

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	Fishponds CE Academy
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	27.83
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Debbie Coker
Pupil premium lead	Sian Fox-Gaven
Governor / Trustee lead	Rachael Illsley

Funding overview

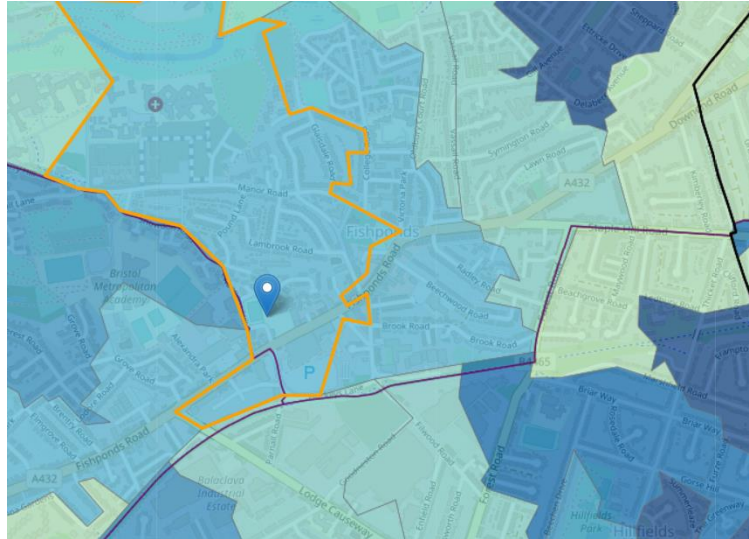
Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£149,580

Part A: Pupil premium strategy plan

Statement of intent

Fishponds CE Academy – Context

Fishponds CE Academy is a larger than average (NOR 410), multi-cultural, two-form entry, Church of England primary school. It is part of the Diocese of Bristol Academies Trust and is located in the east of Bristol. The school serves an area of significant socio-economic disadvantage. Some children live within the 10% most deprived areas of England (Income Deprivation Affecting Children Index 2019).



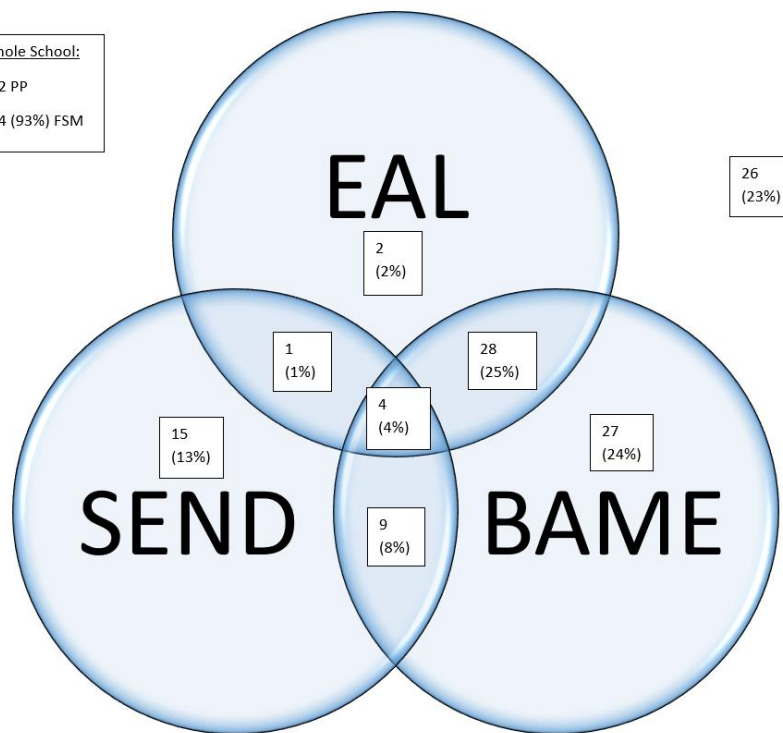
The proportion of children eligible for Pupil Premium is above the national average (28%) and 2 children are eligible for the service premium. A quarter of the children in the school are entitled to Free School Meals.

Fishponds is a vibrant and diverse community: there are 159 children with English as an Additional Language (41%) and across the school, 27 first languages are spoken. 64% of the children are from Black and Minority Ethnic groups. The school has an above average number of pupils with Special Educational Needs and Disabilities (19%). Three children have an Education, Health and Care Plan and 14 children are in receipt of additional SEND funding from the local authority.

Mobility rates are relatively high. In Sept 2020, 28 new pupils joined the school, 6 of whom had newly arrived in the UK, and 23 children left the school, mainly due to social housing relocations within Bristol.

The Venn diagram below identifies other groups that apply to pupils in receipt of pupil premium funding at Fishponds CE Academy:

Whole School:
112 PP
104 (93%) FSM



26
(23%)

Pupil premium strategy objective

The ultimate objective for the Fishponds CE Academy Pupil Premium Strategy is to ensure that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general. This means that the;

- Performance of disadvantaged pupils is in line with their non-disadvantaged peers nationally
- Attendance of disadvantaged pupils is in line with their non-disadvantaged peers nationally
- Incidents of negative behaviour of disadvantaged pupils is in line with their non-disadvantaged school peers

Key principles of the pupil premium strategy:

Fishponds CE Academy will;

- Have a deep understanding of its local context and the effect that socio-economic disadvantage can have on a child's education.
- Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- Inform the strategy using the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to teachers and teaching assistants to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children from falling behind.
- Enable all parents to feel like valued co-educators who are able to be involved in the life of the school.
- Establish an ethos which creates a safe environment where all children thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of language and communication, impacting on levels of attainment in reading, writing and maths.
2	Limited range of experiences and access to opportunities
3	Attendance of this group is much lower than others
4	Lower levels of positive learning behaviours
5	Supportive parental engagement – children of this group tend not to engage in home-learning / remote learning.
6	Increased social emotional mental health needs, often linked to ACEs (adverse childhood experiences).

Intended outcomes

This explains the outcomes that 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
Attendance of disadvantaged children will increase in line with non-disadvantaged children.	Attendance reports will indicate improvement over the course of the plan.
Increased levels of language and communication across our school will enable children to fully engage with the reading writing and maths curriculum.	Disadvantaged groups will make good levels of progress in the core subjects and the gap in ARE between disadvantaged and non-disadvantaged groups will reduce over time.
Disadvantaged children will access extra-curricular experiences and opportunities.	Increased numbers of disadvantaged children will be accessing clubs.
Pupils' resilience will improve through teaching metacognition.	Lesson observations, and pupil and staff voice, will indicate that children are persevering with learning.
Engagement in school events will increase.	Parent surveys will indicate that more families feel engaged with school life.
Pupils will be able to self-regulate their emotions and therefore miss less curriculum time.	The numbers of fixed term and internal exclusions will decrease over the course of the plan.

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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy Project – become a Voice 21 school.</i>	<p>“Disadvantaged pupils are likely to have poor oral language and communication skills. They are likely to join school with fewer words in their vocabulary” (Closing the Vocabulary Gap – Alex Quigley).</p> <p>“The Voice 21 Oracy Improvement Programme supports schools to develop pupils’ use of speech to express their thoughts and communicate effectively. On average, oral language approaches have a high impact on pupil outcomes of +6 months additional progress” - EEF</p>	1
<i>Further develop the skills of early reading with support from the English Hub.</i>	<p>“Phonics has a positive impact overall (+5 months) with very extensive evidence, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” - EEF</p>	1
<i>Gain greater impact through the deployment of teaching assistants.</i>	<p>Through following the DELTA project and EEF guidance on ‘Making the best use out of teaching assistants’ TAs will improve quality first teaching, deliver effective interventions and develop children’s skills such as independence.</p> <p>“The average impact of the deployment of teaching assistants is about an additional 4 months’ progress over the course of a year.” - EEF.</p>	1
<i>Ensure good or better progress is made by pupils in Maths</i>	<p>Research from the EEF indicates that disadvantaged pupils have fallen further behind in Maths as a result of the pandemic. The use of White Rose Maths enables our staff to receive support in planning and delivering effective maths lessons in all year groups, with a clear progression and supportive resources and visuals. This</p>	1

	is a mastery approach which can provide 5+ months of progress – EEF.	
<i>Embed the use of Knowledge Organisers-ensuring a body of knowledge for all children.</i>	The process of creating knowledge organisers in a specific subject then leads to a consideration of pedagogical content knowledge, the integration of subject expertise and an understanding of how that subject should be taught (Ball et al., 2008). Powerful knowledge, as defined by Young (2013), is specialised rather than general knowledge, and is differentiated from the experiences of students. Many of our disadvantaged pupils lack experience and context for learning – knowledge organisers develop vocabulary, context, and provide pre and over learning opportunities.	2
<i>Improve communication and planning within year groups during Friday’s assemblies (PPPMs – Pupil Premium Progress Meetings)</i>	EEF guidance on ‘Making the best use out of teaching assistants’ indicates that ‘Schools should provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.’	1
<i>Use of pre and over learning interventions as QFT.</i>	‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.	1
<i>Communicate in Print to support language</i>	“Language provides the foundation of thinking and learning and should be prioritised.” - EEF. “Some of the key benefits of using symbols include: improving behaviour and motivation, creating greater independence, giving access to the curriculum and learning, and most significantly, providing strategies to enable students to demonstrate what they know.” - The Symbols Inclusion Project and Widget.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Reading Assistants delivering BRP reading interventions.</i></p>	<p>BRP has had a positive impact in our school and reading continues to be our strongest area out of the core subjects. As children progress throughout the school, the gap between disadvantaged and non-disadvantaged pupils attaining D+A reduces, and in some year groups, disadvantaged pupils outperform their peers. “Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools: They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRSP.” – Every Child Counts.</p>	<p>1</p>
<p><i>Neli programme for Reception</i></p>	<p>“The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials. The EEF funded evaluation found that children receiving NELI made improvements in their oral language, equivalent to +4 months additional progress.” – EEF</p>	<p>1</p>
<p><i>1:1 and small group tuition in phonics, reading, writing and maths, using Academic Mentors, National Tutoring Partners and School-led tutors.</i></p>	<p>“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF</p>	<p>1</p>
<p><i>Phonic decodable books for group reading in EYFS and KS1.</i></p>	<p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” - EEF</p>	<p>1</p>

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

Budgeted cost: £41,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted support to improve attendance of identified disadvantaged pupils.</i></p>	<p>“Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.” EEF</p>	<p>3</p>
<p><i>Extra-curricular opportunities – to provide access to sport, music and singing opportunities.</i></p>	<p>“Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” - EEF.</p> <p>“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.</p>	<p>2</p>
<p><i>Family Link Worker to support hard-to-reach families and children with SEMH needs:</i></p>	<p>“Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents</p>	<p>6</p>

<p><i>To include regular coffee mornings, SEMH interventions for children and support for home-learning.</i></p>	<p>to avoid widening attainment gaps. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months).” – EEF. “The Boxall Profile Online is the most popular measurement tool used in schools to identify children and young people’s particular mental health needs and has been cited by the Department for Education, as well as highlighted in the Department for Education’s 2018 ‘Mental health and behaviour in schools’ advice.” - Boxall</p>	
<p><i>Implement metacognition strategies into the classroom.</i></p>	<p>“Evidence suggests the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils” - EEF</p>	<p>4</p>
<p><i>Implement the Pivotal Curriculum Approach to promote positive behaviour.</i></p>	<p>“Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year.” – EEF.</p>	<p>6</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

- **Continued Focus Pupil Project for all teachers Y1-Y6 during Friday achievement assembly (Reception classes within focus task and activities)**

End of year review: The Focus Pupil Project ran for 3 years. This final year proved challenging as Focus Pupil time was not available due to all assemblies being conducted in the classroom because of Covid regulations. Release time for 1:1 or 1:2 mentoring was covered by BG8 TAs within year groups. During lockdowns, the focus for class teachers was over all disadvantaged pupils engaging in learning.

Next steps: The key skills learnt by the school and teachers, regarding mentoring and relationship building, means that we can now maintain and grow relationships and identify and breakdown learning barriers within our day-to-day planning. We are now moving away from focussing on 2 disadvantaged pupils a term, to focussing on all disadvantaged pupils within Pupil Premium Progress Meetings (PPPM) during Friday's assembly time.

- **Pupil premium pupils will be highlighted in any TA or teacher intervention timetabling or pre/over learning provision.**

End of year review: Disadvantaged pupils continued to receive effective intervention and support within their own class and year group bubbles. The addition of 2 learning mentors (within Y1 and Y5), provided by Covid catch up funding, allowed those teams to provide an extended intervention timetable that directly impacted on disadvantaged pupils.

Next steps: Disadvantaged pupils will remain a priority for interventions. The revised PPPM time will now allow for weekly team meetings, to discuss all disadvantaged pupils' progress and needs.

- **Focussed use of 'The Zone' for identified disadvantaged pupils.**

End of year review: Due to Covid risk assessments and the need for class bubbles, The Zone was not able to be used this year. All SEMH needs for disadvantaged pupils were supported within the class bubble teams, with support from Phase Leaders, the behaviour lead and the SENDCO.

Next steps: 'The Zone' is now open again to identified disadvantaged pupils across the school with SEMH needs. It is used as a space for regulation and interventions for disadvantaged pupils are run within The Zone. It is now open again during lunchtimes as a lunchtime club to support those that need it.

- **Use of the Family Link Worker to support disadvantaged families**

End of year review: The Family Link Worker continued to make an impact on our disadvantaged pupils. She supported families that needed to self-isolate, delivered FSM

packages, made home-visits where safe to do so and supported disadvantaged pupils being taught remotely. Safe-guarding forms were used to keep track of our disadvantaged pupils and The Family Link Worker used these to contact families whenever necessary. Many disadvantaged pupils were given school places or devices during Lockdown to ensure their continued safety and education.

Next steps: Our Family Link Worker will continue to support disadvantaged pupils in school and disadvantaged families. She will focus on mentoring, SEMH interventions, safeguarding and attendance.

- **EYFS focus on Literacy and Numeracy provision for disadvantaged pupils**

End of year review: Monitoring of EYFS by SLT and the Phase leader showed a marked improvement in EYFS provision and engagement across all areas of development, especially Literacy and Numeracy. Continued focus on phonics and writing development meant that there was a huge increase from baseline to children at ARE in both reading and writing (see T6 EYFS data report). Maths teaching using the White Rose scheme allowed for effective remote learning that parents could access during at home. This, alongside effective maths provision and teaching meant that there was also a significant increase from baseline to ARE in maths.

Next steps: Continue to deliver EYFS provision with a focus on improving phonics, early reading, language development and maths. Continue to use the NELI programme to identify gaps.

- **Additional training needs for gap filling**

End of year review: Within individual teams, interventions and additional training for gap filling was conducted when available. Staff with specific strengths/responsibilities (e.g. Speech and Language, EAL, SEMH) had allocated times within their timetables where they could remotely support staff across the school with training/support/resource needs etc. DBAT network meetings were attended over Zoom and staff completed training through Educare.

Next steps PPPM time during Friday's assembly time will allow for strategies and interventions to be discussed fully by the whole teaching team within each year group. DBAT Network meetings will continue and further training will take place as and when needed.

- **Pupil Premium reporting after each data drop**

End of year review: These were completed by the Pupil Premium lead (Carole Seddon) after each data drop. Lockdown 3 disrupted data drop, so this affected the time scale. Carole was able to attend 2 DBAT network meetings.

Next Steps: Pupil Premium lead has passed to Sian Fox-Gaven (Assistant principal) as part of Inclusion and her role within the SLT. This will allow for effective monitoring and data analysis of disadvantaged pupils within SLT. It should allow for easier release for DBAT PP network meetings (or similar) as there is no need for class cover.

Data (taken from teacher assessments 2020-2021):

EYFS D+A:

	Communication and Language			Physical			Personal, Social and Emotional			Literacy			Mathematics		
	T2	T5	T6	T2	T5	T6	T2	T5	T6	T2	T5	T6	T2	T5	T6
PP	31%	64%	71%	46%	86%	86%	46%	64%	64%	23%	50%	50%	46%	71%	71%
Non-PP	50%	69%	68%	53%	89%	82%	50%	67%	68%	42%	44%	50%	58%	58%	74%

Disadvantaged children made bigger leaps in progress and the gap was reduced in all areas.

		Term 6				
		Reading				
		Emerging	Towards	At	Deepening	D+A
Year 1	PP	25.00%	33.33%	41.67%	0.00%	41.67%
	Non-PP	16.67%	18.75%	52.08%	12.50%	64.58%
	Gap	8%	15%	-10%	-13%	-23%
Year 2	PP	20.00%	20.00%	46.67%	13.33%	60.00%
	Non-PP	6.06%	12.12%	57.58%	24.24%	81.82%
	Gap	14%	8%	-11%	-11%	-22%
Year 3	PP	0.00%	16.67%	72.22%	11.11%	83.33%
	Non-PP	10.53%	39.47%	28.95%	21.05%	50.00%
	Gap	-11%	-23%	43%	-10%	33%
Year 4	PP	18.75%	18.75%	43.75%	18.75%	62.50%
	Non-PP	18.18%	15.91%	38.64%	27.27%	65.91%
	Gap	0.57%	2.84%	5.11%	-8.52%	-3.41%
Year 5	PP	17.39%	13.04%	56.52%	13.04%	69.57%
	Non-PP	8.11%	21.62%	35.14%	35.14%	70.27%
	Gap	9%	-9%	21%	-22%	-1%
Year 6	PP	15.00%	5.00%	50.00%	30.00%	80.00%
	Non-PP	13.51%	5.41%	40.54%	40.54%	81.08%
	Gap	1%	0%	9%	-11%	-1%

		Term 6				
		Writing				
		Emerging	Towards	At	Deepening	D+A
Year 1	PP	16.67%	50.00%	33.33%	0.00%	33.33%
	Non-PP	12.50%	31.25%	47.92%	8.33%	56.25%
	Gap	4%	19%	-15%	-8%	-23%
Year 2	PP	13.33%	33.33%	53.33%	0.00%	53.33%
	Non-PP	6.06%	30.30%	60.61%	3.03%	63.64%
	Gap	7%	3%	-7%	-3%	-10%
Year 3	PP	16.67%	55.56%	27.78%	0.00%	27.78%
	Non-PP	31.58%	31.58%	31.58%	5.26%	36.84%
	Gap	-15%	24%	-4%	-5%	-9%
Year 4	PP	12.50%	37.50%	50.00%	0.00%	50.00%
	Non-PP	20.45%	25.00%	45.45%	9.09%	54.55%
	Gap	-8%	13%	5%	-9%	-5%
Year 5	PP	21.74%	30.43%	43.48%	4.35%	47.83%
	Non-PP	24.32%	16.22%	48.65%	10.81%	59.46%
	Gap	-3%	14%	-5%	-6%	-12%
Year 6	PP	10.00%	30.00%	50.00%	10.00%	60.00%
	Non-PP	16.22%	10.81%	54.05%	18.92%	72.97%
	Gap	-6%	19%	-4%	-9%	-13%

		Term 6				
		Maths				
		Emerging	Towards	At	Deepening	D+A
Year 1	PP	8.33%	58.33%	33.33%	0.00%	33.33%
	Non-PP	6.25%	27.08%	50.00%	16.67%	66.67%
	Gap	2%	31%	-17%	-17%	-33%
Year 2	PP	13.33%	40.00%	33.33%	13.33%	46.67%
	Non-PP	6.06%	12.12%	57.58%	24.24%	81.82%
	Gap	7%	28%	-24%	-11%	-35%
Year 3	PP	11.11%	33.33%	33.33%	22.22%	55.56%
	Non-PP	18.42%	28.95%	34.21%	18.42%	52.63%
	Gap	-7%	4%	-1%	4%	3%
Year 4	PP	18.75%	37.50%	37.50%	6.25%	43.75%
	Non-PP	13.64%	18.18%	47.73%	20.45%	68.18%
	Gap	5%	19%	-10%	-14%	-24%
Year 5	PP	17.39%	30.43%	39.13%	13.04%	52.17%
	Non-PP	13.51%	18.92%	56.76%	10.81%	67.57%
	Gap	4%	12%	-18%	2%	-15%
Year 6	PP	25.00%	10.00%	55.00%	10.00%	65.00%
	Non-PP	13.51%	8.11%	45.95%	32.43%	78.38%
	Gap	11%	2%	9%	-22%	-13%

Year 1: The widest gap is in maths but reading and writing still need to be a focus. Deepening should also be a focus for disadvantaged pupils.

Year 2: The widest gap is in maths but reading and writing still need to be a focus – although the writing gap is smallest, attainment is low and all children need to make further progress in this area.

Year 3: In reading, disadvantaged pupils outperform non-disadvantaged pupils by 33% (BRP for disadvantaged children in this year group was very successful). The writing and maths gaps are small but attainment is low and all children need to make further progress in these areas.

Year 4: The gap in reading and writing is minimal although writing attainment overall needs to improve. There is a much wider gap in maths in Y4 and this needs to be a focus.

Year 5: Writing and maths attainment needs to improve for all pupils, although the gap in writing is small. The gap in reading is minimal.

Year 6: Reading attainment is strongest and only has a gap of only 1%. Writing and maths have a small gap of 13%.

Next Steps:

Year 1 in 2021-2022 need to focus on Literacy and Personal, Social and Emotional health areas. For disadvantaged pupils, a focus on Personal, Social and Emotional health and mathematics would help to reduce the gap.

Year 2 in 2021-2022 need to focus on reducing the gap in all core subjects.

Year 3 in 2021-2022 need to focus on reducing the gap in maths and reading and improving writing attainment for all.

Year 4 in 2021-2022 need to focus on improving attainment in maths and writing for all pupils.

Year 5 in 2021-2022 need to focus on reducing the gap in maths and improving attainment in reading and writing for all children.

Year 6 in 2021-2022 need to focus on reducing the gap in writing and maths and improving attainment in all core subjects.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Family Link Worker to provide pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Supported through Covid and for one family supported during sudden deployment of father - access key worker/vulnerable groups.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.