



Fir Tree Primary School and Nursery

Pupil Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Fir Tree Primary School & Nursery
Pupils in school	240
Proportion of disadvantaged pupils	36.2% (87)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Publish date	(updated) September 2023
Review date	Termly
Statement authorised by	Lindsay Wood
Pupil premium lead	Natasha Purcell
Governor lead	Alison Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Estimated £96,758
Recovery premium funding allocation this academic year	Estimate $74 \times £145 = £10,730$ $1 \times £290 = £290$ Total = £11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Estimate £107,778

Part A: Pupil premium strategy plan

Statement of intent

At Fir Tree, we believe in teaching the whole child. We ensure that the children at our school have the 'Freedom to Flourish' through a meticulously planned, creative and values-based curriculum. Our children are challenged to think, learn, believe and achieve their potential through a curriculum which teaches and develops key knowledge and skills and ignites their interest and curiosity. We have high expectations of all our children, in everything they do; their work, their play and in the way they treat others. Education is about more than just exam results, it is about every child reaching their potential, socially and academically. It is about ensuring that each child is cherished, supported and empowered to achieve.

Our Pupil Premium strategy plan objectives:

- To diminish the gap between disadvantaged and those who are not
- Enable all disadvantaged pupils to make at least good/expected progress
- Support the mental health/well-being to enable all to access the learning

We aim to do this by:

- Ensuring that all pupils are able to access learning opportunities which meet their needs
- Targeting identified gaps in knowledge and skills
- Ensuring appropriate provision which both supports and challenges pupil while developing increased independence in learning

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance is lower for those who are in receipt of PP this include Persistent Absence. Punctuality is also lower for this group within the school
2	Outcomes Pupils entering Fir Tree in Reception and Nursery tend to have lower levels of language and communication skills. Outcomes for pupils in receipt of PP are lower than those who are not in all key areas of the curriculum – particularly boys
3	Pastoral Pupil's emotional well-being and behavioural needs affect children's ability to make progress and their readiness for learning. Resilience of pupils in receipt of PP is lower than those who are not and affects ability to access learning.
4	Parental engagement Lack of communication and engagement from parents of pupils in receipt of PP. Parental perception and attitudes are less positive than those who are not

Intended outcomes - targets to be added once ratified by Governors

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
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Priority 1 – Teaching and Whole-School strategies:

- Teachers will use assessment consistently to ensure they have a very clear understanding of gaps in learning and use this to inform planning for learning and future assessments
- High quality teaching and learning; tailored teaching to ensure gaps are closed (including those exasperated by COVID-19)
- Improved pedagogy for all members of staff in all areas of the curriculum particularly: Writing (The Write Stuff), Early Reading and Phonics, Reading (Whole class guided reading, Book Talk) Oracy and Maths (Mastery teaching)
- The communication skills of all pupils will improve
- Phonics and spelling results improve
- Improved vocabulary for all in order to improve in social communication for all pupils
- Independence in learning including the use of manipulatives and reference books
- Prioritisation of early reading – Rocket Phonics
- Focus on Grammar – establish clear expectations to improve outcomes
- Reading Fluency to be taught

- Specifically targeted responsive interventions to close gaps in all year groups
- Reignite Oracy teaching throughout the school identifying expectations for each year group
- Outcomes in writing improve in all year groups
- Higher level of GDS in writing across all year groups

EYFS

GLD 75%+

Introduce Firm Foundations (TWS) with strong focus on vocabulary and orally creating sentences

Focus on story linking to all areas of the curriculum through topics

Tales Toolkit to support Communication and Language

Writing - Year 2

Whole class ARE+: 63%+/Above ARE10%+

Higher levels of attainment for PP less SEND pupils in Writing

Writing - Year 6

Whole class - ARE: 77%/Above ARE: 42%

Higher levels of attainment for PP less SEND pupils in Writing (Target - FFT20)

Purchase a quality grammar scheme to use throughout the school to ensure consistency of application and approach which improve outcomes

Reading - Year 2

Whole class - ARE: 72%+/Above ARE: 10%+

Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT20)

Reading Fluency intervention to secure outcomes

Reading - Year 6

Whole class – ARE: 77%/Above ARE: 42%

Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT20)

Reading Fluency intervention to secure outcomes

Phonics - Year 1

Whole class – 82%+

Phonics - Year 2

Whole class – 80%+

	<p>Maths outcomes improve due to depth of pupil knowledge gained through CPA/Mastery approach</p> <p>Maths Year 2</p> <p>Whole class – ARE 73%+/Above ARE: 10%+</p> <p>Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT20)</p> <p>All PPG to use Doodle Maths to identify and close gaps</p> <p>Maths Year 6</p> <p>Whole class – ARE: 77%/Above ARE: 33%</p> <p>Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT20)</p> <p>All PPG to use Doodle Maths to identify and close gaps</p> <p>Maths - Year 4 - MTC</p> <p>PPG to be in line with those who are not</p> <p>Pupils at Fir Tree to be in line with National expectation</p>
<p>Priority 2 – Targeted intervention</p> <ul style="list-style-type: none"> • M4C pastoral intervention ensures pupils are ready and able to learn and participate appropriately • Effective use of academic interventions to address gaps in learning for all core subjects including speaking and listening through Oracy • Every Child A Talker (ECAT) to be reintroduced in EYFS. • All pupils communicate effectively – Oracy project • Increased pastoral support and provision – including the use of a sports coach to reach those who need to be more physically active • Improved spelling outcomes in all year groups • Speech and language skills are improved 	<p>(Data targets listed above)</p> <ul style="list-style-type: none"> • Bi-weekly triage to identify/maintain pastoral needs of pupils • M4C/ELSA intervention for pupils identified through triage • Responsive interventions take place in all classes which are monitored • ECAT intervention for EYFS pupils who are falling behind peers. Retraining of staff to ensure effective intervention. • Additional Rocket Phonics for those who are not keeping up • Spelling intervention/programme for those falling behind – Nessy • Speech and Language intervention to take place where appropriate • 1:1 Phonics Zapping in Year 1 and 2 to ensure pupils are able to segment and blend for reading and writing • Flash academy used to support language development • Reading Fluency project intervention and strategies introduced to improve comprehension outcomes • Third Space Maths • Doodle Maths (internet-based maths programme specifically for PPG pupils) • Tales Toolkit in EYFS

<ul style="list-style-type: none"> • Third Space Maths for 10 selected pupils in Year 6 – learning to be focused on closing gaps in Number Place Value, Four Operations and Fractions • Phonics outcomes are improved for all pupils • Accelerate English Language acquisition for EAL pupils and those with limited speech and language (Flash Academy) • Doodle Maths • Tales Toolkit 	
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school to ensure effective teaching and learning.	EEF guide to pupil premium tiered approach – teaching is the top priority, including CPD.	2,3
Quality first teaching for all pupils	EEF Sutton Trust Quality first teaching has a direct impact on student outcomes	2,3

	Classroom practice is at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to 'catch up – see www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully	
Voice 21 Oracy project	EEF – Sutton Trust Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year	2, 3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third space Maths Tutoring for 10 children	EEF Sutton Trust Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	2
School-led tutoring in each class in order to close gaps in knowledge and understanding	EEF – Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more 1, 2 5 general strategy to ensure effective progress, or to teach challenging topics or skills	2

1:1 Phonics Zapping in Year 1 and 2 to ensure pupils are able to segment and blend for reading and writing including	EEF Sutton Trust Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. R	2
Reading Fluency	Rasinski – Why Fluency should be Hot (article) EEF – Reading Fluency in Primary School HfL – Reading Fluency Project Oxford Language Report	2
ECAT Every Child A Talker	EEF Language and communication approaches EEF Early Literacy Approaches	2, 3
Doodle Maths	<i>Doodle is designed to be used for 10 minutes a day, or 'little and often', using Doodle in this way has been proven by the University of Bath to raise attainment and reduce learning loss.</i>	2
Tales Toolkit	Goldsmiths University Report November 14th, 2018 The research carried out by the Unit for School and Family Studies at Goldsmiths University of London assessed progress in communication and language, social and emotional development, understanding the world, creativity and in overall development. Pupils using Tales Toolkit showed increased levels of literacy, communication and language, creativity and improved social-emotional skills typically around three months ahead of peers in classes not using the approach. All skills needed by children to successfully manage school environments and achieve academic success.	2, 3

	<p>Boys using the scheme showed significant catch-up with girls in literacy and schools commented on boys' higher levels of engagement.</p> <p>After a year, literacy scores showed boys learning with Tales Toolkit had closed the 'literacy gap' with girls by 62%. The evaluation suggested there was no longer any statistically significant difference between boys' and girls' scores. By contrast, in the group not using Tales Toolkit boys saw the literacy gap with girls widen by 22%.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
M4C training and supervision	<p>EEF Sutton Trust</p> <p>On average, Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress)</p>	3
ELSA training and supervision	<p>EEF Sutton Trust</p> <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours,</p>	3

<p>Improving attendance - telephone home by 9.30 am if pupil is not in school and identify barriers/offer supports</p> <p>Headteacher to ensure parents are aware of expected attendance before they fall below 90%.</p> <p>Use of Trust EWO to secure attendance targets</p>	<p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</p> <p>Research shows that overall absence had a negative link to <u>attainment</u>, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	4
<p>Developing the wider school community to ensure that parents recognise the support available to them through the school</p>	<p>EEF</p> <p>parental involvement is consistently associated with pupils' success at school,</p>	4

Total budgeted cost: £95,285

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.

Disadvantaged pupil progress scores for last academic year

(internal tracking)

Measure	Score Whole class/PPG
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Reading	+0.68/+3.35
Writing	+3.29/+4.8
Maths	-0.07/+0.7

Review: last year's (2022-2023) aims and outcomes

Progress in Phonics

- 1:1 Phonics Zapping in Year 1 and 2 to ensure that pupils are able to close gaps and pass PST with all Year 2 pupils passing the resit and Year 1 outcomes above National
- Support from Whiteknights English Hub to create a cohesive and challenging Phonics curriculum using Rocket Phonics resources
- Three Phonics/Early reading parent workshops to explain how to support children with the phonics and reading
- Proportion of pupils passing in-house phonics screening improved considerably during the year with a number of children making accelerated progress
- Consistency of approach throughout Early Years and Key Stage One to help secure outcomes
- Coaching by WEH representative and English lead to support practise with the school
- Rocket Phonics Year 2 programme purchased and completed by Year 3 and as intervention in older year groups to address spelling gaps

Progress in Reading

- PPG progress very strong in comparison to whole school progress
- 'ABC to Read' supported reading of a group of pupils and the teacher reported that pupil's engagement and joy in reading was improved
- Guided Reading remained a focus for Foundation Stage and Key Stage One and takes places every day following Phonics lessons to ensure is new learning is applied
- Rising Stars online reading has provided more access to a range of quality reading books even which pupils have not been in school
- Reading information sheets sent home
- Reading information included on the Whole-School newsletter
- Whole class guided reading used as main strategy for KS2 reading ensuring that all pupils access high quality texts however, Book Talk has been added to guide the comprehension aspect of this subject
- All class teachers read with Lowest 20% daily
- Reading Fluency course attended by English lead – intervention to be rolled out (2022-2023). Following success with the Year 6 class this will be a strategy expected to be in use in all classes going forwards.
- Friday afternoon booster for all Year 6 pupils to improve reading outcomes
- Easter school taught by Year 6 teacher to improve reading outcomes

Progress in Writing

- Progress in writing for PPG is in line with whole school and is now better
- Staff CPD Editing

- Spelling scheme used Year 4 – Year 6. Spelling taught daily to close gaps
- Additional writing opportunities identified within the wider curriculum to ensure that children are exposed to as much writing as possible
- Pupils use age-appropriate dictionaries and Thesaurus' to harvest challenging vocabulary for writing
- Vocabulary across the school has improved in writing in all year groups 1-6
- Grammar CPD and introduction of Grammar scheme to support progress in all year groups
- Consistent tracking across the school ensures that teachers have had a clear benchmark from which to set responsive spelling interventions
- Friday afternoon booster for all Year 6 pupils to improve grammar outcomes
- Easter school taught by Year 6 teacher to improve grammar outcomes

Progress in Oracy

- Firm Foundations (TWS in EYFS) focus is now taught. There is a verbal aspect which encourages children to create sentences verbally
- Oracy Lead and Champion completed 2 days training
- Oracy Lead disseminated training to secure teaching staffs understanding of Oracy and expectations
- Oracy learning walk established that expectations are being met in delivery
- TWS approach adopted and used by all Year groups 1-6 with a strong focus on vocabulary
- Talking partners took place in Year 3 (2021-2022) only – class teacher reports that pupils have gained confidence, but this is not translated into observable progress in writing

Progress in Maths

- Staff CPD to embed teacher's understanding of Mastery approach through Mobius Maths Hub
- LA advisor for Maths to support Maths Lead further develop curriculum and improve outcomes.
- Doodle maths trialled in Year 5 with PPG – improvements noticed by class teacher
- Manipulatives purchased and are in use to help support understanding of Place Value and money. CPA approach embedded
- Investment in resources to support development of reasoning and application of understanding by pupils.
- Following LA visit, further focus added to Times tables and identification of fact of the week to secure multiplication table fluency
- Times Table Rock Star battles (houses/classes) to promote fluency
- National Tutoring used to support 10 Year 6 pupils in Maths through Third Space Learning – gaps in knowledge and skills have reduced to different degrees – pupils very clearly gaining in confidence.
- Third Space maths intervention/tutoring transferred to Year 5 pupils post SATs in order to begin closing gaps
- Provision for SEND pupils strengthened through consistency of visual aids across and within year groups

- Development of Early Maths, EYFS maths area in both Nursery, Reception and outdoor areas of provision
- Friday afternoon booster for all Year 6 pupils to improve Maths outcomes
- Easter school taught by Year 6 teacher to improve Maths outcomes

Improved mental health

- End of year overall attendance exceeds 96%
- Children are well-prepared for their next steps.
- Motivation 4 Change (M4C) trained TA working with Identified pupil
- New ELSA trained TA working with identified pupil
- Continued improved behaviour.
- Sports lead has carried out pastoral interventions with groups of boys however, this was not embedded prior to lockdown and so limited impact noted
- At the end of the academic year, new sports' leaders were identified within Year 5 and these began to support the Sports' coach at Whole School events such Sports' Day
- School council used to support/complete initiatives within school
- School has achieved Bronze and Silver Rights Respecting Award
- School achieved Anti-bullying ambassadors award
- School achieved Mental well-being award

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

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.

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