



Pupil Premium Strategy Statement 2017-2018

1. Summary Information					
School	Fir Tree Primary school and Nursery				
Academic year	2016/17	Total PP budget	£66,000	Date of most recent PP review	Sept' 2017
Total number of pupils	218	Number of pupils eligible for PP	41	Date of next internal review of this strategy	Jan' 2018

2. 2016-2017 Attainment Data				
Key Stage/Year group		Pupils eligible for PP (National average)	Pupils eligible for PP less SEND (National average)	Pupils not eligible for PP (National average)
EYFS	73% achieving GLD (36.5 APS)	44%	67%	86%
KS1 – Year 1	77% achieving expected standard Phonics screening	100%	100%	71%
KS1 – Year 2	67% achieving expected standard Phonics screening retake	33%	0	55%
KS1 – Year 2	67% achieving expected standard in reading	40%	100%	68%
	67% achieving expected standard in writing	20%	50%	72%
	70% achieving expected standard in mathematics	40%	100%	72%
	67% achieving expected standard in RWM	20%	50%	68%
	55% achieving expected standard in SPAG	20%	50%	67%
KS2 – Year 6 After table checking	78% achieving expected standard in reading	71%	71%	81%
	72% achieving expected standard in writing	57%	57%	73%
	56% achieving expected standard in mathematics	43%	43%	64%
	50% achieving expected standard in RWM	43%	43%	55%
	72% achieving expected standard in SPAG	57%	57%	81%

3. Barriers to future attainment	
In-school barriers	
1.	Literacy and Maths skills for PP pupils entering Reception are lower than those who are not PP
2.	Verbal communication skills of PP pupils entering Reception are lower than those who are not PP
3.	Attendance of PP pupils is lower than those who are not
4.	Behaviour for small group of PP pupils has a detrimental effect on their academic progress and that of their peers
5.	PP pupils achieving the expected standard is lower than those who are not: FS achieving GLD 67% PPG less SEND compared to 86% not PPG. KS1 the expected standard for RWM was achieved by 50% PPG less SEND compared to 68% not SEND. KS2 the expected standard for RWM was achieved by 43% PPG less SEND compared to 55% not PPG
6.	Resilience of PP pupils when faced with a learning challenge is lower than those who are not

External Barriers	
7.	Attendance of PP pupils parents at parents evenings and other events is lower than those who are not
8.	Lack of communication with PP parents
9.	Homework contributions and support given from PP pupils is less than those who are not

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Higher levels of attainment for PP less SEND pupils in Reading, Writing and Mathematics in Year 2. (Target 69% - FFT50)	Pupils participate in lessons more fully Pupils able to access maths curriculum using CPA approach to teaching Interventions to support vulnerable groups identify progress made
B.	Higher levels of attainment for PP less SEND pupils in Reading, Writing and Mathematics in Year 6. (Target 49% - FFT50)	
C.	Progress of PP pupils from Year 2 to Year 6	Tracking and monitoring of PPG Pupils to ensure they make progress in line with those who are not PPG
D.	Higher % of PP pupils achieve the expected standard in Y1 Phonics screening test	Pupils receive additional reading intervention from qualified teacher Phonics support for parents about how to support their children
E.	Higher proportion of PP/2YO funded children to reach GLD (2017 – 19% difference. Target 2018 ≤15% difference)	Speaking and listening support through talking boxes Sustained shared thinking to be developed
F.	ECAT scores for 2YO funded places to be in line with those without funding	ECAT interventions to support speech and language development
G.	Attainment in Y2 and Y6 of PP pupils to be in line with those who are not	Monitoring vulnerable groups using a direct comparison to identify strengths, weaknesses and next steps Interventions to specifically target areas for support identified in monitoring
H.	Attendance of PP parents at meetings to improve	Collate information to identify parents who do not attend meetings Make additional times available for parents to meet
I.	Improved attendance for PP pupils	Weekly meetings with attendance officer Regular meetings with Trust EWO PP pupil attendance in line with those who are not
J.	Increased amount of completed homework by PP pupils	Pupils complete homework on time Pupils want to participate in interactive homework tasks Pupils accessing online homework
K.	Fewer behaviour issues	Lower attendance at Red club. Fewer behaviour incidents rolling over into teaching and learning time

		Ewer behaviour incidents recorded
L.	Improved resilience for PP pupils when learning is challenging	Pupils will attempt challenges and work at them until they have arrived at a solution Pupils will participate in invention to build

5. Planned expenditure

Academic Year | 2017-2018

The three headings below enables us to demonstrate how we are using Pupil Premium to improve class practice, provide targeted support and support whole school strategies.

i. Quality first teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date
High quality teaching and learning ABCDEFGHIJ	To continue to recruit and retain high quality teaching and support staff to ensure that day to day teaching including marking and feedback, meets the needs of every learner.	We want to offer the highest quality teaching to all pupils to ensure they reach their potential. Reflective monitoring and evaluation timetable which respond to training needs as identified. All teachers are asked to identify what went well and even better if in relation to their PM. NQTs have identified their strengths and training needs and a plan is built around this and SLT monitoring	Increased proportion of staff achieving good or outstanding lesson observations and monitoring CPD courses on 'excellent' teaching and learning strategies CPD tailored to meet the needs of staff as identified by SLT during monitoring and observations	SLT	Jan 2018
Improved understanding and use of Grammar and punctuation in pupil's writing ABCGJL	Experienced teachers to teach additional grammar and punctuation lessons to targeted small groups	It has been identified that SPAG is a specific weakness which needs to be addressed in order for the pupils to make progress in their writing. In Y6 the greatest difference between PPG less SEND and those who are not is writing, specifically use and understanding of grammar therefore teacher led, targeted grammar intervention is expected to have the greatest impact.	Teacher assessments used to identify and tailor to meet the needs of pupils Timetabled targeted groups from Year 6 Monitoring of teaching as part of the PD cycle Assessments monitored to track progress of targeted pupils	Class teacher SENDCO SLT MA	Jan 2018
Improved fluency and depth of knowledge in maths	Experienced teacher and Headteacher will provide maths intervention after the maths lesson to address misconceptions	Intervention based on formative assessments made during the teaching process addressed outside the maths lesson to ensure pace of scheme is maintained and pupils start	Timetable to ensure that intervention happen Class teacher to identify pupils in need of follow up during teaching sequence	Class teacher HT	Half termly

ABCGJL	identified in whole class teaching	next step in line with peers. Interventions delivered by teachers to ensure that intervention is more responsive and a greater depth of subject knowledge is used to clear up misconceptions that are identified	Increased use of CPA approach to ensure pupils have a solid foundation in a concept before they move onto abstract presentations		
Social communication of EYFS pupils to improve DEF	ECAT specialist to target pupils who have lower social communication skills than their peers	Pupils enter the EYFS with communication skills lower than their peers and this hinders their progress towards achieving GLD and expected standard in Y1 phonics screening test	Teacher assessments used to identify and tailor to meet the needs of pupils Timetabled targeted groups from specialist Monitoring of teaching as part of the PD cycle Assessments monitored to track progress of targeted pupils	SLT CH LC	Half termly
Increased engagement and social communication of pupils in Foundation stage EFK	'In the moment' planning to be used to ensure that pupils interests are catered for	'In the moment' planning reflects the interests of the pupils and as their interests are catered for pupils become more engaged with the learning environment and access resources with greater motivation and independence	Monitoring of provision planning / mapping to ensure that environment reflects the interests of the pupils	CH	Half termly
Independence in learning ABCDEFGKL	Practical resources available during learning including access to working walls with key vocabulary, examples and challenges	Pupils who are able to access a range of resources while they are learning are more capable of accessing a problem independently before asking for support. The use CPA teaching model in maths to secure concepts using resources and jottings/pictures allows a greater depth and fluency to understanding prior to moving onto abstract concepts	Monitoring of classroom provision through learning walks Pupil voice	SLT Teachers	Half termly
Improved engagement and well being IKL	Introduce UNICEF Rights respecting award	Pupils will develop an improvement in respect for themselves and others and empowered to support the rights of others	Structured implementation throughout the school with a launch to ensure that parents and pupils recognise the importance of this work	NP CH Class teachers	Jan 2018

Improved respect and empathy for others IKL	Complete West Berks anti-bullying charter	Pupils will understand the effects of bullying on others Complete accreditation by NOV 2017	Structured implementation Peer mediator role to be developed within the school Pupils become aware of and respect the feelings of others	CH	NOV 2017
Total budgeted cost				£42,000	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date
ELSA ABCDG	Develop self-esteem and confidence of identified vulnerable pupils and remove social barriers Additional ELSA to be trained	Vulnerable pupils perform less well than their peers and are less likely to take risks in their learning to problem solve and apply knowledge	Develop a register of pupils receiving ELSA support to monitor Increased self-esteem and confidence to actively participate in lessons and take risks in problem solving activities	KK CH	Jan 2018
Lunchtime Play supervisor K	Ensure that all pupil have a safe and happy lunchtime	Vulnerable pupils often find lunchtime hard as it is too long without structure. This can lead to poor disruptive behaviour	Change of name to change focus from lunchtime controllers to lunchtime play leaders. Protected play for those who need it to be implemented by supervisor Bi-weekly meetings to ensure that systems in place are being followed and training is up-to-date Member of SLT to be on lunch duty daily	NR SLT	Jan 2018
Pastoral teacher KL	An experienced to teacher to monitor and carry out interventions for vulnerable pupils 1. Lego therapy 2. Draw and talk Work with vulnerable families to identify support availability within the local area	Pupils who may or may not be on CP plans need to feel safe, secure and happy to be able to learn the pastoral teacher uses a variety of interventions to give our most vulnerable pupils a place and strategies to talk	Pastoral teacher will meet with class teachers and DSO to identify needs, devise a timetable. Use a variety of strategies to support pupils	KC NP CH	OCT 2017 Half termly
Reading interventions ABC	Use of experienced staff to provide interventions • Reading comprehension • SEND teacher to teach decoding for reading to SEND • Intervention in mathematics • Grammar	Experienced staff are able to ask higher level comprehension questions to ensure that pupils make progress Experienced staff are able to identify gaps in understanding and learning to be able to close them	Tracking of reading progress through standardised tests	NP KK	OCT 2017 Half termly

Speaking and listening interventions <i>ABCDEKL</i>	Use of trained TAs as Teachers to deliver talking partners intervention to support vulnerable pupils	Pupils learn better when they feel confident, relaxed and happy within the environment. Talking partners allows pupils the opportunity to develop speaking and listening skills and improve social communication	Reports/observations written by TAs/teacher who took the intervention Monitored by SENDCO	NP KK	OCT 2017 Half termly
Sports coach <i>KL</i>	Provide time for pupils struggling with classroom or who are receiving protected play with constructive physical exercise	Provide pupils with a positive reason to participate appropriately at school Sport and exercise provide an appropriate channel for excess energy	Increased confidence during lessons and willingness to have a go at new activities Increased participation in sporting events	NP RN teachers	JUL 2018
Total budgeted cost				£20,670	

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date
Improved completion of homework <i>JLABC</i>	Purchase SPAG.com Purchase mathetics.co.uk	Pupils enjoy time spent on computers therefore if they can complete homework on the computer they are more likely to complete it. If homework is not completed at home it is easily accessible from the school network.	Teachers are able to monitor whether homework has been completed. Pupil voice meetings	NP Teachers	OCT 17 Half termly
Improved participation in school events <i>HIKL</i>	Raffles for attending and participating in questionnaires Monitor which parents attend so that specific parents can be targeted	Encouraging parents to attend parents evenings and open mornings ensures that parents understand what is needed for their children to make progress	Teachers to track attendance at meetings and events Teachers to catch up with parents if they miss a parent meeting	Teachers	JUL 2018
Uniform support <i>HIKL</i>	Provide PPG families with school uniform at a reduced cost once a year	Pupils do not feel different to their peers and so emotional well-being and therefore engagement in school life and learning	System in place to relay information to uniform shop to ensure that parents can access the PPG discount	Admin	JUL 2018

Trip/activity payment support <i>IKL</i>	Provide a 50% subsidy for all activities and trips for PPG pupils to ensure participation	Pupils do not feel different to their peers and so emotional well-being and therefore engagement in school life and learning	Different payment requests identified in parental consent form	Admin	JUL 2018
Attendance tracking <i>HIKL</i>	Attendance officer to monitor and track attendance PPG highlighted a group to watch specifically	Pupils cannot learn if they are not in school. Some parents need support with this.	Weekly meetings with school attendance officer Half termly meetings with Trust EWO Meetings with parents where appropriate to ensure that absence is kept to only when pupils are sick	NP ER EWO	Half termly
Easter School <i>BCGL</i>	Support pupils with SATs preparation	Pupils need to attend Easter school in order to ensure that during the holiday they do not let the pace of learning slip	All year 6 are sent letters to attend. Absence is followed up as pupils are expected to attend	AH	May 2018
SATs Breakfast club <i>BCGL</i>	Ensure that pupils have a good breakfast before their SATs so that they are not hungry during the tests	Pupils who attend breakfast club begin the day more relaxed and ready for their tests	All year 6 are invited to breakfast club		MAY 2018
Total budgeted cost				£3330.00	