

Pupil premium strategy statement

School overview

Metric	Data
School name	Fir Tree Primary School & Nursery
Pupils in school	209
Proportion of disadvantaged pupils	29.6% (62)
Pupil premium allocation this academic year	£52,000
Academic year or years covered by statement	2020 - 2022
Publish date	September 2021
Review date	Termly – DEC'2021, MAR' 2022, JUL' 2022
Statement authorised by	Lindsay Wood
Pupil premium lead	Natasha Purcell
Governor lead	Alison Mitchell

Disadvantaged pupil progress scores for last academic year

Measure	Score Whole class/PPG
Reading	+0.6/+0.3
Writing	+0.5/+0.4
Maths	+0.1/0.0

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading -13% (1 child) Writing – 0 Maths – 13% Combined - 0
Achieving high standard at KS2	0

Measure	Activity
Priority 1	Ensure Quality First Teaching for All: <ul style="list-style-type: none">• High quality teaching and learning; tailored teaching to ensure gaps are closed (including those exasperated by COVID-19)• Improved pedagogy in English and Maths for all staff• Improved vocabulary for all in order to improve in social communication for all pupils• Independence in learning

Priority 2	Provide Targeted Support: <ul style="list-style-type: none"> • All pupils communicate effectively – Oracy project • Language and literacy skills improve • Increased pastoral support and provision – including the use of a sports coach to reach those who need to be more physically active • Effective academic interventions in all year groups • Introduction of Rainbow Reading across the school for those falling behind • Spelling intervention/programme for those falling behind – Nessy • Speaking and listening intervention – talking partners
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Literacy and Maths skills for PP pupils entering Reception are lower than those who are not PP • Verbal communication skills of PP pupils entering Reception are lower than those who are not PP • Attendance of PP pupils is lower than those who are not • Behaviour for small group of PP pupils has a detrimental effect on their academic progress and that of their peers • Proportion of PP pupils achieving the expected standard is lower than those who are none PP: • Resilience of PP pupils when faced with a learning challenge is lower than those who are not • Spelling of PPG pupils is less than those who are not • PPG Boys reading not in line with those who are not PPG • Attainment gap between boys and girls in Reading and Writing • Lack of communication from PP parents including attendance of PP pupils parents at parents evenings and other events is lower than those who are not • Parental understanding of Maths and English content undertaken by pupils for homework is difficult and therefore, homework contributions and support given from PP pupils is less than those who are not • Parental perception of situations which arise are far more negative than those who are not
Projected spending	£52,000

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	<ul style="list-style-type: none"> • All groups of children making • Class TAs trained to deliver Rainbow Reading intervention • Rainbow Reading is now embedded in all year groups and progress can clearly be seen, particularly for those with the biggest gaps • Rising Stars online reading has provided more access to a range of quality reading books even which pupils have not been in school

	<ul style="list-style-type: none"> • Reading information sheets sent home • Reading information included on the Whole-School newsletter • Reading Loom created for EYFS pupils • Ten EAL parents attended a reading course
Progress in Writing	<ul style="list-style-type: none"> • Staff CPD for TWS approach x3 to ensure teachers understand the premise • 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 • Individual Writing Rainbows purchased and added to English books • Individual vocabulary books for each child in order to create a bank of words easily accessible throughout the writing process • Nesy and Spelling Frame being successfully used to improve engagement in spelling activities and close gaps in knowledge • Consistent tracking across the school ensures that teachers have had a clear benchmark from which to set responsive spelling interventions • SPAG booster for Year 6 pupils during the Autumn Term was well attended
Progress in Oracy	<ul style="list-style-type: none"> • 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 only – class teacher reports that pupils have gained confidence but this is not translated into observable progress in writing
Progress in Maths	<ul style="list-style-type: none"> • Staff CPD to embed teacher's understanding of Mastery approach • Manipulatives purchased and are in use to help support understanding of Place Value • 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 • Arithmetic booster for Year 6 pupils during the Autumn Term was well attended

Progress in Phonics	<ul style="list-style-type: none"> • 1:1 Phonics Zapping in Year 1 and 2 to ensure that pupils are able to close gaps and pass PST • Proportion of pupils passing in-house phonics screening has improved considerably from September to July
Improved mental-health	<ul style="list-style-type: none"> • End of year overall attendance exceeds 96% • Children are well prepared for their next steps. • Motivation 4 Change (M4C) training with four TAs now complete - supervision training will continue throughout support process • First group of pupils to receive this support are now participating in session • 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 • Pupil well-being monitored through questionnaire following return from lockdown. Those identified as having low scores on this scale were then selected for pastoral intervention to support and improve well-being

Teaching priorities for current academic year 2021-2022

Aim	Target	Target date
Progress in EYFS ELG	75% of pupils to achieve GLD (NA72%)	June 2022
Progress in Reading	<p>Year 2 Whole class – 80% (NA 75%) Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50 – 80%)</p> <p>Year 6 Whole class – 70-75% (NA 73%) Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50)</p>	<p>KS1 – June 2022 KS2 – May 2022</p>
Progress in Writing	<p>Year 2 Whole class – 75% (NA 69%) Higher levels of attainment for PP less SEND pupils in Writing (Target - FFT50)</p> <p>Year 6 Whole class – 70-78% (NA 78%) Higher levels of attainment for PP less SEND pupils in Writing (Target - FFT50)</p>	<p>KS1 – June 2022 KS2 – May 2022</p>
Progress in Mathematics	<p>Year 2 Whole class – 80% (NA 76%)</p>	<p>KS1 – June 2022 KS2 – May 2022</p>

	Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50) Year 6 Whole class – 70-78% (NA 78%) Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50)	
Phonics	Year 1 Whole class – 70-75% (NA 82%) 77% of PP to pass PST Year 2 catch up from COVID year 80% (NA 92%) 71% pass PST	Year 1 – June 2022 Year 2 – Autumn Term 2021
Multiplication Check	Year 4 to complete the National MTC PPG to be in line with those who are not Pupils at Fir Tree to be in line with National expectation	June 2022
Attendance	Pupils with PPG attendance to be in line with those who are not School target – 96%	Monitored termly July 2021

Targeted academic support for current academic year 2021-2022

Measure	Activity
Priority 1	<p>Teaching and Whole-School strategies:</p> <ul style="list-style-type: none"> • Teachers have a very clear understanding of gaps in learning and use this to inform planning for learning and assessments • Clear and consistent use of assessment • 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, Reading Oracy and Maths • Ensure that staff training secures practise of The Write Stuff approach in writing • Developing strategy to improve reading outcomes further – developing whole class guided reading • Oracy project for next academic year – continue with level 1

	<ul style="list-style-type: none"> • Improve communication and Oracy skills - Ensuring that Oracy is given the status required to ensure it is on timetables and taught regularly • Secure the use of Mastery Teaching in Maths • Purchase a quality spelling and phonics scheme to use throughout the school to ensure consistency of application and approach • Improved vocabulary for all in order to improve in social communication for all pupils • Independence in learning including the use of manipulatives
Priority 2	<p>Targeted approaches:</p> <ul style="list-style-type: none"> • M4C pastoral intervention to ensure pupils are 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 • Use of booster lesson to close academic gaps in all year groups • Year 6 and 2 Booster lessons in addition to quality first teaching to revise and plug gaps • 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 • Effective academic interventions in all year groups • Delivery of Rainbow Reading across the school for those falling behind • Spelling intervention/programme for those falling behind – Nessy • Speaking and listening intervention • Secure pupil's understanding of Place Value through CPD and the introduction of Numberstacks place value and calculation intervention • Speech and Language intervention to take place where appropriate • Third Space Maths for selected pupils in Year 6 • 1:1 Phonics Zapping in Year 1 and 2 to ensure pupils are able to segment and blend for reading and writing including • Accelerate English Language acquisition for EAL pupils and those with limited speech and language (Flash Academy)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Vocabulary of pupils not as developed as expected for each year group – this impacts speaking, listening reading and writing attainment and progress

	<ul style="list-style-type: none"> • Verbal communication/Oracy skills are poor across the school • Spelling is consistently weak across the school – many generalise basic rules learnt in phonics. Spelling needs to be built upon phonics base not taught in isolation • Lack of communication from PP parents • Parental understanding of Maths and English content undertaken by pupils for homework is difficult • Parental perception of situations
Projected spending	£41,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Teaching and Whole-School Strategies:</p> <ul style="list-style-type: none"> • Purchase of quality thesaurus' and dictionaries for each year group • Purchase manipulative for maths • Curriculum enrichment to ensure all are able to access the same level of experience • Whole school regulation training using RULER approach for targeted support
Priority 2	<p>Targeted Support:</p> <ul style="list-style-type: none"> • Use of Sports coach to provide pastoral intervention for specific groups of pupils and to act as an appropriate role model • Well-being • Use of Trust EWO to support attendance • Ensuring the availability of DfE laptops for use at home
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance is lower than school target • Behaviour for small group has a detrimental effect on academic progress • Poor resilience of pupils when faced with a learning challenge • Poor resilience of parents when dealing with situations which arise • Parental access to messages from school • Lack of laptops for some families
Projected spending	£30,285

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensure enough time is allocated to allow staff CPD • Use learning walks and book looks to create a supportive environment for professional development 	<ul style="list-style-type: none"> • Use INSET and staff meetings • Moderation between schools to secure understanding of expected outcomes
Targeted support	<ul style="list-style-type: none"> • Maintaining consistent monitoring of pupils who need intervention • Pupil participation in Booster lessons 	<ul style="list-style-type: none"> • Pastoral triage on a regular basis • Monitoring of intervention folders • Class teachers select pupils to participate in Boosters
Wider strategies	<ul style="list-style-type: none"> • Lack of appropriate dictionaries and Thesaurus' • Lack of appropriate maths manipulatives 	<ul style="list-style-type: none"> • English lead to select and purchase new and appropriate dictionaries and thesaurus' • Maths lead to select and purchase appropriate maths manipulatives