

Fishergate Primary School

Pupil premium strategy statement 2023-2025



School overview

Metric	Data
School name	Fishergate Primary School
Pupils in school	308 (2023-2024)
Proportion of disadvantaged pupils	79 (25.6%)
Pupil premium allocation this academic year	£107460.00
Academic year or years covered by statement	2023-2025
Publish date	1/12/23
Review date	1/12/25
Statement authorised by	Tina Clarke
Pupil premium lead	Tina Clarke
Governor lead	Jackie Hudson

Disadvantaged pupil progress scores for last academic year

Measure	Score from Year 2-6	
	2021-2022(9 children)	2022-2023 (7 children)
Reading	-3.06	-2
Writing	-2.09	-0.7
Maths	-3.14	-3

Disadvantaged pupil performance overview for the last academic year

Measure	Score from Year 2-6	
	2021-2022 (9 children)	2022-2023 (7 children)
Meeting expected standard at KS2	27%	43%
Achieving high standard at KS2	0.0%	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise attainment for children in Ks1 and KS2, with a focus on reading and maths

Priority 2	Improve overall attendance %, and punctuality of Fishergate's pupils.
Priority 3	Improve outcomes for families by being the named school for the Family Hubs Team around the School pilot.
Barriers to learning these priorities address	<p>Ensuring staff use evidence-based teaching interventions with clear outcomes and assessment cycle</p> <p>Engagement of parents who have had negative personal experiences of school.</p> <p>Cost of training and resourcing</p> <p>Time limitations of staff</p>
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in Key stage 2.	July 2024
Progress in Writing	Achieve average national average progress scores in KS2 writing	July 2024
Progress in Mathematics	Achieve national average KS2 Maths progress scores.	July 2024
Phonics	Achieve national average expected standard in PSC (95%)	July 2024
Other	<p>Increased attendance of pupils (95%)</p> <p>Improved outcomes for families-evidence from Pilot project</p>	July 2024

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Raise attainment for children in Ks1 and KS2, with a focus on reading and maths</p> <p>(Raising attainment strategy)</p>	<p>2023-2024</p> <ul style="list-style-type: none"> Staff to be introduced to the new Raising attainment strategy, ensuring that they have a good understanding of what it means and the impact that it will have as well as making sure that everyone knows that the responsibility sits with all. Staff will set outcomes and starting points for target pupils and match them with partners. Staff will analyse assessment information to determine the gaps in knowledge, skills and

	<p>understanding of the identified pupils and put plans in place to address this</p> <ul style="list-style-type: none"> • Each phase of school to pick a half-termly focus from the Raising attainment strategy to support pupils within their usual whole class teaching • Staff will support governors to have an awareness of the Raising Attainment strategy • Staff will review Teaching and Learning Policy to specifically indicate how teachers will deliver equity to their pupils, therefore ensuring that attainment improves • Staff and parents will work together to ensure that pupils are encouraged to become involved in all aspects of school life
<p>Priority 2 Improve overall attendance %, and punctuality of Fishergate’s pupils.</p>	<p>2023-2024</p> <ul style="list-style-type: none"> • Head teacher to attend the Local Authority ‘Attendance Summit’ • Head teacher and School Attendance officer to attend half termly meetings with City of York Council attendance manager and identify families who would benefit from her support • Head teacher to resend parents/carers letter reinforcing importance and reasons for attendance of good attendance including those whose attendance was lower than 90% in the last academic year • Head teacher and School Attendance officer to ensure that pupils with attendance lower than 96% are being supported as quickly as possible • Head teacher and School Attendance officer to monitor the amount of lates that a child has and will work with parents/carers to address this • Staff and parents to work collaboratively to use positive initiatives to motivate pupils to come to school. • Head teacher to send letters/certificates to celebrate improvements in attendance.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Supporting staff to deliver interventions with confidence. • Planning and resources are used with fidelity

	<ul style="list-style-type: none"> • Cost implications in resourcing effectively throughout the school • Staff time limitations • Social, emotional and learning needs of pupils • Levels of transient education through school mobility or relocation • Financial-some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding • Parental engagement • Parental mental health and environmental need • Distance/travel arrangements • Financial limitations and challenges such as access to breakfast, uniform, resources • Language and literacy needs of both children and parents • Clothing/shoes • Children care at home and familial needs • Access to resources in the home e.g. internet, paper pens etc. • Parental needs and attachment
<p>Projected spending</p>	<p>2023-2024</p> <p>Support for extra-curricular activities, clubs and visits £1500</p> <p>Training for staff to support:</p> <p>Phonics-£702</p> <p>Staff training on developing reading skills and implementation within the classroom £200</p> <p>Minimum of 30 minutes per week 1:1 or small group support time with a named teaching assistant to work on:</p> <ul style="list-style-type: none"> • Reading interventions based on 5xwk intervention for 30 weeks <p>Reading total based on EYFS, KS1, Y3/4, Y5/6: £18,195.00</p> <ul style="list-style-type: none"> • Maths interventions 4xwk intervention for 20 weeks <p>Maths total based on EYFS, KS1, Y3/4, Y5/6: £6,065.00</p> <ul style="list-style-type: none"> • Phonics interventions based on 5xwk intervention for 30 weeks <p>Phonics total based on EYFS, KS1, Y3/4, Y5/6: £18,195.00</p> <ul style="list-style-type: none"> • Minimum of 15 minutes daily 1:1 or small group support with named teaching assistant to work on

	<p>Key stage 1 children meeting the standard of the phonics screening (32 weeks total) £4,852.00</p> <ul style="list-style-type: none"> • One-to-one support for minimum of 20 hours per week for named child adopted from care: £12,615.20 • One-to-one support for minimum of 20 hours per week for Service child: £12,615.20 • Same day catch up for phonics intervention in EY/KS1 (flexible in accordance with daily assessments) 3 adults for ½ day 2 days per week: £2846 • Phonics scheme subscription £1000 <p>Total: £78,785.40</p> <ul style="list-style-type: none"> • English subject leader time 1 x term £582 • Attendance lead monitoring PP attendance maintains at 96% or above (5 hours per week)- £6729 • Purchase of fluency books: £2000 • 3 ½ days per term for phonics leader to monitor delivery across the school: £967 • Secret reader budget: £350 • The Raising attainment coaching package from Challenging Education cost £1050. • Gross and fine motor development through Total sports ½ day per week from 1/04/23 to 31/03/24: £3165.33 <p>Total: £14843.33</p> <p>2023-2024 total: £93628.73</p>
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Wider strategies for current academic year

Measure	Activity
<p>Priority 1 (Linked to Priority 1 and 2) Improve outcomes for families by being the named school for the Family Hubs Team around the School pilot.</p>	<ul style="list-style-type: none"> • Fishergate will act as the pilot school for the new Raise York (also known as Your Family Network hub) Team around the School (TAS) approach • Staff will identify the common themes for families needing/receiving support within our school community • Head teacher will attend half termly meetings in which the expertise and knowledge from across the partnership are brought together to support our families

	<ul style="list-style-type: none"> • Head teacher attend monthly Project Board meetings • Parents and school will work collaboratively to access appropriate support • Parents and school will work with relevant members of the Family Hubs Team.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Range of challenges faced by some families e.g. financial, mental health, housing. • Limited accessibility to services • Time limitations in accessing support e.g. extensive waiting lists • Sustained engagement with services, support • Parental engagement in supporting academic development due to own experiences
Projected spending	<p>Staff time to identify families and discuss needs with them - 1 per term 2 hours £64.35x6 staff-£386.10</p> <p>Home visits for EY staff (2 teacher and 3 TA's) 2 half days each in the autumn term: £649</p> <p>Modelled sessions for parents to develop strategies to support children's learning (1 hour per half term per phase for reading and maths): £1440.00</p> <p>Parental training sessions to support emotional well-being and regulation (3 hours per term over three terms): £310.80</p> <p>Raising attainment team time to develop plans of support and implement actions as guided by families-3 days per half term £3550.50 x 2 staff-£7101.00</p> <p>2023-2024 total: £9886.90</p>
Overall projected total: 2023-2024	<p>£103515.63</p> <p>Ring fenced buffer budget: £3944.37 for this academic year</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocated appropriate amount of time and budget for staff	Training day and additional cover being provided.

	<p>training/planning and preparation time.</p> <p>Budget implications for resourcing</p> <p>Gaps in learning due to pupil attendance</p>	<p>Interventions throughout the school to support reading, phonics and maths</p> <p>Parent partnership sessions for reading and phonics throughout the school.</p> <p>Allocate budget for resourcing and supply cover</p> <p>Half termly progress meetings</p> <p>Observations of lessons and discussions with children and staff</p> <p>Monitoring progress throughout the term to ensure needs are being met</p> <p>Regular support for staff to provide guidance/reassurance/troubleshooting</p>
Targeted support	<p>Providing appropriate specialised support to ensure children make progress</p>	<p>Training provided by Head teacher and Raising attainment partner.</p> <p>Parent partnership sessions to ensure a collaborative approach is taken in supporting familial</p> <p>Allocate budget for resourcing and supply cover</p> <p>Half termly progress meetings</p> <p>Observations of lessons and discussions with children and staff</p> <p>Monitoring progress throughout the term to ensure needs are being met</p>
Wider strategies	<p>Engaging the parents in Team around the Family work</p> <p>Accessing support from Team Around the families partners</p>	<p>Work closely with the TAF on supporting housing, mental health, finances etc</p> <p>Staff allocated to support parents requiring additional support.</p>

Review: 2021-2023 aims and outcomes

Aim	Outcome			
<p>Implement Talk for York strategy to support the use of talk and language with EYFS and throughout school to improve the acquisition and development of language</p>	<p>Fishergate Early Years setting achieved 'Communication Friendly Setting' status and are now an accredited unit. EYFS leader achieved Level 4 ELKLAN, trained all EY staff and some 1:1 TAs. Staff used WELLCOM assessments and interventions throughout the year to highlight the children who need early support early in the academic year. .</p> <table border="1"> <tr> <td>Communication</td> <td>Baseline 22/23</td> <td>GLD-end of year 22/23</td> </tr> </table>	Communication	Baseline 22/23	GLD-end of year 22/23
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	<table border="1"> <tr> <td style="background-color: red; color: white;">Not On Track</td> <td>26 / 63%</td> <td>10/23%</td> </tr> <tr> <td style="background-color: green; color: white;">On Track</td> <td>15 / 37%</td> <td>34/77%</td> </tr> </table>	Not On Track	26 / 63%	10/23%	On Track	15 / 37%	34/77%		
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<p>Raise attainment for children in Ks1 and KS2, with a focus on phonics, spelling and vocabulary</p>	<p>2021-2022 Reading 67% Writing 65% Maths 72% Phonics screening: 80% 2022-2023 RWM End of KS1: 61% National: 56% End of KS2:54% National: 59%</p>								
<p>Work collaboratively with parents to increase engagement in learning and improve attainment in reading.</p> <p>Take up of family learning</p>	<p>This table indicates the number of parents engaged in Ofsted Parent View.</p> <p>Total parent responses 107</p> <table border="1"> <thead> <tr> <th></th> <th>Agree</th> <th>Disagree</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>The school lets me know how my child is doing</td> <td style="text-align: center;">95</td> <td style="text-align: center;">12</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>		Agree	Disagree	Don't know	The school lets me know how my child is doing	95	12	0
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