

Pupil Premium Strategy Report

1. Summary information					
School	Fir Tree Junior School	Academic Year	2019-2020	Total PP budget	£62940
Total number of PP pupils	48	Number of pupils eligible	34	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>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 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>The progress and attainment of the PP group across all year groups from Sept to March, was in line with their peers across the three subjects, as evidenced from the data based on teacher assessment. These judgements took into account termly assessments, observations, evidence in books and feedback from the children. For those children whose progress was slightly lower, these children had additional special needs. However the progress in their social and emotional development that enabled their academic achievement was high. (Ref to the data analysis)</p> <p>Focusing on meta-cognition and self-regulated learning allowed the children to take ownership of their learning and grow independent learning strategies.</p> <p>The training and support given to the TAs contributed to this success. As well as giving time to teachers and TAs to plan and ensure the children's needs were being met.</p> <p>Growth mindset is embedded in the ethos of learning and teaching and the impact of this is evident in the responses from children and their attitude towards their learning. Where children need additional support, close the gap teaching is in place to ensure skills in literacy and maths are taught.</p> <p>Observations showed evidence of challenge and giving time to the children to respond, allowed them to succeed in making progress.</p> <p>A focus on reading across the school, improved outcomes in reading for this group of pupils.</p> <p>Story telling and drama impacted on both speaking and listening and writing, giving children the opportunity to build their language and vocabulary that impacted on their writing.</p>

Targeted Support		Total spend £55079
Intended Outcome	Actions	Evaluation and Impact
Improve outcomes in reading, writing and maths for the PP groups in each class	<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 plus conduct learning conversations with PP pupils in all classes and liaising with the teachers.</p>	<p>Targeted teaching for those children who needed additional support to close the gaps in reading, writing and maths, impacted on their outcomes.</p> <p>Training for TAs (Staff meeting and time with their teachers) allowed them to focus on strategies and approaches that would impact on the learning proved successful in overall outcomes achieved.</p> <p>The year 5 early morning interventions led by the HLTA for the second year, proved successful in the outcomes achieved by the PP group in year 5, where the progress and attainment was in line with their peers HLTA completed a Drawing and Talking therapy course at £225. HLTA will be working with children on D&T Therapy sessions</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>Young Carer lead to manage the applications and termly activities for the Young Carer group</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>Teaching Assistant to support vulnerable pupils in the class with their social, emotional and academic development</p>	<p>The HLTA was given one afternoon a week to hold learning conversations with the PP group. Any barriers to learning were identified early and discussed with the class teacher to allow for instant support to be put in place.</p> <p>All staff were trained in Betsy de Thierry's early identification of trauma and strategies to support children. This allowed for children to be supported in their social and emotional development, which impacted on their progress.</p> <p>The school garden plays a major role in supporting children's mental health and well being and giving children an opportunity to learn about healthy eating. Each class has a session in the garden on a rota</p>
Improve attendance for the PP pupils with low attendance	<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>Termly monitoring of attendance and punctuality impacted on overall attendance in line with national expectations for this group. Being in school regularly impacted on their social and academic progress.</p>

Other Approaches		Total spend £6620
Intended Outcome	Actions	Evaluation and Impact
Improve concentration; developing skills in music; working with others collaboratively	To provide access to learning to play a musical instrument. First Access and Play On music instruction	Weekly music lessons impacted on the children's level of concentration, coordination and gave them a sense of achievement. Playing in ensembles to an audience gave them a sense of pride. Together this had an impact on their social, emotional and academic achievement.
Gaining a better understanding and training around mental health and well being in young people	Whole school inset for all teaching and support staff on mental health and well being in young people led by CAMPHs. Supply cover for TAs to attend	Mental health and well being was a focus this year and the training by CAMHs gave staff an insight into the needs of the children and reinforced the strategies and approaches used in school were effective and recognised. Mental health and well being will continue to be a focus next year with the new PSHE curriculum.

