6)</td> <td>FSM<br/>(3)</td> </tr> </table> | Maths in EYFS   | All pupils<br>(6) | FSM<br>(3) |               |     |     |
| Maths in EYFS   | All pupils<br>(6)  | FSM<br>(3)   |                 |                   |            |               |     |     |

|   |   |   |                   |           |
|---|---|---|-------------------|-----------|
|   |   | ARE and above   | 50%               | 33%       |
|   |   | Maths in KS1  | All pupils<br>(8) | PP<br>(5) |
|   |   | ARE and above   | 13%               | 20%       |
|   |   | Maths in KS2  | All pupils<br>(5) | PP<br>(2) |
|   |   | ARE and above   | 0%                | 0%        |
| E | Attendance – Improved attendance rates, reduction in PA | <p>For the academic year 2020-21:</p> <p>Attendance for PP entitled children was 94.13% vs. 92.80% for non-PP entitled students.</p> <p>P.A. % of PP entitled students was 15.79% (3 learners)</p> <p>P.A. % of non-PP entitled students was 28.57%</p> |                   |           |

## 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             |
|---------------------------|----------------------|
| Third Space Maths Tuition | Third Space Learning |
| Lexi Core5                | Lexia Learning       |