



# Fir Tree Junior School

## Pupil Premium Strategy Statement



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 Junior School   |
| Number of pupils in school  | 219                      |
| Proportion (%) of pupil premium eligible pupils   | 12% (43 pupils)          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024        |
| Date this statement was published   | December 2021            |
| Date on which it will be reviewed   | July 2022                |
| Statement authorised by   | Nilofer Khan Headteacher |
| Pupil premium lead  | Nilofer Khan             |
| Governor Lead   | Helen Walker             |

### Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year                                    | £57695 |
| Recovery premium funding allocation this academic year                                 | £8475  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £-3239 |
| Recovery premium funding from previous year (2020-2021)                                | £10000 |
| Total budget for this academic year  | £72931 |
| Total spend for this academic year   | £69000 |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### 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



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### 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 2020-2021 was 97% 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>   |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### 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> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| 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>                                    |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### 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: £28000

| 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>   | 1                             |
| <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>  | 1                             |
| <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>   | 1                             |
| <p>Improve the quality of social and emotional learning.</p> <p>Weekly PSHE sessions using the Jig Saw programme.</p> <p>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></p> <p>Evidence shows that children social and emotional development impacts on their academic outcomes</p> | 3,1                           |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



|  |   |      |
|--|---|------|
| Drawing and Talking therapy for 1:1 sessions with a trained Drawing and Talking therapist to support pupils social and emotional needs                         | <a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a>   | 3,1  |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | 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:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 2 |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



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

Budgeted cost: £17000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>-Targeted reading aloud and book discussion<br/>           -Explicitly extending pupils' spoken vocabulary<br/>           -The use of structured questioning to develop reading comprehension<br/>           -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://www.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>                      |
| <p>Using the catch up funding for targeted sessions with group of pupils after school, led by the teachers and trained teaching assistants. These groups will include pupils who are disadvantaged and non disadvantaged who are falling behind</p>   | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1,2</p>                    |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



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

Budgeted cost: £24000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>To provide enrichment activities in the curriculum;</p> <p>-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</p> <p>-Pupils to have weekly sessions in the forest as part of forest school to learn about animals and insects habitats and nature</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                             |
| <p>Weekly music lessons in all year groups</p> <p>Weekly singing lessons in all year groups</p>   | <p>Learning to play an instrument and learning to sing is evidenced to promote self confidence, build self esteem and support mental health</p>   | 3                             |
| <p>Monitoring termly attendance and identifying the pupils with attendance below the school's target attendance of 95%</p> <p>Contact with parents; attendance contracts where needed</p>   | <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>                                      | 4                             |
| <p>Contingency fund for acute issues</p>  | <p>We have set a small amount of funding aside to respond quickly to needs that may arise to support pupils academic and social and emotional needs</p>   | All                           |

**Total budgeted cost: £69000**



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### 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 2021-2022 academic year.

Our internal assessments during 2021/2022 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, which disrupted all our subject areas to varying degrees. 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 2021/2022 was 93.1% . This was slightly lower than in 2020-2021 94.5%.

Attendance of disadvantaged pupils was 88%. 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 significantly impacted last year, due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### Externally provided programmes

| Programme    | Provider                  |
|--------------|---------------------------|
| Street Dance | Rock and Roll Performance |
|              |                           |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |



# Fir Tree Junior School

## Pupil Premium Strategy Statement



### Further information

Our pupil premium strategy will be supplemented in 2022/2023 by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use this.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.