

Fishergate Primary School

Pupil premium strategy statement 2024-2026



School overview

Metric	Data	
School name	Fishergate Primary School	
Pupils in school (Reception-Y6)	297 (2024-2025)	277(2025-2026)
Proportion of disadvantaged pupils	64 (21.5%)	65 (23%)
Pupil premium allocation this academic year	£96,960	
Academic year or years covered by statement	2024-2026	
Publish date	01/12/24	
Review date	01/12/26	
Statement authorised by	Tina Clarke	
Pupil premium lead	Tina Clarke	
Governor lead	Alisun Pawley	

Disadvantaged pupil progress scores for last academic year

Measure	Score from Year 2-6		
	2023-2024 (10 children) Percentage	2024-2025 (11 children) Percentage)	2025-2026
Reading	No data	No data	
Writing	No data	No data	
Maths	No data	No data	
Measure	Score from Year 2-6		
	2023-2024 (10 children)	2024-2025	
Meeting expected standard at KS2	40%	36%	
Achieving high standard at KS2	0%	0%	
Achieved expected standard in phonics at Y1	9 children 100%	60%	

Disadvantaged pupil performance overview for the last academic year

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise attainment for children in KS1 and KS2, with a focus on writing.
Priority 2	Continue to improve overall attendance %, and punctuality of Fishergate's pupils.
Priority 3	Embed and develop the relationships which we build with external agencies in 2023-2024 enabling us to provide the best possible outcomes for our families.
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> <p>Mobility of school community</p> <p>Availability and accessibility to external services</p>
Projected spending	£116,400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in Key stage 2.	July 2026
Progress in Writing	Achieve average national average progress scores in KS2 writing	July 2026
Progress in Mathematics	Achieve national average KS2 Maths progress scores.	July 2026
Phonics	Achieve national average expected standard in PSC (95%)	July 2026
Other	<p>Increased attendance of pupils (95%)</p> <p>Improved outcomes for families-evidence from Pilot project</p>	July 2026

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 writing (new writing framework)</p>	<p>2024-2026</p> <ul style="list-style-type: none"> ● Staff to embed existing training from the new writing framework, 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 to further develop strategies with a focus on transcription . ● 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 understanding of the identified pupils and put plans in place to address this ● Staff will support governors to have an awareness of the New writing strategy. ● Staff will review the curriculum 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 ● Mid-day supervisors receive training on RADY training. ● Staff to communicate school rationale to parents and carers through newsletter and parental workshops ● Staff to run Little Wandle parental workshops for EYFS and KS1 and reading workshops for Year 3/4 and Year 5/ 6 (1 per half term) ● English Leaders to run parent workshops for phonics/Phase fa6 fluency in KS1 and reading in KS2 ● English leaders to undertake ‘fluency’ training session for TAs to model reading practice with focus on fluency.
<p>Priority 2</p> <p>Continue to improve overall attendance %, and punctuality of Fishergate’s pupils.</p>	<p>2024-2026</p> <ul style="list-style-type: none"> ● 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

	<p>including those whose attendance was lower than 90% in the last academic year. Data will be shared in sessions missed in addition to percentages.</p> <ul style="list-style-type: none"> ● Headteacher to meet parents/carers of children with falling attendance to discuss potential support and triggers. ● 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 to celebrate improvements in attendance. ● Breakfast club available to support families.
<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 ● 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

	<ul style="list-style-type: none"> ● Availability and accessibility to external services
Projected spending	<p>2024-2026-SDP</p> <p>Support for extra-curricular activities, clubs and visits</p> <p>Trips-£1640</p> <p>Clubs-£160</p> <p>Swimming-£610</p> <p>Lunch time club for children of service families including staff training ½ day 1xterm-£283.50</p> <p>Total: £2693.50</p> <p>Training for staff to support:</p> <p>1) Fluency TA training (1 hour training) £138.60</p> <p>Raising attainment training for Midday Supervisor- £85.47</p> <p>Staff training on developing writing 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"> ● Writing interventions based on 5xwk intervention for 30 weeks <p>Writing total based on EYFS, KS1, Y3/4, Y5/6: £14,478.75</p> <ul style="list-style-type: none"> ● Handwriting interventions 4xwk intervention for 20 weeks <p>Handwriting total based on EYFS, KS1, Y3/4, Y5/6: £5,040.00</p> <ul style="list-style-type: none"> ● Phonics interventions (Little Wandle) 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 25 minutes daily 1:1 or small group support with named teaching assistant to work on Key stage 1 children meeting the standard of the phonics screening (32 weeks total) £5,040.00 ● One-to-one support for hours per week for named child adopted from care costing based on 39 weeks (outside SEND funding): £14,992.38 ● One-to-one support for minimum of 17.5 hours per week for Service child costing based on 39 weeks (outside SEND funding): £9,344.52 ● Same day catch up for phonics intervention in EY/KS1 (flexible in accordance with daily assessments) 3 adults for ½ day 4 days per week (39 weeks total) : £17,718.48 ● Phonics scheme subscription £1,000 <p>Total: £89,630.77</p> <ul style="list-style-type: none"> ● English subject leaders time 1 x term £582 ● English subject leader forum attendance 1xterm-£210

	<ul style="list-style-type: none"> ● Attendance lead monitoring PP attendance maintains at 96% or above (5 hours per week)- £6,729 ● Purchase of fluency books: £2000 ● 3 ½ days per term for phonics leader to monitor delivery across the school: £967 ● Secret reader budget: £350 ● Gross and fine motor development through Total sports ½ day per week from 1/04/24to 31/03/25: £3,165.33 <p>Total: £10,686.33</p> <p>2024-2025 and 2025-2026 total: £197,415</p>
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Wider strategies for current academic year

Measure	Activity
<p>Priority 3</p> <p>To build on the successful support, developed last year, of DA pupils and those with low levels of communication or EAL in Early Years to enable a higher % of children to reach GLD.</p>	<ul style="list-style-type: none"> ● Identify who the DA families are and sign post how to apply for free school meals. ● Develop good working relationships with DA families - being available for conversations before and after school. ● Have 1:1 conversations to help DA parents to attend phonics, reading and writing parent workshops to support learning at home. ● Check all DA families have signed up for parents evening and offer alternative times to share child's learning and challenges if appointments missed. ● Introduce book and biscuit time to model how to share and book with a child each half term. ● Focus on pencil control and grip in Autumn term. ● Handwriting sessions after phonics input each day - at tables. ● Letter formation modelled clearly in Phonics and Drawing Club lessons. ● Staff to be modelling Little Wandle letter formation in provision areas during writing opportunities. ● Send home Little Wandle letter formation sheets each week following the sounds taught in Phonics sessions. ● Catch up sessions Phonics sessions run daily/weekly for the children who need this.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Range of challenges faced by some families e.g. financial, mental health, housing. ● Limited accessibility to services

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Staff time to identify families and discuss needs with them - 1 per term 2 hours £64.35x6 staff-£386.10 ● Home visits for EY staff (2 teacher and 3 TA's) 2 half days each in the autumn term: £649 ● Modelled sessions for parents to develop strategies to support children's learning (1 hour per half term per phase for reading and maths): £1,440.00 ● Parental training sessions to support helping their child to learn (3 hours per term over two terms): £207.20 ● RADY time to develop plans of support and implement actions as guided by families-3 days per half term £3550.50 x 2 staff-£7,101.00 <p>2024-2026 total: £9,783.30</p>
Overall projected total: 2024-2025 and 2025-2026	£110,238.33 and £96,690

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Allocated appropriate amount of time and budget for staff training/planning and preparation time.</p> <p>Budget implications for resourcing</p> <p>Gaps in learning due to pupil attendance</p>	<p>Training day and additional cover being provided.</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 monitored by SPO partner.</p> <p>Parent partnership sessions to ensure a collaborative approach is taken in supporting families</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 Early Help work</p> <p>Accessing support from external agencies</p>	<p>Work closely with the external agencies to support with housing, mental health, finances etc</p> <p>Staff allocated to support parents requiring additional support.</p>

Review: 2022-2024 aims and outcomes

Aim	Outcome
Raise attainment for children in Ks1 and KS2, with a focus on reading and maths	<p>Children in Year 1 took their PSC in June and achieved fantastic results. 41 out of 45 passed and 2 children who failed only arrived at Fishergate a few weeks before. This meant that they achieved a PSC score of 91%, our highest ever score and would have been 96% without the two new arrivals.</p> <p>Reading</p> <p>Two Year 1 children have made accelerated progress and moved out of the lowest 20% group. 51 % of children are at expected (up by 4% from Spring). No b/g gap. 10 PP children but only 1 at expected. 13 EAL, 5 at expected. 100% of MAPs where they should be, 2 made accelerated progress, 3 LAPs made accelerated progress to expected.</p> <p>Maths</p> <p>49% expected (stayed the same). No b/g difference. PPs 2 have made accelerated progress. EAL 31% at expected (4/13). No HAPs. MAPs 4 have made accelerated progress to GLD. 1 has gone backwards. LAPs 4 have made accelerated progress. 12 children in Year 2 undertook the phonic screening check, either as a re-sit or as new arrivals. 10 out of 12 children passed, with 1 child who failed missing out by 1 mark and the other by 5 marks. Whilst there are no longer KS1 SATs</p> <p>Reading</p> <p>64% expected (up 15% from Spring). No b/g. 5/10 pps at expected. EAL 58% expected 11/19. No HAPs. 5 MAPs have moved up. 1 has dropped. LAPs 8 have made accelerated progress.</p> <p>Maths</p> <p>71% expected (up by 10% from Spring). No b/g gap. 10 pps, 5/10 expected. EAL</p> <p>Writing</p> <p>53% expected (up by 12% from Spring). No b/g difference. PPs 4/10 at expected. EAL outperforming their peers. MAPs 1 making faster progress, 2 have dropped back. 5 LAPs have made faster progress and now at expected.</p>