



Pupil Premium Report – September 2016

Overview 2015-2016

Total number of pupils on role	184 (excluding Nursery)
Total number of pupils eligible for PPG	58 (32.1%)
Total amount of Pupil Premium Grant	£83,000

Summary of Pupil Premium funding 2015-2016

Provision/resource	Objective	Outcome
Quality Teaching and Learning		
Executive Headteacher Associate Head Teacher	To continue to support and train high quality teaching and support staff to ensure that day- day teaching, including marking and feedback meets the needs of each learner.	Teaching and learning across the school will be of a consistently high standard.
SENCO	To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.	Barriers to learning and identified gaps overcome resulting in improved attainment and progress.
Pastoral	To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning. To set up and support parents through 'Well-being' sessions.	Pupil discussions and teacher observations show improved peer/parent relationships which has led to better engagement with learning and the school in general.
ELSA	To provide support to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning	Pupils' confidence and self-esteem are being improved through this provision reducing factors affecting learning.
1:1 Tutor	To increase attainment for identified pupils and close	Improved attainment and progress in literacy



	gap to ensure that they make expected progress and achieve age related expectation.	and maths of pupils completing 1:1 tuition.
Lunch time supervisor	To ensure safe and protected play time for vulnerable pupils.	Pupils will have positive play experiences and socialise in an appropriate manner.
Sports Coordinator	To increase confidence and self-esteem through sports and provide opportunities for pupil participation outside of the classroom.	Pupils' confidence and self-esteem are being improved through this provision which will provide them with a broad and balanced curriculum. Their sense of belonging and self-belief will increase.
TA – interventions Catch Up Precision Teaching Paired Reading SNAP maths Phonics work	To raise attainment of identified vulnerable and underachieving pupils needing very specific additional support	Barriers to learning and identified gaps overcome resulting in improved attainment and progress
Talking Partners		
Specialist Teaching Assistants	To deliver a small group intervention to vulnerable pupils to help improve their speaking and listening skills, confidence and self-esteem.	Pupils taking part in the intervention will have more confidence to contribute in class, have the opportunity to develop their vocabulary, questioning and improve their social skills in a safe environment.
		Total – £73,950
Attendance		
Office Administrator	To ensure all vulnerable pupils are attending school to be able to fully access the curriculum.	To liaise with the HT, DHT and EWO if any attendance is a concern to ensure pupils are in school and learning.
		Total – £300
External Support		
Educational Psychologist weekly visits	Providing specialist knowledge and assessment to help support pupils' learning. To provide staff with the correct strategies to support teaching and learning.	Barriers to learning are being addressed resulting in improved attainment and progress.
Early Years Foundation	Providing specialist	Barriers to learning are



Stage support	knowledge and resources to support pupils' learning.	being addressed resulting in improved attainment and progress.
Alternative curriculum	To offer vulnerable pupils the opportunities to experience new things and ways of learning.	To make progress and raise attainment through new real life experiences.
		Total - £6750
Resources		
Talking Partners resources.	To train 4 TAs to be able to deliver the Talking Partners Intervention effectively.	For the chosen TAs to deliver, assess and evaluate the intervention in order for the specific pupils involved to make progress with their speaking and listening skills.
Uniform	For pupils to feel part of the school and emotionally supported.	Vulnerable pupils feel part of the school team.
Specific Pupil Premium resources (handwriting)	Providing specialist resources to support pupils' handwriting/fine motor skills/presentation of writing.	Barriers to learning are being addressed through the use of resources resulting in improved attainment and progress.
Trips subsidy	To provide team building/peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.	Pupil discussions and teacher observations of pupils on trips show improved social and emotional abilities which have led to better engagement with learning in class.
Extra-curricular and rewards	To provide vulnerable children with a wide range of experiences to develop their self-confidence and self-esteem.	Pupils have improved social and emotional skills and are more able to access the curriculum
		Total - £2000

Total PPG Received	£83,000
Total PPG Expenditure	£83,000



Results to show the impact of pupil premium 2015-2016 at Fir Tree Primary School & Nursery

Early Years Foundation Stage

GLD Fir Tree 2015	GLD LA 2015	GLD National 2015	APS Fir Tree 2015	APS LA 2015
69.2%	71.5%	66%	36.1	36.1
GLD Fir Tree 2016	GLD LA 2016	GLD National 2016	APS Fir Tree 2016	APS LA 2016
77.4%	75.2%		36.9	36.3
Pupil Premium 2016 (7 chn)	Pupil Premium excl SEN 2016 (5 chn)	Whole cohort excl Pupil Premium (24 chn)	LA Pupil Premium 2016	LA Whole Cohort excl Pupil Premium 2016
85.7%	100%	79.1%	56.3%	76.8%

Year 1 and 2 Phonics Screening

Year 1 pass 2016		Year 2 retake pass 2016
78.6%		85.7%
2 children have EHC assessment requests in place and will not take the test. 3 children are EAL and started the year with no English or have joined in year with no English. 1 child joined us 1 week and 3 days before the test.		1 child has an EHC for Moderate Learning Difficulties and did not take last year and or this year.
Year 1 pass 2015		Year 2 retake pass 2015
83.3%		100%
Pupil Premium 2016 (5 chn)	Pupil Premium excl SEN 2016 (3 chn)	Whole cohort excl Pupil Premium 2016 (22 chn)
40%	100%	90.9%
LA Year 1 2016 pass		
79.6%		

Year 2

Whole class – 30 children. 1 child did not participate as working below the level of the test and has an EHC for MLD.	Fir Tree	National	LA – West Berks	Pupil Premium excl SEN (6 chn)	Pupil Premium (9 chn)	Whole cohort excl Pupil Premium (21 chn)
Reading	83.3%	74.1%	75%	83.3%	60%	90.4%
Writing	70%	65.5%	64.8%	66.7%	40%	85.7%
Maths	83.3%	72.7%	72.3%	100%	60%	95.2%
RWM combined	70%	60.3%	59.3%	66.7%	40%	81.0%



- 1 pupil premium child did get the 100 in the reading test but we teacher assessed him at working towards and the same with 1 child in the maths test.
- 1 pupil premium child was disapplied but still counts on our data.

Year 6

Whole class (20 children. 2 children have been disapplied).	Fir Tree	National	LA – West Berks	Pupil Premium % excl SEN (6 children)	Pupil Premium % (7 children)	Whole cohort excl Pupil Premium (13 chn)
Reading	70%	66%	69.6%	83.3%	71.4%	69.2%
Writing	75%	74%	69.8%	83.3%	85.7%	69.2%
Maths	55%	70%	69.1%	33.3%	28.6%	69.2%
RWM combined	55%	53%	54.9%	33.3%	28.6%	69.2%
SPAG	80%	72%	71.2%	83.3%	71.4%	92.3%

- 2 Pupil Premium children were 1 raw score mark off of a pass in maths.

Objectives of Pupil Premium Spending 2016-2017

At Fir Tree, we work together in our community to create a happy, caring safe environment for all. We inspire, create and challenge everybody to achieve their full potential through a lifelong love of learning. Our objectives for our disadvantaged and vulnerable children are:

To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.

- To provide high quality teaching that is all good with outstanding features
- Providing small group work with an experienced teacher or specialist Teaching Assistant
- To allow access to effective 1:1 and small group interventions that have a quick and notable effect
- To ensure that these pupils have access to high quality maths interventions with an experienced adult
- Providing 1:1 tuition with an experienced teacher
- To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils
- Additional teaching and learning opportunities provided by external agencies
- For staff to manage how they give effective feedback to vulnerable groups
- To provide opportunities for pupil voice within their books in particular in maths to ensure a deeper understanding of the maths curriculum
- Rigorous tracking, effective evaluation and analysis to ensure that the school is continuing to respond to gaps in learning
- Providing specialist resources to support children's learning
- Improving the quality of educational experience and provision
- Special Educational Needs Co-ordinator time to audit, monitor and identify new plans and interventions.



To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.

- Subsidising the cost of planned trips or extra-curricular activities throughout the year including the school Breakfast Club.
- Providing small group work with a specialist Teaching Assistant e.g. Emotional Literacy Support Assistant (ELSA), social skills group and speaking and listening interventions.
- The Pastoral Teacher to work with vulnerable children carrying out Draw and Talk and Lego Therapy interventions
- Providing children with opportunities of enrichment throughout the year.
- Use the Sports Coordinator to develop children's sports abilities, team work skills and boost confidence and self-esteem.
- Providing parents with the support that they need to better help their children overcome barriers to learning.
- Arrange events to encourage parents to come into school to see how best to support their children.

Autumn Term 2016:

2016-2017 impact from the Pupil Premium Grant is that more children will be working at age related expectations and exceeding age related expectations as the year progresses. Children will achieve ambitions and feel a sense of pride and belonging at school and within the wider community.

Funding for this year is £87,000.