



1. Summary Information					
School	Fir Tree Primary school and Nursery				
Academic year	2018-2019	Total PP budget	£58,080	Date of most recent PP review	Sep 2018
Total number of pupils	193	Number of pupils eligible for PP	33 (17%)	Date of next internal review of this strategy	Jan 2018

2. 2017-2018 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	77% achieving GLD	50%	NA	78.6%
KS1 – Year 1	73.3% achieving expected standard Phonics screening	0	0	73.3%
KS1 – Year 2	85.2% achieving expected standard Phonics screening Including retake	71%	100%	90%
KS1 – Year 2	66.7% achieving expected standard in reading	57.1%	100%	70%
	63% achieving expected standard in writing	42.9%	0%	70%
	70.4% achieving expected standard in mathematics	57.1%	100%	75%
	55.6% achieving expected standard in RWM	0%	40%	73%
KS2 – Year 6 After table checking	57.1% achieving expected standard in reading	54.5%	80%	60%
	61.9% achieving expected standard in writing	54.5%	100%	70%
	23.8% achieving expected standard in mathematics	18%	40%	30%
	19% achieving expected standard in RWM	9%	0%	30%
	33.3% achieving expected standard in SPAG	9%	20%	60%

Review of 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?	Lessons learned (and whether you will continue with this approach)
High quality teaching and learning	To continue to recruit and retain high quality teaching and support staff to ensure that day to day teaching including marking and	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	Increased proportion of staff achieving good or outstanding lesson observations and monitoring CPD courses on 'excellent' teaching and learning strategies	The focus upon improving the pedagogy behind the teaching and learning approaches that

ABCDEFGHIJ	feedback, meets the needs of every learner.	identify what went well and even better if in relation to their PM.	CPD tailored to meet the needs of staff as identified by SLT during monitoring and observations	the teachers are using has made a difference, and is one which we will continue to focus upon next year.
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	This was not implemented well and will need to continue to be a focus
Improved fluency and depth of knowledge in maths ABCGJL	Experienced teacher and Headteacher will provide maths intervention after the maths lesson to address misconceptions identified in whole class teaching	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 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	Timetable to ensure that intervention happen Class teacher to identify pupils in need of follow up during teaching sequence Increased use of CPA approach to ensure pupils have a solid foundation in a concept before they move onto abstract presentations	The school moved a long way to using the mastery approach and staff are developing confidence in this new pedagogy it will continue this year.
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	A significant number of our EYFS enter with lower communication skills than their peers and so has to remain a focus.
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	See above

Independence in learning ABCDEFGL	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	This will continue with the whole school focus of improving pedagogy.
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	This was not implemented last year to staffing constraints and is not a priority for this year.
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	This was achieved and gave the school recognition for its work.
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?	Lessons learned (and whether you will continue with this approach)
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	This is important in improving behaviour and working with our more challenging families and so will continue this year.
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	A change to how lunchtimes were managed and staff training did have an impact.
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	The impact of this post was not significant and as a result this post no longer exists in the school. Other interventions are used to better effect.
Reading interventions ABC	Use of experienced staff to provide interventions <ul style="list-style-type: none"> • 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	Not enough progress was seen last year and as a result will continue this year.
Speaking and listening interventions	Use of trained TAs an Teachers to deliver talking partners intervention to support vulnerable pupils	Pupils learn better when they feel confident, relaxed and happy within the environment. Talking	Reports/observations written by TAs/teacher who took the intervention	A significant number of our EYFS enter with

ABCDEKL		partners allows pupils the opportunity to develop speaking and listening skills and improve social communication	Monitored by SENDCO	lower communication skills than their peers and so has to remain a focus.
Sports coach KL	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	The sports coach had developed sport within school and promoted healthy lifestyles, this is a priority for many of our pupils and so has to remain a focus.
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?	Lessons learned (and whether you will continue with this approach)
Improved completion of homework JLABC	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	Homework surveys were carried out in the Summer term and the expenditure on these packages were not justified by outcomes therefore we will not continue with this method for setting homework.
Improved participation in school events HIKL	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	Participation has increased this term however this needs to remain a focus.
Uniform support	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	System in place to relay information to uniform shop to ensure that	Many of our families cannot afford uniform, however

HIKL		and therefore engagement in school life and learning	parents can access the PPG discount	we have tightened procedures so that we can ensure it is used well.
Trip/activity payment support IKL	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	This will continue to allow all to access enrichment opportunities.
Attendance tracking HIKL	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	This remains a focus and is supported by the Trust EWO.
Easter School BCGL	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	This builds confidence in the pupils and they enjoy the sessions as well as focussing them.
SATs Breakfast club BCGL	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	This ensure all pupils attend and don't miss their SATS and ensures they are well prepared, it will continue.
Total budgeted cost				£3330.00

Strategy for Academic Year 2018-19

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: EYFS 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 from 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 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 49% - FFT50)	
C.	Progress of PP pupils from Year 2 to Year 6 Target: R: ≥ -0.5 , W: ≥ -3.0 , M: ≥ -3.0	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 EYFS data 66.7% 2YO/PPG achieved '2' in reading. Target: 70%	Pupils receive additional phonics intervention Phonics support for parents through open mornings, about how to support their children
E.	Higher proportion of PP/2YO funded children to reach GLD (2017 – 19% difference. Target 2018 $\leq 15\%$ difference)	Speaking and listening support through talking boxes Sustained shared thinking to be further developed
F.	ECAT scores for 2YO funded places to be 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
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 PPMs used to analyse progress and attainment in order to allocate interventions where appropriate specifically to target areas for support
H.	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
I.	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
J.	Increased amount of completed homework by PP pupils	Pupils complete homework on time
K.	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
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 inventions to build understanding and progress in learning

DEF			<ul style="list-style-type: none"> Monitoring of intervention as part of the PD cycle Assessments monitored to track progress of targeted pupils 		
Independence in learning £200	Manipulatives available during learning including access to working walls with key vocabulary, examples and challenges	<ul style="list-style-type: none"> Pupils who are able to access a range of resources are more capable of accessing a problem independently. The use CPA teaching model in maths to secure concepts allows a greater depth and fluency to understanding prior to moving onto abstract concepts 	Monitoring of classroom provision through learning walks and pupil conferencing	SLT Teachers	Half termly
ABCDEFGKL					
Total budgeted cost				£29,700	

v. 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
Pupils receive pastoral support through ELSA provision £5000 ABCDG	Develop self-esteem and confidence of identified vulnerable pupils and remove social barriers	Vulnerable pupils perform less well than their peers and are less likely to take risks in their learning to problem solve and apply knowledge	Maintain pastoral triage between Trust Ed psych, SENDCo and Assistant Head - pastoral Increased self-esteem and confidence to actively participate in lessons and take risks in problem solving activities	JW MP DS	
Additional lunchtime leaders employed £2460 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	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	OCT' 2018
Effective use of academic interventions to target and close gaps £2500 ABCDEGJKL	Promote a culture of interventions	<ul style="list-style-type: none"> Increased understanding of what constitutes intervention Academic interventions in place for all classes for English and Maths Pupils of all abilities catered for/challenged Tracking to monitor impact 	Monitoring of provision through observations, data, PPMs and curriculum reviews	MP LW	Termly from NOV'18 onwards
Speaking and listening interventions £2300 ABCDEKL	Use of trained TAs 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 £4263 KL	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 teacher s	JUL 2018
Total budgeted cost				£16,523	

vi. 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>	A new homework policy to be written – children will have a homework book KS1 and KS2 to adopt the same formula for homework Worked examples of strategies to be provided	Parent questionnaire completed last year identified that they did not like the online homework as they were unsure when it was set. It also identified that some struggled to support their children with the demands of the curriculum	Teachers will monitor whether homework has been completed. Pupil conferences Parent questionnaire	LW Teachers	From OCT'18 Half termly
Improved participation in school events £200 <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 More parents will attend parent evenings and open mornings	Teachers	JUL 2018
Provide uniform support £2500 <i>HIKL</i>	Provide PPG families with school uniform at a reduced cost once a year through completion of hardship fund application	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	
Provide trip/activity payment support £2500 <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	
Attendance will be rigorously tracked £5000 <i>HIKL</i>	Assistant Head – pastoral, Attendance officer and Trust EWO to monitor and track attendance of PPG	Pupils cannot learn if they are not in school. Some parents need support with this.	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	JW ER EWO	
Provide Easter School for Y6 SATs preparation £600 <i>BCGL</i>	Support pupils with SATs preparation	Pupils attend Easter school in order to ensure that during the holiday they do not let the pace of learning slip	All year 6 invited to attend. All Y6 are expected to attend PP pupils targetted	NP	May 2019

		Provide additional learning time to address gaps which have yet to be closed			
Provide Y6 with SATs Breakfast club £150 BCGL	Ensure that pupils have a good breakfast before their SATs Provide a settled environment prior to tests to ensure that pupils have a good start to their day	Pupils who attend breakfast club begin the day more relaxed and ready for their tests	All year 6 are invited to breakfast club – PP pupils targeted specifically		MAY 2019
Total budgeted cost				£10,950	