

# Fishergate Primary School

## Pupil premium strategy statement



### School overview

Metric	Data
School name	Fishergate Primary School
Pupils in school	306
Proportion of disadvantaged pupils	25.8%
Pupil premium allocation this academic year	£88,525
Academic year or years covered by statement	2021-2022
Publish date	1.12.21
Review date	1.12.22
Statement authorised by	Tina Clarke
Pupil premium lead	Tina Clarke
Governor lead	Jackie Hudson

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.82.
Writing	-1.9
Maths	-0.4

### Disadvantaged pupil performance overview for the last academic year

Measure	Score
Meeting expected standard at KS2	44.4%
Achieving high standard at KS2	0.0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise attainment for children in Ks1 and KS2, with a focus on phonics, spelling and vocabulary
Priority 2	Implement Talk for York strategy and collaborate with the team to develop use of talk and language with EYFS and throughout school

Priority 3	Work collaboratively with parents to increase engagement in learning and improve attainment in reading.
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching interventions with clear outcomes and assessment cycle Engagement of parents who have had negative personal experiences of school. Cost of training and resourcing Time limitations of staff
Projected spending	£87,857

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in Keystage 2.	July 2022
Progress in Writing	Achieve average national average progress scores in KS2 writing	July 2022
Progress in Mathematics	Achieve average KS2 Maths progress scores for South York cluster.	July 2022
Phonics	Achieve national average expected standard in PSC	June 2022
Other	Increased engagement from parents	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all staff have received paid-for training to deliver phonics effectively. Ensure the phonics scheme meets the core criteria Make sure that identified, targeted vocabulary is used in lessons across the curriculum Allocate time to teaching of discrete spelling, punctuation and grammar Ensure that all books are matched to child's current phonic phase Continue to use a slow writing approach through school, which scaffolds writing

	<p>Re-introduce inter phase reading buddies with a focus on supporting disadvantaged pupils</p> <p>Ensure that provision in class book corners reflects the needs/interests of the class and caters for all</p> <p>Teachers to read class story and develop displays based on the interests of the children.</p> <p>Implement scaled vocabulary in foundation subjects</p> <p>Introduce expansive vocabulary use in relation to emotional development</p> <p>Individual or small group interventions to support reading, phonics and vocabulary development</p>
Priority 2	<p>Implement Talk for York strategies in school following consultation with Speech and language therapist. Long term planning to list subject vocabulary required in each subject showing progression of language.</p> <p>Involve parents in supporting their children as quickly as possible.</p> <p>Pre-readers provided with flashcards to practise at home.</p> <p>Ensure there is a focus on phase 1 phonics and oral blending for part timers</p> <p>Run talk boost sessions for part timers</p> <p>Provide training for TA to enable them to deliver WELCOMM speech and language interventions</p> <p>EYU teacher to complete Level 3 and 4 ELKLAN training</p>
Barriers to learning these priorities address	<p>Disruption to education as a result of coronavirus (COVID-19) including substantial absence due to lock-down and/or periods of self-isolation</p> <p>Engagement in home learning due to COVID-19 impacting in academic attainment, behaviour for learning, social and emotional needs</p> <p>Speech. Language and communication needs including social development</p> <p>Social and emotional needs</p>

	<p>Levels of transient education through school mobility or relocation</p> <p>Financial-some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding</p> <p>Parental engagement and specific outcomes in order to support their child.</p>
<p>Projected spending</p>	<p>Training provided by specialist £300</p> <p>ELKLAN training cover £950</p> <p>Talk boost sessions £1260</p> <p>Support for extra-curricular activities, clubs and visits £1500</p> <p>Training for staff to support:</p> <p>Phonics-£702</p> <p>Triple P (Parent and family support system) £1968</p> <p>Staff training on emotional vocabulary and implementation within the classroom £200</p> <p>Teacher time to support parents with home learning: 1 hour half term: £128.</p> <p>Minimum of 30 minutes per week 1:1 or small group support time with a named teaching assistant to work on:</p> <p>Reading interventions based on 5xwk intervention for 30 weeks KS1-£4,554</p> <p>Y3/4-£4,803</p> <p>Y5/6- £4,554</p> <p>Reading total: £13,911</p> <p>Writing interventions including sentence construction, grammar and stamina based on 3xwk intervention for 20 weeks</p> <p>KS1-£911</p> <p>Y3/4-£4,803</p> <p>Y5/6- £4,554</p> <p>Writing total:10,268</p> <p>Phonics interventions based on 5xwk intervention for 30 weeks KS1-£4,554</p> <p>Y3/4-£4,803</p> <p>Y5/6- £4,554</p>

	<p>Phonics total: £13,911</p> <p>Interventions total: £38,090</p> <p>Minimum of 15 minutes daily 1:1 or small group support with named teaching assistant to work on Keystage 1 children meeting the standard of the phonics screening £5097</p> <p>One-to-one support for minimum of 20 hours per week for named AFC/service children £16,315</p> <p>Early Speech and language intervention to narrow the gap on entry to school £11,400</p> <p>Budget for books and phonics scheme £1000</p> <p>Spelling shed premium- £230</p> <p>Total: £78,010</p>
--	---

**Wider strategies for current academic year**

Measure	Activity
Priority 1	<p>Work collaboratively with parents to increase engagement in reading aloud to their children at home:</p> <p>EYFS: Provide regular book library sessions in the playground.</p> <p>Parental stay and play sessions to focus on reading to the child</p> <p>Develop Tales 2 strategies</p> <p>Keystage 1: Set the 50 book challenge</p> <p>Support children to send special invitations to parents for reading sessions in school.</p> <p>Y3/4: Develop 50:50 approach to reading at home (50% read by parent and 50% by child e.g. one page</p> <p>Y5/6: Reading club for parents</p> <p>Sessions for parents where reading aloud is modelled</p> <p>Cross phase paired reading sessions</p> <p>‘Secret reader’ books given to children to share at home.</p> <p>Teachers will produce and publish online videos modelling how to read with a child and support with their phonic development</p> <p>Teachers will run reading and phonics parent workshops</p> <p>Send information to parents/carers about how to share books with their children</p>

	<p>Liaise with Family Information Services (FIS) to enable the service to support families with engagement in learning</p> <p>FIS to lead workshops for parents to support their child's learning</p> <p>Run the 'Triple P' parenting programme for selected parents</p> <p>Work collaboratively with parents to ensure attendance maintains at 96% or above</p>
<p>Barriers to learning these priorities address</p>	<p>Improving parental engagement and confidence in reading aloud to their children at home</p> <p>Engagement in home learning due to COVID-19 impacting in academic attainment, behaviour for learning, social and emotional needs</p> <p>Speech. Language and communication needs including social development</p> <p>Financial challenges faced by some families.</p>
<p>Projected spending</p>	<p>Resourcing and staff time for parental engagement sessions- Parent workshop (reading, phonics, writing)</p> <p>Stay and play sessions 1 per term 2 hours £64.35x3 staff-£193</p> <p>Parent partnership support and training on reading and phonics (1 per phase)</p> <p>Ks1-£180</p> <p>Y3/4-£129</p> <p>Y5/6-£198</p> <p>(workshops termly) Total: £507</p> <p>Secret reader budget £300</p> <p>Reading club for parents-teacher support 30 mins per week (10 weeks per term) £321</p> <p>1 hour per half term</p> <p>Modelled sessions for parents to develop reading aloud to children (1 hour per half term per phase)</p> <p>£720</p> <p>English subject leader time 1 x term £327</p> <p>Resourcing for development of vocabulary within the classroom (word banks and book) £140</p> <p>Early years teacher/HT cover to support Talk for York 2x half term 2 hours per session-£1,470</p>

	Attendance lead monitoring PP attendance maintains at 96% or above (5 hours per week)- £6729  Total: £10,707
--	--

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocated appropriate amount of time and budget for staff training/planning and preparation time. Budget implications for resourcing Gaps in learning due to lock downs as a result of COVID	Training day and additional cover being provided. Interventions throughout the school to support reading, phonics and vocabulary progress. Parent partnership sessions for reading and phonics throughout the school. Allocate budget for resourcing and supply cover Half termly progress meetings Observations of lessons and discussions with children and staff Monitoring progress throughout the term to ensure needs are being met
Targeted support	Providing appropriate specialised support to ensure children make progress in communication and meet Good Level of development standard at the end of the year	Training provided by Early talk for York. Interventions for full time children as part of WELCOMM strategy and part time children engage in Early talk boost. Parent partnership sessions to ensure a collaborative approach is taken in supporting language needs Allocate budget for resourcing and supply cover Half termly progress meetings Observations of lessons and discussions with children and staff Monitoring progress throughout the term to ensure needs are being met
Wider strategies	Engaging the parents by developing skills and confidence	Work closely with the Talk for York and Family Learning teams on

		<p>supporting phonics, reading and vocabulary.</p> <p>Provide workshops and stay and play sessions in school.</p> <p>Staff allocated to support parents requiring additional support.</p>
--	--	---

### Review: last year's aims and outcomes

Aim	Outcome																
<b>Improve reading attainment</b>	<p>End of Keystage 1 attainment:60.5%</p> <p>NCER National: 67%</p> <p>End of KS2: 70.3%</p> <p>NCER National: 70.6%</p>																
<b>Improve maths attainment</b>	<p>End of KS1:60.5%</p> <p>National: 67.4%</p> <p>End of KS2:64.9%</p> <p>National: 67.4%</p>																
<b>Ensure high quality home learning is available including supporting parental engagement and skills</b>	<p>This table indicates the percentages of home school engagement over the three lockdowns.</p> <table border="1"> <thead> <tr> <th>-</th> <th>Red</th> <th>Am-ber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td><b>1<sup>st</sup> Lockdown</b></td> <td><b>50%</b></td> <td><b>25%</b></td> <td><b>25%</b></td> </tr> <tr> <td><b>October 2020 bubble closure</b></td> <td><b>24%</b></td> <td><b>19%</b></td> <td><b>57%</b></td> </tr> <tr> <td><b>*Jan – March 2021 lockdown</b></td> <td><b>15%</b></td> <td><b>21%</b></td> <td><b>64%</b></td> </tr> </tbody> </table> <p><b>*This data represents 67 children. 10 children are red – of these some have been sent work packs home but we have no evidence of completion. 18 children who did not engage at all/fully in the 1<sup>st</sup> lockdown are now in school and fully engaged.</b></p>	-	Red	Am-ber	Green	<b>1<sup>st</sup> Lockdown</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>	<b>October 2020 bubble closure</b>	<b>24%</b>	<b>19%</b>	<b>57%</b>	<b>*Jan – March 2021 lockdown</b>	<b>15%</b>	<b>21%</b>	<b>64%</b>
-	Red	Am-ber	Green														
<b>1<sup>st</sup> Lockdown</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>														
<b>October 2020 bubble closure</b>	<b>24%</b>	<b>19%</b>	<b>57%</b>														
<b>*Jan – March 2021 lockdown</b>	<b>15%</b>	<b>21%</b>	<b>64%</b>														
<b>Develop emotional literacy and awareness. Increased resilience and capacity to manage difficulties.</b>	<p>Increased use of emotional regulation strategies as classroom practice.</p> <p>All Y3/4 classes have implemented zones of regulation</p> <p>BOSS training for all staff on emotional regulation, PDA and Trauma informed practice have increased awareness and skill in supporting all children</p>																



	<p>Increased well-being support within the classroom has reduced the ELSA workload to enable ELSA's and well-being worker to support children requiring more specialised support</p>
<p><b>New arrivals to school and pupils in Early Years Foundation Stage and Y1 with speech and language delay supported.</b></p>	<p>There were 13 children who began the early years in September below expected levels in speaking (2 children started at 16-26 months, 2 children at 22-36 months and the remaining 9 at 30-50 months). At the end of the year in July 2021 5 children had made accelerated progress achieving expected levels in speaking. Of the remaining children all but 2 made good progress. The 2 who made slower progress have Special educational needs with speech and language as their primary need. Their steps of progress are smaller.</p>