



Fir Tree PPG Strategy evaluation

February 2022

Intended outcome Highlighted for current progress	Success criteria	Progress towards outcomes FEB 2022																																																						
<p>Priority 1 – Teaching and Whole-School strategies:</p> <p>1. 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</p> <p>2. High quality teaching and learning; tailored teaching to ensure gaps are closed (including those exasperated by COVID-19)</p>	<ul style="list-style-type: none">Specifically targeted responsive interventions to close gaps in all year groupsComplete the Oracy project level 1 and pass on this pedagogy to rest of staffOutcomes in writing improve in all year groups <p>Writing - Year 2 Whole class – 75% (NA 69%) Higher levels of attainment for PP less SEND pupils in Writing</p> <p>Writing - Year 6 Whole class – 70-78% (NA 78%) Higher levels of attainment for PP less SEND pupils in Writing (Target - FFT50)</p> <p>Purchase a quality spelling and phonics scheme to use throughout the school to ensure consistency of application and approach which improve outcomes</p> <p>Reading - Year 2 Whole class – 80% (NA 75%)</p>	<p>1. And 2 - Highlighted green – all classes have interventions groups for a variety of subjects: Maths, spelling, reading, grammar etc. Assessment information used to identify gaps to address</p> <p>DEC 2021 Data drop PPG/Not PPG at ARE+</p> <table><tr><th>Year group</th><th>Phonics SWST</th><th>SPAG</th><th>Writing</th><th>Reading</th><th>Maths MTC</th></tr><tr><td>1</td><td>29%/22%</td><td>43%/52%</td><td>29%/35%</td><td>29%/35%</td><td>29%/395</td></tr><tr><td>2</td><td>63%/91%</td><td>25%/27%</td><td>25%/27%</td><td>25%/36%</td><td>25%/36%</td></tr><tr><td>3</td><td></td><td>8%/16%</td><td>33%/32%</td><td>42%/42%</td><td>42%/37%</td></tr><tr><td>4</td><td></td><td>22%/34%</td><td>22%/29%</td><td>22%/43%</td><td>22%/43%</td></tr><tr><td>5</td><td></td><td>20%/60%</td><td>0/55%</td><td>0/50%</td><td>0/65%</td></tr><tr><td>6</td><td></td><td>30%/69%</td><td>40%/69%</td><td>30%/46%</td><td>40%/54%</td></tr></table> <p>Assessment data based on TA</p> <p>Comparison between PPG/Not PPG FEB 2022 Key National Assessment Mock outcomes</p> <table><tr><th>Year group</th><th>Phonics SWST</th><th>SPAG</th><th>Writing</th><th>Reading</th><th>Maths MTC</th></tr><tr><td>1</td><td>14%/22%</td><td></td><td></td><td></td><td></td></tr></table>	Year group	Phonics SWST	SPAG	Writing	Reading	Maths MTC	1	29%/22%	43%/52%	29%/35%	29%/35%	29%/395	2	63%/91%	25%/27%	25%/27%	25%/36%	25%/36%	3		8%/16%	33%/32%	42%/42%	42%/37%	4		22%/34%	22%/29%	22%/43%	22%/43%	5		20%/60%	0/55%	0/50%	0/65%	6		30%/69%	40%/69%	30%/46%	40%/54%	Year group	Phonics SWST	SPAG	Writing	Reading	Maths MTC	1	14%/22%				
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3. 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)

4. The communication skills of all pupils will improve

Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50 – 80%)

Reading - Year 6

Whole class – 70-75% (NA 73%)

Higher levels of attainment for PP less SEND pupils in Reading (Target - FFT50)

Phonics - Year 1

Whole class – 70-75% (NA 82%)

77% of PP to pass PST

Phonics - Year 2 catch up from COVID year

80% (NA 92%)

71% pass PST

Maths outcomes improve due to depth of pupil knowledge gained through CPA/Mastery approach

Maths Year 2

Whole class – 80% (NA 76%)

Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50)

Maths Year 6

Whole class – 70-78% (NA 78%)

Higher levels of attainment for PP less SEND pupils in Mathematics (Target - FFT50)

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

2	38%/	25%/36%		25%/27%	25%/36%
3	58%/79%				
4					0/24%
5	20%/70%				
6		30%/54%	40%/23%	30%/46%	30%/38%

- Year 2 and Year 6 Assessment Data based on standardised National assessments from previous year groups
- Year 6 data based on 23 pupils – 3 of who did not sit mocks due to ability or not attending class
- Teachers in key year groups are teaching additional arithmetic and grammar to close gaps widened by the last two years

3 – Highlighted green however, this is an ongoing process which must remain responsive to the needs of the staff and school

- Structured staff meetings to ensure staff pedagogy maintained throughout the year includes: Phonics; Book Talk; Arithmetic; Editing; Spelling
- Those who have not been present for key training eg; phonics to have a catch-up session so that all staff are clear about expectations and able to deliver phonics teaching
- English/Phonics lead takes a Year 1 phonics group each week to ensure clear understanding of/the impact / expectations on staff and pupils in appropriate year groups

4 & 6 – Highlighted yellow – vocabulary is improving in written work It is unclear whether this is the case for social interactions

- School Council is up and running and is being built to establish the pupils voice
- House system needs to be reinvigorated as COVID has forced celebrations of this type to be restricted



<p>5. Phonics and spelling results improve</p> <p>6. Improved vocabulary for all in order to improve in social communication for all pupils</p> <p>7. Independence in learning including the use of manipulatives</p> <p>8. Prioritisation of early reading including the purchase of a new phonics scheme – Rocket Phonics</p>		<ul style="list-style-type: none"> • This started last term with our first House reward for two years • House points (Dojos) now being monitored on a weekly basis and this is communicated to the children. This is establishing the house system within the GROW ethos of the school <p>5 – Highlighted yellow as we have found that spelling/phonics results do not show improvement yet.</p> <ul style="list-style-type: none"> • We expected this - when Rocket Phonics was introduced, all groups had to revisit previously taught phonemes as structure differs to Letters and Sounds (previous program) which meant starting at a lower point than they had previously been learning <p>7 – Highlighted yellow – manipulatives purchased for all year groups. CPD has taken place</p> <ul style="list-style-type: none"> • Follow-up monitoring to take to ensure that use of these is in place <p>8 – Highlighted green Rocket Phonics purchased January 2022 – Whole school INSET delivered 04.01.2022</p> <ul style="list-style-type: none"> • Timetable changed to ensure that Reception and KS1 teach Phonics at the same time everyday • Reception and KS1 only have PE in the afternoon to ensure that they are fresh for the teaching of Phonics, English and Maths • Additional phonics matched reading books purchased to ensure there are enough books at the appropriate level • Support from Whiteknights English Hub (WEH) to identify strengths and areas for development. • Visit 1 from WEH identified that considering we had only been using Rocket Phonics for one week systems were clearly in place in Key Stage One • Reception to be visited after half term
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<p>Priority 2 – Targeted intervention</p> <p>–</p> <p>1. M4C pastoral intervention ensures pupils are ready and able to learn and participate appropriately</p> <p>2. Effective use of academic interventions to address gaps in learning for all core subjects including speaking and listening through Oracy</p> <p>3. Booster lesson to close academic gaps in all year groups</p>	<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 • 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 	<p>1 – Highlighted yellow. Main issues is the change of staff roles. 1 left the Trust, 1 training to be a teacher, 1 did not complete training, I changed role so only 1 left. Coupled with COVID – we need to use this ASAP as restrictions are lifted</p> <ul style="list-style-type: none"> • Triage happens - log kept • M4C - 1 pupil in year 5 receiving • Social skills/self-esteem group starting in Year 6 after half term – 4 pupils • JH to begin intervention groups after half term • D. Suffolk working with 3 pupils • New ELSA is being trained – Time given weekly to support this development <p>2 – and 6 - Highlighted green. See above</p> <ul style="list-style-type: none"> • Boosters on Friday afternoon in all classes • Responsive intervention groups in each class appropriate to the needs of the cohort • Phonics zapping taking place where appropriate Rocket Phonics resources to ensure consistency and pupil understanding <p>3 – Highlighted green – take place in all year groups on a Friday afternoon</p> <ul style="list-style-type: none"> • All pupils in Year 6 attend Friday booster • Class teacher in Year 6 will be leading in this year group after half term to ensure that expectations remain consistently high
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4. All pupils communicate effectively – Oracy project

5. Increased pastoral support and provision – including the use of a sports coach to reach those who need to be more physically active

6. Effective academic interventions in all year groups

7. Improved reading outcomes for the lowest 20% of pupils – Rainbow reading

8. Improved spelling outcomes in all year groups

4 – Highlighted yellow – this needs to be embedded into daily classroom practise so that it becomes part of the learning routine

5 – Highlighted pink – this has not started yet due to staffing and organisational issues caused by COVID

7 – Highlighted yellow – COVID has had an impact on delivering this intervention

- Number of children receiving Rainbow Reading varies considerably between year groups: Only 1 child in Year 6 who is PPG but attendance is a significant issue; 9 pupils in Y5 – all 5 PPG pupils are included in this group, total of 7 pupils in Year 4 of who are PPG
- Older pupils particularly year 6 lowest 20% need something different because Rainbow reading does not meet their needs – more fluency work

8 – Highlighted yellow

- Table shows pupils achieving same or better spelling age in SWST assessment FEB2022

Year group	%
1	93%
2	58%
3	65%
4	87%
5	74%
6	71%



<p>9. Speech and language skills are improved</p> <p>10. Secure pupil's understanding of Place Value through CPD</p> <p>11. Third Space Maths for selected pupils in Year 6</p> <p>12. Phonics outcomes are improved for all pupils</p> <p>13. Accelerate English language acquisition for EAL pupils and those with limited speech and language (Flash Academy)</p>	<ul style="list-style-type: none"> • Introduction of Numberstacks place value and calculation intervention 	<p>9 – Highlighted yellow – appropriate interventions taking place</p> <p>10 – Highlighted yellow – Staff have received place value CPD but Numberstacks was not a focus of this</p> <p>11 – Highlighted green – 10 pupils receive Third Space Maths tutoring weekly. Engagement varies between pupils but all are making progress</p> <ul style="list-style-type: none"> • Seven of the ten PPG in Y6 are receiving this support • Significant progress by all pupils. • SEP Mock results no PPG pupil gained SS100. FEB mocks three pupils were SS100+; two pupils were one mark off SS100 and a further three were SS97+ <p>12 – Highlighted yellow – Phonics is improving but as the majority of pupils have started at a level lower than accessed in Letters and Sounds this does not appear to be the case at the moment</p> <p>13 – Highlighted pink. We no longer have a specific EAL TA – teachers will need to consider this when planning interventions</p> <ul style="list-style-type: none"> • Use of Flash academy is varied
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