



Fir Tree Primary School and Nursery

Pupil Premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	209
Proportion of disadvantaged pupils	29.6% (62)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71285
Recovery premium funding allocation this academic year	£8027
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	£79312

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 creative and values based curriculum. Our children are challenged to think, learn, believe and achieve their full potential through a creative curriculum which is tailored to their needs and interests. 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 full 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 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	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	Proportion of PP pupils achieving the expected standard is lower than those who are none PP:

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 developed than those who are not - many generalise basic rules learnt in phonics. Spelling needs to be built upon phonics base not taught in isolation
8	PPG Boys reading not in line with those who are not PPG
9	Attainment gap between boys and girls in Reading and Writing
10	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
11	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
12	Parental perception of situations which arise are far more negative than those who are not
13	Verbal communication/Oracy skills are poor across the school. The vocabulary of pupils not as developed as expected for each year group – its impacts speaking, listening reading and writing attainment and progress
14	A significant proportion of PPG pupils struggle to understand/deal effectively with their emotions

Intended outcomes

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
Priority 1 – Teaching and Whole-School strategies: <ul style="list-style-type: none"> 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), 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 	<ul style="list-style-type: none"> Specifically targeted responsive interventions to close gaps in all year groups Complete the Oracy project level 1 and pass on this pedagogy to rest of staff Outcomes in writing improve in all year groups Writing - Year 2 Whole class – 75% (NA 69%) Higher levels of attainment for PP less SEND pupils in Writing Writing - Year 6 Whole class – 70-78% (NA 78%) Higher levels of attainment for PP less SEND pupils in Writing (Target - FFT50) <ul style="list-style-type: none"> Purchase a quality spelling and phonics scheme to use throughout the school to

<ul style="list-style-type: none"> Improved vocabulary for all in order to improve in social communication for all pupils Independence in learning including the use of manipulatives Prioritisation of early reading including the purchase of a new phonics scheme – Rocket Phonics 	<p>ensure consistency of application and approach which improve outcomes</p> <p>Reading - Year 2 Whole class – 80% (NA 75%) Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50 – 80%)</p> <p>Reading - Year 6 Whole class – 70-75% (NA 73%) Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50)</p> <p>Phonics - Year 1 Whole class – 70-75% (NA 82%) 77% of PP to pass PST</p> <p>Phonics - Year 2 catch up from COVID year 80% (NA 92%) 71% pass PST</p> <ul style="list-style-type: none"> Maths outcomes improve due to depth of pupil knowledge gained through CPA/Mastery approach <p>Maths Year 2 Whole class – 80% (NA 76%) Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50)</p> <p>Maths Year 6 Whole class – 70-78% (NA 78%) Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50)</p> <p>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</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 Booster lesson to close academic gaps in all year groups 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 	<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 Booster lesson take places in all year groups every Friday afternoon Delivery of Rainbow Reading across the school for those falling behind Spelling intervention/programme for those falling behind – Nessy Speech and Language intervention to take place where appropriate Introduction of Numberstacks place value and calculation intervention

<ul style="list-style-type: none"> • Improved reading outcomes for the lowest 20% of pupils – Rainbow reading • Improved spelling outcomes in all year groups • Speech and language skills are improved • Secure pupil's understanding of Place Value through CPD • Third Space Maths for selected pupils in Year 6 • Phonics outcomes are improved for all pupils • Accelerate English Language acquisition for EAL pupils and those with limited speech and language (Flash Academy) 	<ul style="list-style-type: none"> • 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
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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: £20,000

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.	1,2,5,7,8,9
Quality first teaching for all pupils	EEF Sutton Trust Quality first teaching has a direct impact on student outcomes 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-schools-are-spending-the-funding-successfully	1,2,5,7,8,9
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, 6

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

Budgeted cost: £45,000

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.	5
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	5, 7, 8, 9
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	7,9

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

Budgeted cost: £6,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
M4C training and supervision	EEF Sutton Trust 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)	3, 4, 6, 14
ELSA training and supervision	EEF Sutton Trust Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours,	3, 4, 6, 14
Improving attendance - telephone home by 9.30 am if pupil is not in school and identify barriers/offer supports Headteacher to ensure parents are aware of expected attendance before they fall below 90%. Use of Trust EWO to secure attendance targets	Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) Research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	3
Developing the wider school community to ensure that parents recognise the support available to them through the school	EEF parental involvement is consistently associated with pupils' success at school,	3, 4, 5, 6, 10, 11, 12,

Total budgeted cost: £71,285

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
Reading	+0.6/+0.3
Writing	+0.5/+0.4
Maths	+0.1/0.0

Review: last year's aims and outcomes

Progress in reading

- 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
- 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
- Whole class guided reading introduced supported through VIPERS questioning

Progress in writing

- 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 through 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

- 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

- Staff CPD to embed teacher's understanding of Mastery approach
- Manipulatives purchased and are in use to help support understanding of Place Value
- Investment in resources to support development of reasoning and application of understanding by pupils
- CPA approach embedded
- 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

- 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
- Adaptations made in light of COVID – 'Fresh Air Phonics'

Improved mental health

- 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
- School council used to support/complete initiatives within school

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.