



1. Summary Information					
School	Fir Tree Primary school and Nursery				
Academic year	2020-2021	Total PP budget	£64,450	Date of most recent PP review	JUL 2020
Total number of pupils	201	Number of pupils eligible for PP	51	Date of next internal review of this strategy	DEC 2020
Total number of pupils		Number of pupils eligible for PP		Date of next internal review of this strategy	MAR 2021
Total number of pupils		Number of pupils eligible for PP		Date of next internal review of this strategy	JUL2021

2. 2019-2020 Attainment Data				
Key Stage/Year group	Attainment Data (Overall Cohort)	Pupils eligible for PP	Pupils eligible for PP less SEND	Pupils not eligible for PP
EYFS	62% achieving GLD	25%	60%	75%
KS1 – Year 1	71% achieving expected standard Phonics screening	77%	100%	68%
KS1 – Year 2	42% achieving expected standard Phonics screening Including retake	33%	12.5%	50%
KS1 – Year 2 TA	72% achieving expected standard in reading	22%	40%	74%
	66% achieving expected standard in writing	22%	40%	53%
	76% achieving expected standard in mathematics	22%	40%	68%
	62% achieving expected standard in RWM	30%	50%	79%
KS2 – Year 6 TA	73%/83% achieving expected standard in reading <i>(allowing for 3 disapplied)</i>	66%	100%	76%
	73%/83% achieving expected standard in Writing <i>(allowing for 3 disapplied)</i>	66%	67%	76%
	69%/78% achieving expected standard in Maths <i>(allowing for 3 disapplied)</i>	66%	83%	70%
	65%/74% achieving expected standard in GPS <i>(allowing for 3 disapplied)</i>	65%	83%	69%
	65%/74% achieving expected standard in RWM <i>(allowing for 3 disapplied)</i>	64%	100%	60%

3 pupils in this cohort were disapplied – 1 at ICollege; 1 ASU pupil and 1 pupil for Gypsy/Traveller Community. This does impact %'s so I have put in blue %s if they were not included and we looked out of 23.

Strategy for Academic Year 2020-2021

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 none PP: <ul style="list-style-type: none"> • EYFS achieving GLD 25% PPG compared to 75% not PPG. • KS1 the expected standard for RWM was achieved by 22% PPG less SEND compared to % not PPG. • KS2 the expected standard for RWM was achieved by 0 % PPG compared to 41% not PPG
6.	Resilience of PP pupils when faced with a learning challenge is lower than those who are not
7.	Spelling of PPG pupils is less than those who are not
8.	PPG Boys reading not in line with those who are not PPG
9.	Attainment gap between boys and girls in Reading and Writing

External Barriers

8.	Attendance of PP pupils parents at parents evenings and other events is lower than those who are not
9.	Lack of communication from PP parents
10.	Homework contributions and support given from PP pupils is less than those who are not
11.	Parental understanding of Maths and English content undertaken by pupils for homework
12.	Parental perception of situations which arise are far more negative than those who are not

4. Outcomes –Updated JULY 2021 (Blue)

	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 Academic and pastoral interventions to support vulnerable groups to ensure progress
B.	Higher levels of attainment for PP less SEND pupils in Reading, Writing and Mathematics in Year 6. (Target 65% - FFT50)	
C.	Progress of PP pupils from Year 2 to Year 6 to be in-line with those who are not	Tracking and monitoring of PPG Pupils to ensure they make progress in line with those who are not PPG
D.	70% of PP pupils achieve the expected standard in Y1 PST, 80% of PP pupils to achieve expected standard in Year 2 PST retakes	Pupils receive additional phonics intervention Phonics support for parents through open mornings Reading open morning
E.	EYFS data 2YO/PPG to achieve '2' in reading. Target: 72%	

F.	Higher proportion of PP/2YO funded children to reach GLD in line with those who are not	Speaking and listening support through talking boxes Sustained shared thinking to be further developed Oracy Project to be undertaken by English and EYFS lead
G.	ECAT scores for 2YO funded places in line with those without funding Target: no more than 30% 'at risk of delay' in social communication by their 5 th birthday	Weekly ECAT interventions to support speech and language development ECAT lead to be identified ECAT lead to attend network meetings Oracy Project to be undertaken by English and EYFS lead
H.	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 PPMs used to analyse progress and attainment in order to allocate interventions where appropriate specifically to target areas for support
I.	Attendance of PP parents at meetings to improve	Collate information which identifies parents who do not attend meetings - make additional times available for parents to meet More parents attending parent evenings and open/information mornings
J.	Improved attendance for PP pupils	Fortnightly meetings with attendance officer, Trust EWO and Assistant Head - Pastoral PP pupil attendance in line with those who are not
K.	Increased amount of completed homework by PP pupils	Pupils complete homework on time
L.	Fewer behaviour issues	Fewer behaviour incidents rolling over into teaching and learning time Fewer behaviour incidents recorded CPOMs used to record behaviour incidents so a chronology will be developed to support pupils
M.	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 inventions to build understanding and progress in learning

5. Planned expenditure

Academic Year 2020-2021

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? Implementation/actions towards securing outcomes July 2021	Staff Lead	Review date
<p>High quality teaching and learning</p> <p>£20,000</p> <p>ABCDEFGHIJ</p>	<p>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.</p>	<p>Rigorous monitoring of teaching and learning and the provision of feedback which is supportive and developmental to practice ensures teachers work effectively to help realise the potential of each of their pupils through accountability.</p>	<ul style="list-style-type: none"> • Highest quality teaching to ensure reach their potential. • Weakest teaching identified and plan established to ensure this improved to at least good. • More outstanding provision for all groups of learners in all area (more than 50%) • Reflective monitoring and evaluation which responds to training needs as identified. • All teachers expected to evaluate their PDP ahead of PM to inform and reinforce process • NQTs identify strengths and training needs. Plan established to ensure progression of pedagogy and professionalism • Invigorate Curriculum to ensure that exciting opportunities and learning experiences are offered <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Learning walk identified strengths in T&L across the school • Book looks have been conducted to monitor progression and outcomes in all subject areas • Presentation monitored and addressed where appropriate • Assessments for all curriculum areas developed and disseminated <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • Monitoring/book looks from this year will be used to inform Action plans for next year 	<p>SLT</p>	<p>Half termly</p>

			<ul style="list-style-type: none"> No ECT (NQTs) next year but training plan for Trainees has been developed ready for September 		
<p>Tailored teaching to ensure gaps developed by lost education due to COVID19 are closed</p> <p>£20,390</p> <p>ABCDEFGH</p>	Intervention teacher	A high quality teacher will make effective use of intervention time and be able to identify misconception and gaps during the teaching process and therefore address these in the moment	<ul style="list-style-type: none"> Class teachers liaise directly with intervention teacher at starting points to ensure appropriate objectives are to be covered Intervention teacher will plan and evaluate learning progression Progress of pupils will be monitored Intervention will be reactive to the needs of the pupils in the group Evaluation and assessment from intervention will feed into PPM <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Intervention teacher completed intervention during Autumn term but reverted to class teaching after Year 4 teacher left Teacher set strategic intervention lessons which addressed gaps in Reading, Grammar and Maths <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> Although this was an effective strategy, We will not have an additional member of staff next year – therefore we will not be using this strategy next year. <ul style="list-style-type: none"> The wages, of the teacher who was allocated for this strategy, should have come from catch-up funding – not the PPG budget. From January onwards she would have been paid as a member of teaching staff: she went back into class to take-over Year 4 and the intervention role did not exist - therefore, funding which would have covered her would not have been allocated. Without this teacher, the Quality First Teaching allocation/claim would be £24,610 rather than £45,000. 	Intervention teacher Class teacher HT	Half Termly

<p>Improved pedagogy in English and Maths for all staff</p> <p>£4000</p> <p>ABCGJL</p>	<p>Tailored CPD to meet the needs of the staff</p>	<p>CPD which is tailored to meet the needs of staff as identified by SLT during monitoring and observations ensures that all pedagogical work is precisely targets to the needs of the staff</p>	<ul style="list-style-type: none"> • CPD based on needs identified through monitoring • Clear action plans from curriculum leaders to drive and steer the curriculum to ensure that weaknesses and gaps in teacher's pedagogy are addressed • CPD for leaders to ensure that their own pedagogy is up-to-date and relevant to their role • Development of the Maths and English curriculum to ensure that staff are clear about expectations of pupils at different landmarks in order to promotes challenge, continuity, progression and engagement of all <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Staff training to introduce TWS approach x3 • Staff training to introduce Oracy x2 • Staff training to embed mastery approach x2 <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • Further Writing, Oracy, and Maths INSET • Reading for enjoyment needs to become a focus to ensure that outcomes improve • Spelling needs to be addressed as this is weak particularly for PPG pupils • Phonics scheme needs to be invested in 	<p>Class teacher HT</p>	<p>Half termly</p>
<p>Social communication of EYFS pupils to improve</p> <p>£500</p>	<p>ECAT strategies to target pupils who have lower social communication skills than their peers</p>	<p>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</p>	<ul style="list-style-type: none"> • Teacher assessments to identify and tailor intervention to meet the needs of pupils • Timetabled allocation for target groups which is planned by lead practitioner • Monitoring of intervention as part of the PD cycle • Assessments monitored to track progress of targeted pupils • Meetings between PP lead and ECAT specialist to ensure that standards are being driven <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Did not happen due to COVID restrictions <p>Lessons learnt & Implications</p>	<p>SLT CH</p>	<p>Half termly</p>

DEF			<ul style="list-style-type: none"> • This strategy will resume next year providing COVID restrictions allow • Money will be allocated to ensure that items within each box can be replaced where appropriate • Staff training to take place to ensure that these are launched appropriately 		
Independence in learning £500 ABCDEFGKL	Manipulatives available during learning including access to working walls with key vocabulary, examples and challenges	Pupils who are able to access a range of resources are more capable of accessing a problem independently.	<ul style="list-style-type: none"> • The use CPA teaching model in maths to secure concepts allows a greater depth and fluency to understanding prior to moving onto abstract concepts • Resourcing of curriculum areas as appropriate • Monitoring of classroom provision through learning walks and pupil conferencing <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Some maths resources – PV counters • Manipulative have been purchased for maths to secure understanding – particularly of place value • Individual Writing Rainbows purchased and were added to every child's English book <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • In order to secure understanding, particularly in Place Value and number, this must remain a priority 	SLT Teachers	Half termly
Improved vocabulary for all pupils	Strong vocabulary focus in both guided reading and writing	Improved vocabulary allows pupils greater understanding of what they read and in turn translates into increasingly mature and articulate writers	<ul style="list-style-type: none"> • Vocabulary is taught as part of the Whole Class Guided Reading structure • Vocabulary is taught as part of 'The White Stuff' approach to writing • All pupils will have vocabulary books which identify words in relation the 'The Write Stuff' approach with clear identification of whether the words have a positive or negative intent on the reader • Zone of relevance to be up and in us in all classrooms • Oracy project undertaken and staff will receive CPD to build toolkits for oracy teaching <p>Actions to secure outcomes</p>		

ABCDEF GH			<ul style="list-style-type: none"> • TWS approach has been successful – pupils respond positively and progress can clearly be seen in all year groups • Significant improvement in vocabulary can be seen in writing in all year groups • Pupils are able to use a dictionary and thesaurus with varying degrees and age appropriateness • Vocabulary books are used with varying degrees of application • Two staff meeting related to Oracy – expectation is to try out a discussion before then end of the year in preparation for making this a expected part of the timetable in September <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • There are not enough age-appropriate dictionaries or thesaurus' in any year group • Look at ways of embedding Oracy within the school timetable on a weekly basis 		
<p>Total budgeted cost</p> <p>Without intervention teacher, the Quality First Teaching allocation/claim would be</p>			<p>£45,000</p> <p>£24,610</p>		

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
<p>Pupils are able to communicate effectively</p> <p>£1500</p> <p>ABCDEFGH</p>	Oracy Project Stage 1	<p>Verbal communication skills of pupils entering Fir Tree are lower than national expectations</p> <p>ECAT scores of pupils in EYFS show pupils are consistently 'at risk of delay'</p> <p>Pupils throughout the school have poor verbal communication skills and vocabulary</p>	<ul style="list-style-type: none"> Two members of SLT to take part in Oracy Project and complete Stage 1 Build the foundations of oracy teaching and learning Meet the Teacher Oracy Benchmarks which articulate what a high-quality oracy education looks like at a classroom and whole-school level. Distill the oracy practices that really make a difference to students' outcomes Provide teachers' with a toolkit/'active ingredients' needed to deliver a high-quality oracy education. <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Oracy Lead and Champions have attended two training days Teachers have been asked to complete a discussion before the end of term in preparation for next year Learning walk has taken place to see Oracy activities in action as agreed after for CPD for all class teachers <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> Further training to take place next year Offer teachers opportunity to observe Oracy Lead, lead a discussion lesson Oracy training for TAs 		
<p>Pupils language and literacy skills are improved</p> <p>ABCDEFGH</p>	<p>Use of the Opening Doors approach to English</p> <p>Phonics approach to reading in KS1 and where appropriate</p>	<p>The use of classic texts introduces the pupils to a wealth of rich and varied vocabulary. It helps to develop an understanding of how language has evolved and an understanding of historical characters</p>	<ul style="list-style-type: none"> Introduction of the approach to teaching staff Selection of appropriate texts Expectations of use for the approach within the classroom shared with all <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> The Write Stuff became our main approach for writing this year Opening Doors not used as an approach this year, although most year group did use at least one piece of classic text this year 	NP LW CT	Half Termly

			<p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • Maintain use of TWS to further enhance progression in writing • Look at how TWS approach can be adapted to meet EYFS needs • Share Y1 early writing expectations with EYFS to ensure that they are able to set appropriate standards in writing 		
<p>Pupils receive pastoral support through Pastoral provision</p> <p>£2,500</p> <p>ABCDG</p>	<p>Develop self-esteem and confidence of identified vulnerable pupils and remove social barriers</p>	<p>Vulnerable pupils perform less well than their peers and are less likely to take risks in their learning to problem solve and apply knowledge</p>	<ul style="list-style-type: none"> • Maintain pastoral triage between Trust Ed psych, SENDCo and Assistant Head – pastoral • Trust Ed Psyc to lead M4C training for TAs to develop pastoral support and intervention across the school • M4C sessions to be rigorously tracked to ensure that provision is appropriate • All TAs to be offered M4C training <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • M4C (Motivation for Change) course completed by four TAs • First group of pupils to receive support now being worked with – this will be reviewed and amended to continue to meet the needs of the pupils involved <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • ELSA training for TA to start in September • Pastoral triage to restart to ensure that needs of all are met 	AH MP DS	Half Termly
<p>Additional lunchtime leaders employed after COVID restrictions have been lifted</p> <p>£2000</p> <p>K</p>	<p>Ensure that all pupil have a safe and happy lunchtime</p>	<p>Vulnerable pupils often find lunchtime hard as it is too long without structure. This can lead to poor disruptive behaviour</p>	<ul style="list-style-type: none"> • 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 • Tas to be 1:1 support for pupils who struggle at lunch time • Training for lunch time staff to ensure that issues are dissolved before they develop • Play training to ensure constructive play time <p>Actions to secure outcomes</p> <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • Due to organisation of the school day, this strategy was not used. Each year group now supports own lunchtimes which has led to a reduction in incidents 	NR SLT	Half termly

<p>Effective use of academic interventions to target and close gaps</p> <p>ABCDEGJKL</p>	<p>Further develop a responsive culture of strategic interventions which address individual needs</p>	<p>Targeted interventions which are tracked and monitored ensure that appropriate provision is established and maintained for pupils allowing for consistent progress to be made</p>	<ul style="list-style-type: none"> Academic interventions in place for all classes for English and Maths Monitoring of provision through observations, data, PPMs and curriculum reviews Pupils of all abilities catered for/challenged Tracking to monitor impact and address planning for intervention group <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> National Tutoring - Thirdspace Maths tutoring for 10, Year 6 pupils to reduce the gaps in Maths knowledge Gaps are closing and pupils are clearly growing in confidence <p>Lessons learnt & implications</p> <ul style="list-style-type: none"> Careful identification of pupils is needed. Those that are too far from expected standard do not make up the difference Year 6 teacher to work with Year 5 teacher to ensure appropriate selection of pupils to maximise mathematical growth and progress 	<p>MP LW Class teacher</p>	<p>Half termly</p>
<p>Reading Intervention for those not achieving ARE+ due to barriers</p> <p>Materials and Staff £4,741</p> <p>ABCDH</p>	<p>Pupils with Reading barriers to access Rainbow Reading intervention to improve outcomes</p>	<p>Improved reading improves outcomes at all levels</p>	<ul style="list-style-type: none"> Pupils who are not ARE+ will be allocated Rainbow Reader intervention time Progress of pupils participating will be tracked to ensure progress TAs will be trained to deliver Rainbow Reading so a greater audience can be reached <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Class TAs have been trained to deliver Rainbow Reading intervention Rainbow Reading is embedded in all year groups Progress being made by those who have biggest gaps to close <p>Lessons learnt & implications</p> <ul style="list-style-type: none"> Careful selection of pupils to take part in intervention is needed We need to harness Reading for Pleasure and ensure a varied selection of books are purchased to meet the needs of all pupils 	<p>NP Class Teacher</p>	<p>Half Termly</p>

<p>Spelling intervention for those not achieving ARE+ due spelling barriers</p> <p>£1,008 inc VAT</p> <p>ABCDEGJKL</p>	<p>Pupils with spelling barriers to use Nessy intervention to support the improvement of spelling</p>	<p>Improvement in spelling outcomes will directly influence end of KS SATs. Pupils will become more fluent writers as spelling barriers are reduced</p>	<ul style="list-style-type: none"> • Pupils who are not ARE+ will be allocated time to access Nessy programme to learn and revise spelling patterns and words • Teachers will use spelling information generated to set appropriate spelling homework • Progress of pupils participating will be tracked to ensure progress <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Nessy has been used effectively to improve outcomes • Spelling Frame has been used to improve outcome – older children tend to prefer this to Nessy • Tracking has consistently happened in each year group to identify specific support needed <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • Spelling needs to improve dramatically – it still weakens writing and SPAG results in assessments • Pupils seems to struggle to make the transition from phonics to spelling rules – we need to address this. • Investigate Spelling programs which lead on from phonics 	<p>CTs MP</p>	<p>Half Termly</p>
<p>Improved attainment of boys and PPG in reading across the school.</p> <p>£500</p> <p>ABCDEGJKL</p>	<p>Provide guided reading books which will interest and enthuse boys</p>	<p>Providing a range of book genres including those which encourage boys to read will support the progress of pupils in this area</p>	<ul style="list-style-type: none"> • Order sets of guided reading books which will encourage boys to take an active interest during guided reading • Ensure that Reading groups experience a range of genre each term to keep pupils motivated <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Rising Stars online reading has provided more access to a range of reading resources • Access was particularly useful during lockdown to ensure that all pupils were able to read on a consistent basis <p>Lessons learnt & Implications</p>	<p>NP CTs</p>	<p>Half Termly</p>
<p>Speaking and listening interventions</p>	<p>Use of trained TAs to deliver talking partners intervention to support vulnerable pupils</p>	<p>Pupils learn better when they feel confident, relaxed and happy within the environment.</p>	<ul style="list-style-type: none"> • Skills and weaknesses identified by the class teacher both at the beginning and conclusion of the intervention to show progress 	<p>NP MP</p>	<p>Termly after JAN</p>

<p>£1300</p> <p>ABCDEKL</p>		<p>Talking partners allows pupils the opportunity to develop speaking and listening skills and improve social communication</p>	<ul style="list-style-type: none"> • Reports/observations written by TAs/teacher who took the intervention • Monitored by SENDCO • Selection of pupils identified during Pastoral triage • Develop/investigate how spoken language can be rewarded and celebrated within the school <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • No training took place • Talking Partners has taken place in Year 3 – confidence of pupils who participated has grown and some are contributing more in class as a result <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • This intervention needs to take place 3 times each week for 30 minutes. This is a considerable amount of learning time even though some is taken from PE. If tis intervention is to continue, we need to ensure that the benefit outweighs the lost time in the classroom 		
<p>Sports coach</p> <p>£4000</p> <p>KL</p>	<p>Provide time for pupils struggling pastorally in the classroom/school or who are receiving protected play with constructive physical exercise</p>	<p>Provide pupils with a positive reason to participate appropriately at school. Sport and exercise provide an appropriate channel for excess energy and allows pupils to succeed in a less standardised way</p>	<ul style="list-style-type: none"> • Increased confidence during lessons and willingness to have a go at new activities • Increased participation in sporting events • Additional PE for every class each week • Lead brain breaks/early morning activities on the playground u to 3 times each week after COVID restrictions have been lifted • Invest in 'Real Play' and use it to disadvantaged families with positive physical activities • Pastoral support for pupils <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Sports Lead has carried out pastoral interventions with groups of boys from different year groups <p>Lessons learnt & Implications</p>	<p>NP JH CTs</p>	<p>Half termly</p>
<p>Total budgeted cost</p> <p>Additional Lunchtime leaders not allocated due to COVID bubble strategies employed</p> <p>Actual budgeted cost</p>				<p>£17,049</p>	<p>- £2,000</p> <p>£15,049</p>

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 JLABC	A new homework policy to be written – Continuation of new homework procedure with book Worked examples of strategies to be provided	Although parents are happier with the new procedure, there is still room for improvement and development	<ul style="list-style-type: none"> Teachers will continue to monitor whether homework has been completed. Pupil conferences to be carried out Parent questionnaire to be carried out Some on line homework to be carried out through Purple Mash <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Book system was continued from previous year As a staff we discussed if this was the most practical way to set homework and considered how we might use Teams Teams was used to set home-learning during lockdown and for those who are self-isolating <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> Further consider if current system of setting homework is economical or appropriate Homework/Booster club on a Friday afternoons to improve outcomes 	LW CTs	Half termly
Improved participation in school events HIKL	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	<ul style="list-style-type: none"> Teachers to track attendance at meetings and events Teachers to catch up with parents if they miss a parent meeting More parents will attend parent evenings and open mornings <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Electronic signup for parents evening meant that it was easier for teachers to track attendance CPOMs used to monitor which parents attended parent meetings New intake parent meeting Due to Covid this has not been possible EYFS sent home a reading loom 10 EAL parents in EYFS attended a reading course 	Teachers	Half Termly

			<p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> We need to carefully consider the support we offer parents next year in order to address gaps teachers have identified 		
<p>Provide uniform support</p> <p>£500 HIKL</p>	<p>Provide PPG families with school uniform at a reduced cost once a year through completion of hardship fund application</p>	<p>Pupils do not feel different to their peers and so emotional well-being and therefore engagement in school life and learning</p>	<ul style="list-style-type: none"> System in place to relay information to uniform shop to ensure that parents can access the PPG discount <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> A few families have applied for and received this support <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> This support should remain available due to the impact of COVID 	Admin	Once a year
<p>Provide trip/activity payment support</p> <p>£1500 IKL</p>	<p>Provide a 50% subsidy for all activities and trips for PPG pupils to ensure participation</p>	<p>Pupils do not feel different to their peers and so emotional well-being and therefore engagement in school life and learning</p>	<ul style="list-style-type: none"> Different payment requests identified in parental consent form Alternative plans secured where requested <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> No trips have taken place due to restrictions <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> As restrictions are lifted and classes begin to make educational visits, this should be available to ensure that all pupils have the same opportunity 	Admin	As and when
<p>Attendance will be rigorously tracked</p> <p>£500</p> <p>HIKL</p>	<p>Pastoral lead, attendance officer and Trust EWO to monitor and track attendance of PPG</p>	<p>Pupils cannot learn if they are not in school. Some parents need support with this.</p>	<ul style="list-style-type: none"> Bi-weekly meetings between school attendance officer, Trust EWO and Assistant Head – pastoral Meetings with parents where appropriate to ensure that absence is kept to only when pupils are sick Absence is monitored on CPOMs Termly attendance reviews completed, documented in the Pastoral report and acted upon – trends and patterns identified and dealt with Identification of persistent offending families and appropriate support/challenge put in place including letters from HT <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Attendance remains rigorously monitored. It is now tracked on CPOMs which means the 	JW ER EWO	Bi-weekly

			<p>information easily accessible for Safeguarding team and teachers to access, in order to make informed comments when necessary</p> <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> Rigorous monitoring of attendance needs to continue 		
<p>Development and greater use of the outdoor area</p> <p>£500</p> <p>ABCDEFGHIJKL</p>	<p>Pupils will be using the outdoors when applicable or possible to enrich all curriculum subjects.</p>	<p>Often the most 'difficult to reach' pupils enjoy being in the open air, this in turn engenders an enthusiasm and engagement in learning which is difficult to foster in the classroom</p>	<ul style="list-style-type: none"> The grounds of Fir Tree are developed to promote learning. Forest school provision to be investigated Use of the outdoor area to be planned for and carried out <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Money continues to be raised to further develop this area <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> It has taken a long time to collect additional funds to resource this This work needs to continue in order to provide exciting spaces for the pupils to learn 	RS CTs	Termly
Subsidised breakfast club	Ensure that pupils receive a good breakfast and a settled morning before learning begins	Pupils who attend will be more ready to learn	<ul style="list-style-type: none"> Subsidy offered to families to support morning routines Pupils will attend breakfast club and have breakfast if they need to Use of offer monitored <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> Two families have used this subsidy this year – it has been very expensive for us <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> We cannot sustain this level of support 	LW	Termly
<p>Provide SATs breakfast for all Y6 during SATs week</p> <p>£50</p>	<p>Ensure that pupils have a good breakfast before their SATs</p> <p>Provide a settled environment prior to tests to ensure that pupils have a good start to their day</p>	<p>Pupils who attend breakfast club begin the day more relaxed and ready for their tests</p>	<ul style="list-style-type: none"> All year 6 are invited to breakfast club – PP pupils targeted specially Variety of healthy breakfast options offered to the children <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> No SATs this year, this did not happen – no funding taken/allocated <p>Lessons learnt & Implications</p>	NP	MAY 2020
Y6 SATs Boosters	In order to close the gaps in knowledge and understanding, pupils will attend weekly	There is a considerable amount of content for both English and Maths	<ul style="list-style-type: none"> English and maths booster to be taught by either Mrs Wood or Mrs Purcell 	NP LW	NOV onward

	Grammar and Maths booster on a Friday afternoon after half term	SATs, which the pupils are required to retain. Additional teaching of these concepts will support their understanding.	<ul style="list-style-type: none"> • Planning and structure to be determined by evaluation of teaching and assessment • PPG pupils will be expected to attend • Incentives to encourage pupils to attendance <p>Actions to secure outcomes</p> <ul style="list-style-type: none"> • Boosters in SPAG and Arithmetic during the Autumn term taught by the class teacher • Booster was well attended <p>Lessons learnt & Implications</p> <ul style="list-style-type: none"> • This intervention will take place on a Friday afternoon next year and led by a TA 		
Total budgeted cost					£3,050

Comparative Outcomes 2020-2021

Reading ARE+

Cohort characteristics				Progress of PP group at ARE+										
Year Group	Total pupils in cohort	Number PPG	% of pupils	Autumn Term			Spring Term				Summer Term			
				All Pupils	PPG	NOT	All Pupils	PPG	NOT	PPG progress	All Pupils	PPG	NOT	PPG progress
R	30	5	17%	17%	20%	36%	20%	20%	20%	+1.0	50%	60%	48%	+0.5
1	19	9	47%	0	0	0	31%	22%	30%	+0.4	32%	22%	40%	+3.0
2	30	11	37%	70%	73%	69%	77%	73%	79%	+1.2	77%	72%	79%	+1.2
3	22	9	41%	23%	11%	27%	19%	11%	23%	-1.3	51%	78%	41%	+0.3
4	25	5	20%	56%	0	70%	68%	0	85%	0.0	68%	0	85%	+0.4
5	22	9	41%	23%	11%	31%	55%	56%	54%	-0.4	63%	56%	69%	-0.3
6	25	8	32%	56%	0	47%	40%	13%	63%	0.0	48%	13%	65%	+0.3
Total	173	56	32%											

Writing ARE+

Cohort characteristics				Progress of PP group at ARE+										
Year Group	Total pupils in cohort	Number PPG	% of pupils	Autumn Term			Spring Term				Summer Term			
				All Pupils	PPG	NOT	All Pupils	PPG	NOT	PPG progress	All Pupils	PPG	NOT	PPG progress
R	30	5	17%	27%	28%	32%	20%	0	8%	+1.3	50%	60%	48%	+0.2
1	19	9	47%	0	0	0	0	0	0	+1.5	32%	22%	40%	+3.0
2	30	11	37%	70%	73%	68%	70%	73%	68%	+1.5	73%	72%	74%	+1.8
3	22	9	41%	19%	11%	23%	16%	11%	18%	-0.9	64%	89%	55%	+0.2
4	25	5	20%	52%	0	65%	44%	0	55%	+0.4	56%	0	65%	+1.0
5	22	9	41%	9%	0	15%	37%	22%	46%	-0.3	36%	22%	46%	-0.3
6	25	8	32%	32%	0	59%	52%	0	41%	-0.4	44%	0	64%	+0.4
Total	173	56	32%											

Mathematics ARE+

Cohort characteristics				Progress of PP group at ARE+										
Year Group	Total pupils in cohort	Number PPG	% of pupils	Autumn Term			Spring Term				Summer Term			
				All Pupils	PPG	NOT	All Pupils	PPG	NOT	PPG progress	All Pupils	PPG	NOT	PPG progress
R	30	5	17%	34%	40%	32%	34%	80%	24%	+0.7	76%	60%	80%	+0.5
1	19	9	47%	34%	22%	50%	42%	33%	50%	-1.0	42%	33%	50%	+0.9
2	30	11	37%	70%	64%	68%	70%	73%	73%	+0.8	74%	72%	74%	+1.0
3	22	9	41%	19%	11%	23%	12%	0	18%	-1.1	64%	78%	60%	+0.2
4	25	5	20%	48%	0	60%	40%	0	50%	+0.2	52%	0	65%	+0.2
5	22	9	41%	14%	0	23%	46%	33%	54%	-0.2	50%	33%	61%	-0.2
6	25	8	32%	36%	0	53%	24%	0	36%	-0.5	56%	13%	77%	0
Total	173	56	32%											