

Pupil Premium Strategy Report

1. Summary information					
School	Fir Tree Junior School	Academic Year	2018/19	Total PP budget	£57920
Total number of PP pupils	46	Number of pupils eligible for PP	32	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/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 to between 90%-95%

Teaching and Learning

Total budgeted cost for resources £8000

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>Embedding 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). This will aim 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>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>Purchase Maths resources to ensure each class has the range of visual resources for children to use-numicon; quizzenaire; place value counters etc</p> <p>To embed storytelling and talk for writing for experiential learning to impact on writing</p>	<p>Improved outcomes for PP pupils in all year groups across reading, writing and maths. The outcomes between PP pupils and non pupils has diminished</p> <p>The impact of the actions is evident in the end of year outcomes for all pupils across the year groups</p> <p>End of KS 2 data shows PP pupils achieved</p> <table border="1" data-bbox="1290 411 1957 576"> <thead> <tr> <th></th> <th>Expected standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>14%</td> </tr> <tr> <td>GPS</td> <td>35%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>21%</td> </tr> </tbody> </table>		Expected standard	Greater Depth	Reading	28%	28%	Writing	49%	14%	GPS	35%	21%	Maths	63%	21%
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Targeted Support		Total budgeted staffing cost £35682
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</p>	<p>The targeted teaching has had an impact on outcomes for the pupils.</p> <p>All PP pupils in all year groups across the three subjects made accelerated progress as evidenced in the data</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 support the social and emotional development of the pupils who are young carers</p> <p>Forest sessions-teacher to lead the outdoor learning</p> <p>Identify pupils for drawing and talking led by the trained TAs. This will be for specific pupils with additional needs.</p>	<p>The support given for the pupils social and emotional needs through the young carer support and the forest sessions had an impact on the accelerated progress achieved by the pupils across the year groups in the three subjects.</p> <p>Social and emotional development cannot be measured. However the impact of the support is evident in the pupils learning behaviour and attitude to learning and the outcomes they have achieved.</p>
Improve attendance for the PP pupils with low attendance	<p>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 of the PP pupils was >90% and where it was below the families are receiving support.</p>

Other Approaches		Total budgeted cost £12040
Intended Outcome	Actions	Evaluation and Impact
Improve health and well-being	External sports company to provide after school club sports	Attendance at clubs improved. Evidence of this is reflected in the Gold school sports award.
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	Providing an arts provision through music has consistently had an impact on pupils learning. This has been evidenced in the pupil's behaviour and positive attitude towards learning and the outcomes achieved in all subjects.
Residential for year 6 gaining access to the wider curriculum; team work; developing perseverance and challenge; team skills; leadership skills	Attending school visits; identifying children who need the additional help with the visits	All PP pupils in year 6 attended the residential. Their skills of perseverance and challenge; team skills; leadership skills were clearly evident across the week. The provision the school provides to ensure this group of pupils succeeds in developing their social and emotional needs; building resilience etc has impacted on their end of year outcomes as evidenced in both the teacher assessments and in the KS2 SATs results
Gaining a better understanding and training around trauma	Whole school inset for all teaching and support staff on Trauma in children provided by Betsy De Thierry	All staff have taken the training and are now qualified in supporting children through trauma. The strategies and approaches are being used with the children and are proving successful.

