

# Pupil premium strategy statement – Fir Tree Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	December 2021-December 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing body
Pupil premium lead	Marc Knight
Governor / Trustee lead	Helen Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,295
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7,250
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78,545

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils-their social and emotional needs; whether they are supported by a social worker as part of a child protection plan or they are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the catch up funding; to support those pupils whose education has been affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and an understanding of a child's social and emotional needs. The approaches we have adopted complement each other to help pupils achieve and make progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The attainment in reading, writing and maths of the disadvantaged pupils is below those of their peers. On entry into Year 3, given these low starting points, targeted support in reading, writing and maths is vital to ensure the gaps between the disadvantaged pupils and the non disadvantaged pupils is closed early on to ensure the gaps close as they progress through the years.</p> <p>Low phonic scores of the disadvantaged pupils at the end of Year 2 is a factor of the low reading and writing judgments</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among majority of the disadvantaged pupils. This impacts negatively on their day to day learning in the other curriculum subjects as well</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional needs for many of our pupils, and a lack of enrichment opportunities during school closure in 2020 summer term and then in 2021 January. These challenges particularly affect the progress and attainment of our disadvantaged pupils</p>
4	<p>Attendance for all pupils in 2022-23 was 96% and 93% for our disadvantaged pupils. Low attendance impacts on pupil outcomes and for our disadvantaged the impact is greater as they miss out on their interventions.</p>

## 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
Improved reading, writing and maths attainment among disadvantaged pupils	KS2 reading outcomes in 2023/2024 show that more than 40% of disadvantaged pupils meet the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observation indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021-2024 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021-2024 evidenced by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

## 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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused phonic sessions to close the gaps in our lowest 20% readers.</p> <p>Sessions led by the teachers and teaching assistants</p> <p>Phonological knowledge impacts on reading, writing and maths</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>For the teaching of maths:</p> <p>Daily Early work led by the teacher and teaching assistants working with focused groups</p> <p>High quality maths resources available in every class</p> <p>Access to maths resources online to support the planning, teaching and assessment of maths</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>1</p>

<p>Catch up sessions for pupils in reading, writing and maths led by the teachers and trained teaching assistants</p>	<p><a href="https://educationcatchup.campaign.gov.uk/">https://educationcatchup.campaign.gov.uk/</a></p>	<p>1</p>
<p>Improve the quality of social and emotional learning. Weekly PSHE sessions using the Jig Saw programme. This programme will support pupils social and emotional needs and allow for whole class sessions and small group work</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Evidence shows that children social and emotional development impacts on their academic outcomes</p>	<p>3 1</p>
<p>Drawing and Talking therapy for 1:1 sessions with a trained Drawing and Talking therapist to support pupils social and emotional needs</p>	<p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p>	<p>3 1</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2</p>

## Targeted academic support

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Targeted reading aloud and book discussion                      -Explicitly extending pupils' spoken vocabulary                      -The use of structured questioning to develop reading comprehension                      -The use of purposeful curriculum focused dialogue and interaction</p> <p>Continue to embed learning to learn approaches- Meta-cognition (learners think about their own learning more explicitly) and self-regulation approaches (giving pupils a repertoire of strategies to choose from during learning activities).</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p>	<p>1 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the trained Teaching Assistants</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide enrichment activities in the curriculum;</p> <ul style="list-style-type: none"> <li>-Pupils to have weekly sessions on a rota in the school garden to learn about healthy eating and growing your own. Vegetables and fruits cooked for school lunches</li> <li>-Pupils to have weekly sessions in the forest as part of forest school to learn about animals and insects, habitats and nature</li> </ul> <p>Deployment of a Home School Link Worker</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>These activities will provide wider enrichment for all pupils and those vulnerable pupils who have additional needs due to the pandemic</p>	3
<p>Weekly dance sessions for pupils; classes on a rota</p> <p>Dance is an art form that has proven studies to show the impact on pupils social and emotional needs</p>	<p>Studies on the impact of dance; builds pupils self esteem and confidence; imagination</p>	3

**Total budgeted cost: £72,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged/Non – Disadvantaged Attainment (working at the expected standard)						
	Non-disadvantaged (National)	Non-disadvantaged (Fir Tree)  46 pupils	Difference	Disadvantaged (National)	Disadvantaged (Fir Tree)  11 pupils	Difference
Reading	78%	83%	+5	60%	64%	+4
Writing	77%	78%	+1%	58%	45%	-13%
Maths	79%	87%	+8%	59%	64%	+5

Our internal assessments during 2022-2023 suggested that the performance of disadvantaged pupils in all the year groups was better than expected in reading, writing and maths. Refer to the internal data for detail

Our assessment of the reasons for these outcomes, points primarily to Covid-19 impact and increase in SEMH. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a quality online lessons delivered by the teachers. Since the reopening of school and continued covid related absences, teachers continued to provide online work for those pupils with covid related absences. However, the targeted support within school and the after school catch up sessions for key pupils, proved the most effective in reducing the gaps in knowledge and skills. This is evidenced in the books and feedback from pupils.

Overall attendance in 2022-2023 was 95%. An improvement from the previous year which was 94%.

Persistent absence of those below 90% was addressed by individual letters to parents. Meetings with parents of the lowest attendance took place followed by attendance contracts with two families.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still being impacted from covid related illnesses. The impact was particularly acute for disadvantaged/SEND pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our Emotional Health and Well-being lead has supported these pupils with weekly sessions, nurture groups and lunchtime activity groups.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lunchtime Multiskills Clubs	Premier Sports

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*