



Pupil Premium Strategy Statement 2016

1. Summary Information					
School	Fir Tree School				
Academic Year	2016/17	Total PP budget	£87,000	Date of most recent review	Jan 2017
Total no. of pupils	221	Total no. of pupils eligible for PP	51	Date of next review	June 2017

2. Current Attainment

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%

Year 2

Whole class – 30 children. 1 child did not participate as they are moving to a specialist school.	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. This pupil achieved the ELG in EYFS for Reading.
- 1 PP pupil was emerging in writing in the ELG in EYFS but was teacher assessed as Working Below in Year 2. This pupil joined Fir Tree 3 weeks before the KS1 SATs.
- 1 PP pupil achieved exceeding in the ELG for writing in EYFS but only achieved the expected standard in Year 2 due to non-joined handwriting.
- 1 pupil premium child was disapplied but all tests still counts on the data. This pupil is leaving to attend a special school in Sept 2016.

Year 1 and 2 Phonics Screening

Year 1 pass 2016		Year 2 retake pass 2016
78.6%		85.7%
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%

EYFS

GLD Fir Tree 2015	GLD LA 2015	GLD National 2015	APS Fir Tree 2015	APS LA 2015
69.2%			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%

3. Barriers to future attainment for PP pupils

In-school barriers	
1.	Literacy and maths skills for PP pupils entering Reception are lower than non-PP pupils.
2.	Attendance % for PP pupils is slightly lower than non-PP. This reduces their school hours and causes them to miss more learning than non-PP. Attendance for the whole school excluding PP was 96.5% and PP attendance was 95.7%
3.	Behaviour issues for a small group of PP pupils has a detrimental effect on their academic progress and attainment.
4.	PP pupils achieving the expected standard in KS1 and 2 results is lower in some areas than non-PP pupils. 35.9% lower for RWM combined for KS2 results (however individual reading and writing was higher for PP pupils, it was the maths that lowered the %). 7.1% lower in Reading for KS1 results. 19% lower in writing and maths was higher for PP children.
External barriers	
5.	Attendance of PP pupils parents at school events, including parents evening, is lower than non-PP parents
6.	Increase the communication with PP parents
7.	Homework contributions from PP pupil is less and less supported than non-PP pupils.

4. Outcomes		
	Desired outcomes	Success Criteria
a.	Higher levels of attainment for PP pupils in reading, writing and maths in Year 2 and Year 6 (to have no gap when the SEND PP pupils are removed).	Year 6 Reading exp standard– 87.5% exc SEND 100% Year 6 Writing exp standard – 75% exc SEND 87.5% Year 6 maths exp standard – 87.5% exc SEND 100% Year RWM combined exp standard – 75% exc SEND 87.5% Year 2 Reading exp standard – 60% exc SEND 100% Year 2 Writing exp standard – 60% exc SEND 100% Year 2 Maths exp standard – 60% exc SEND 100%
b.	Higher pass % of Year 1 PP pupils in the Phonics Screening Test	Year 1 Phonics Screening Test pass – 85.7% exc SEND 100%
c.	Higher % of PP pupils to achieve GD in writing in Year 6.	40% Year 6 Writing to be GD.
d.	Higher progress scores for PP pupils than non-PP pupils at the end of KS2, particularly in maths.	Progress scores for all PP pupils in RWN to be +1 and above as well as above national averages.
e.	Attendance of PP parents at school events especially parent's evening.	Attendance at parents evening to be above 70%
f.	Increased communication between school and PP parents.	All PP parents to have a 1:1 formal meeting with class teacher or HT each year on top of parent's evening.
g.	Increased attendance for PP pupils.	Reduce the no. of PA among PP pupils to none. Overall attendance for PP children to improve from 95.7% and be in line with the non-PP pupils and reach target for whole school of 96.5%

h.	Homework contributions to increase from PP pupils.	To begin to monitor the % of HW contributions and for this % to increase each term.
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5. Planned Expenditure

Academic year	2016 - 2017
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The three headings below enable schools to demonstrate how they are using the PPG to improve classroom practice, provide targeted support and support whole school strategies.
Our overall objectives for Pupil Premium spending are –
To raise the attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress
To develop self-esteem and confidence of identified vulnerable pupils – fostering positive peer and parent relationships and removing social and emotional barriers to learning.

1. Quality first teaching for all

Desired outcome	Chosen action/approach	How will you ensure and know that it is well implemented?	Staff lead	Review date
High quality teaching and learning. A B C D E F G H	To continue to recruit and retain high quality teaching and support staff to ensure that the day to day teaching, including marking and feedback, meets the needs of each learner.	Increased proportion of staff achieving good and outstanding triangulation of teaching, planning and marking. CPD courses and high quality training with a focus on recent monitoring from the senior leadership team.	LD SLT ITTCO GDavis (Trinity School)	March 2017
Providing small group work with an experienced pastoral teacher. A B C D E F G H	The teacher in charge of pastoral care works with groups of pupils to raise standards and support vulnerable families. She helps to foster positive peer and parent relationships and removes social and emotional	Assessment data for these targeted pupils are monitored termly so that the interventions can tailored to the pupils needs.	KC	March 2017

	barriers to learning. She supports parents through 'well-being' sessions. Interventions to be used to support this work – Lego Therapy and Draw and Talk.			
Early Years Foundation Stage support B	Providing specialist knowledge and resources to support pupils learning.	Barriers to learning are being addressed resulting in improved attainment and progress and higher % achieving GLD. Close monitoring of the EYFS provision and training linked to the SDP will ensure the correct provision is in place.	CH SLT	March 2017
				Total £72, 690
2. Targeted Support				
Desired outcome	Chosen action/approach	How will you ensure and know that it is well implemented?	Staff lead	Review date
ELSA A B C D F G	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 which will reduce factors affecting learning. This will result in higher levels of attainment and % of PP pupils working at the expected standard. These pupils will make better than expected progress (accelerated progress). Observation of ELSA sessions will take place by the Deputy Head and the Educational Psychologist.	JB/AH	March 2017
Lunch time supervisor A B C D G	To ensure safe and protected play for vulnerable pupils.	Pupils will have a positive play experience and socialise in an appropriate manner. This will ensure they will return to class ready to	LD NR – supervisor	March 2017

		learn without any disruptions. Behaviour logs of playtime incidents will be kept in the form of accident sheets and ABCC forms.		
Sports teacher A B C D G	To increase the confidence and self-esteem through sports and provide opportunities for participation outside of the classroom. To encourage high aspirations and goals.	Pupils confidence and self-esteem are being improved through this provision which will provide them with a broad and balanced curriculum. Their sense of self-belonging and self-belief will increase which will have a positive impact on their learning and access to the academic curriculum.	RN	March 2017
TA interventions – Catch Up Precision Teaching Paired Reading SNAP maths Phonics A B C D G H	To raise attainment and close gaps in identified vulnerable pupils who are underachieving and who need very specific additional support.	Barriers to learning and identified gaps will be overcome resulting in improved attainment and progress.	Tas Monitored by DHT	March 2017
Intervention TA Fisher Family Trust intervention A B D G	To raise attainment and close gaps in identified vulnerable pupils who are underachieving and who need very specific additional support.	Barriers to learning and identified gaps will be overcome resulting in improved attainment and progress.	PP Monitored by DHT	March 2017
Talking Partners A B C D G	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	Specialist Tas Monitored by HT/SENCO	March 2017

		environment.		
Attendance tracking A B C D F G	An attendance officer has been appointed to track, monitor and raise attendance which is linked to attainment and progress.	Whole school attendance to be 96.5% with no gap for Pupil Premium Pupils. Persistence Absence figure for this year to be 0% Reports to be shared with the HT each week and termly EWO meetings to take place. The attendance officer will provide a termly tracking sheet to show any concerns as well as improvements.	ER/LD	March 2017
Educational Psychologist A B C D F G	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. Reports for PP pupils will be shared with parents and interventions put into place where needed.	LD/SENCO	March 2017
Educational Welfare Officer F G	EWO employed to work with PP families where attendance is poor. Communication with home and visits to the home will take place if needed.	Reports from the EWO will be shared with parents and any necessary interventions will be put into place to help improve the attendance.	ER	March 2017
Alternative in-school curriculum A B C D G	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.		March 2017
				Total £11,310
3. Other approaches				
Desired outcome	Chosen action/approach	How will you ensure and know that it is well implemented?	Staff lead	Review date
Support with equipment and uniform	For pupils to feel part of the school and emotionally supported.	Vulnerable pupils feel part of the school team.	Office	March 2017

G				
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.	SENCO	March 2017
A B C D G				
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.	ER	March 2017
F G				
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	LD	March 2017
F G H				
Easter School for Year 6	To support pupils with their SATs preparation.	The attainment and progress for these pupils will improve and they will feel ready for their SATs in the Summer Term.	AB	March 2017
A C D F				
Extra breakfast revision sessions for Year 6 PP Pupils in the 2 weeks leading up to SATs.	To support pupils with their SATs preparation.	The attainment and progress for these pupils will improve and they will feel ready for their SATs in the Summer Term.	AH	March 2017
A C D F				
				Total £3000
				Total spend £87,000

Please see point **a, b, c and d** in the **success criteria** section of **4. Outcomes** for the data that will be expected as a result of the above and the impact it has on the teaching and learning of PP Pupils.