

Pupil Premium Strategy Report

1. Summary information					
School	Fir Tree Junior School	Academic Year	2020-2021	Total PP budget	£57695
				Total spend for 2020-2021	£56827
Total number of PP pupils	43	Number of pupils eligible	31	Termly reviews of this strategy	Dec/March/July

2. Barriers to attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low resilience; this leads to an over-reliance on adults and a detrimental effect on social and academic progress
B.	Weaker language skills and understanding is affecting the progress and attainment in reading, writing and maths compared to their peers
External barriers	
C.	Low attendance (below 90%) for some of the pupils in this group

3. Intended Outcomes		
	Intended Outcomes	Success criteria and evidence
A.	Attainment and progress of the PP and PP/SEND group in reading, writing and maths improves and is in line with their peers	% of PP pupils attaining the expected standard at the end of the year and the rate of progress improves to be in line with their peers. Evidence from the data
B.	Improve resilience and independence to learning which will have an impact on academic attainment and progress to be in line with their peers	Pupils develop a more positive attitude to their learning and achievement. This will be monitored through pupil interviews and evidence of work
C.	Improve attendance for the PP pupils with low attendance	Attendance increases above 90%

Teaching and Learning		Total budgeted cost for resources No cost
Intended Outcome	Actions	Evaluation and Impact
<p>Improve outcomes in reading, writing and maths for the PP groups in each class</p> <p>Improve resilience and independence to learning which will have an impact on academic attainment and progress to be in line with their peers</p>	<p>Due to school closure from March 2020-July 2020 these actions will continue to ensure children receive the high quality teaching and support from staff</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>The aim is to help the children think about their learning more explicitly-teaching the children specific strategies to set goals and evaluate their own learning. (This is already part of our teaching approaches where children set their learning goals and have learning conversations with their teachers and TAs) The teacher will model this to the children as part of the teaching; guidance and support from the teacher and guided group work to teach the children how to use this approach.</p> <p>Arrange training and support for new TAs on meta cognition and self regulated learning and include all TAs to consolidate this approach.</p> <p>To continue with growth mindset as part of the learning ethos. Continuing to develop the 'I can' learning attitude</p> <p>All lessons will continue to include challenge level questions, which will include greater depth questioning to challenge thinking.</p> <p>Teaching Assistants in each class to use the agreed approaches above. Time will be arranged for teacher and TA to have time to meet and discuss the needs of the children and the focus of the learning outcomes</p> <p>To use questioning to develop reading comprehension; to build children's articulation of ideas and expression</p> <p>To continue to embed storytelling and talk for writing for experiential learning to impact on writing</p> <p>In house training for Teaching Assistants to refresh and consolidate the above strategies and approaches</p>	<p>From Sept-Dec and from April to July when school was open to pupils, high quality teaching and learning was taking place allowing the teachers and TAs to engage the pupils in both meta-cognitive learning and self regulated learning. This was evidenced in the lesson observations by the senior leaders; in the pupils written work and feedback from the pupils.</p> <p>During the January lockdown, online lessons did not allow for this to take place. However the teachers and TAs engaged the pupils in online group work and where needed in 1:1 sessions with the pupils. The result of this focused teaching impacted on the end of year outcomes for these pupils. This is evidenced in their written work, feedback and in the end of year data where PP pupils progress and attainment was in line with their peers.</p>

Targeted Support		Total spend £50181
Intended Outcome	Actions	Evaluation and Impact
<p>Improve outcomes in reading, writing and maths for the PP groups in each class</p>	<p>Targeted teaching and interventions that are tailored to meet the needs of the pupils. This will be led by the teachers in guided group work and by TAs leading specific interventions</p> <p>Training TAs who work with the PP pupils on targeted teaching/questioning to reinforce; extend and challenge</p> <p>HLTA to take underachieving groups in year 5 for interventions in maths and reading</p> <p>Teachers and TAs to conduct learning conversations with PP pupils in all classes</p>	<p>The additional sessions for the year 5 pupils took place in the Autumn term before the January lockdown. The overall outcomes at the end of the year reflected the progress these pupils made despite the lockdown.</p> <p>The pupils were also part of the additional work to engage in learning conversations that allowed the HLTA to feedback to the teachers and identify any potential barriers to their learning. The main barrier to their learning, for this past year, rested on not being in school for part of the year due to lockdown. The pupils who attended school as key worker children continued to be supported with face to face sessions that had a positive impact on their end of year outcomes.</p>
<p>Improve social and emotional well-being, resilience and independence to learning which will have an impact on academic attainment and progress of the children</p>	<p>HLTA to lead the Young Carer group. To manage the applications and termly activities</p> <p>School Gardener to support pupils in learning about healthy growing and eating by working in the garden in sowing and harvesting the vegetables and fruits.</p> <p>Forest school teacher to lead weekly sessions with each class on a rota</p> <p>Teaching Assistant to support vulnerable pupils in the class with their social, emotional development and to use Betsy de Thierry's strategies where needed</p>	<p>The HLTA used their role as Drawing and Talking therapist to support the vulnerable pupils who were young carers and those whose social and emotional needs required further support.</p> <p>Gardening and outdoor learning sessions in the forest impacted positively on the pupil's social and emotional well being that resulted in better outcomes academically as the children felt at ease and were far more relaxed and positive.</p> <p>The forest sessions allowed the children to learn about the plants and living creatures in the wild. The team activities impacted on the children's team skills and self awareness skills.</p>
<p>Improve attendance for the PP pupils with low attendance</p>	<p>Continue to monitor termly monitoring of attendance and identifying pupils with attendance below 90%</p> <p>Parent meetings to agree actions to improve attendance and punctuality</p>	<p>Attendance for all pupils across the school was eased due to the restrictions and the impact of covid on families. However as a school pupil's attendance was monitored to ensure no pupil missed school for other reasons.</p>

Other Approaches		Total spend £6646
Intended Outcome	Actions	Evaluation and Impact
<p>Improve concentration; developing skills in music; working with others collaboratively</p>	<p>To continue to provide access to learning to play a musical instrument. First Access and Play On music instruction</p> <p>Weekly singing sessions</p>	<p>Due to the covid restrictions music lessons did not take place regularly but where they did the pupils thrived in learning to play either the cornet (year 4) or the guitar (year 5). Feedback from the pupils showed they not only enjoyed playing the instrument but learnt to have fun as a group with the ensembles that were created.</p> <p>Weekly singing session resumed in Term 5 and 6. Each year group had a session on a weekly rota</p>
<p>Providing mental health and well being in young people using the resources from the DfE and Place2Be charity including using the new PSHE curriculum</p>	<p>Staff training on using the resources effectively with the children in lessons and in groups</p>	<p>There was a much needed emphasis on providing the best fit resources to promote positive mental health particularly during this past year. Teachers took part in training, albeit online, to get to know the resources and how to use them to the best effect on pupil's well being. There were opportunities where teachers supported each other to share the most effective resources.</p>

