

Pupil premium strategy statement

School overview

Metric	Data
School name	Firs Primary School
Pupils in school	353
Proportion of disadvantaged pupils	189
Pupil premium allocation this academic year	£242,434
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	September 2021
Statement authorised by	Mrs. P. Martin
Pupil premium lead	Mrs. P. Martin
Governor lead	Mr Adem Repesca

Disadvantaged pupil progress scores for last published academic year (2018-19)

Measure	Score
Reading	-2.8
Writing	-1.5
Maths	-1.8

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	71% (non-disadvantaged pupils 2019)
Achieving high standard at KS2	13% (non-disadvantaged pupils 2019)
Measure	Activity
Priority 1	Supporting training and continuous development to improve the quality of all teaching.
Priority 2	Targeted support for disadvantaged pupils through evidence-based interventions.
Priority 3	Supporting whole-school strategies to improve attendance, behaviour and readiness to learn.
Barriers to learning these priorities address	1. Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2 (especially for EEA migrants – children in many EU countries do not start formal school until the age of 7).

	<ol style="list-style-type: none"> 2. Attainment on entry to school well below age related expectations. 3. Poorly developed language and literacy skills in home language (EAL and non-EAL pupils) 4. Poor attendance and/or punctuality (often as a result of siblings attending different school, pupils having to travel from other catchment areas to the school on foot and/or poor nutrition, health and hygiene). 5. Poorly developed social skills and/or attachment difficulties resulting in challenging behaviour. 6. Frequent changes in schools and housing. 7. Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning. 8. Lack of parental support and engagement, largely due to parents' own limited education or negative school experience. 9. Difficulties with school/parent communication resulting from limited English or low levels of literacy.
Projected spending	£234,360

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	0.3 (<i>national progress of non-disadvantaged pupils in 2019</i>)	July 2021
Progress in Writing	0.3 (<i>national progress of non-disadvantaged pupils in 2019</i>)	July 2021
Progress in Mathematics	0.4 (<i>national progress of non-disadvantaged pupils in 2019</i>)	July 2021
Phonics	84% to meet expected standard (<i>national attainment of non-disadvantaged pupils in 2019</i>)	July 2021
Measure	Activity	
Priority 1 - Supporting training and continuous development to improve the quality of all teaching.	<p>Accelerate progress in speaking and listening with a particular focus on vocabulary development:</p> <ul style="list-style-type: none"> • Termly CPD for staff with speaking and listening forming a focus of ongoing monitoring and lesson visits. • Oracy training for UPS KS2 lead. 	

- Monitoring of progress towards proficiency in English targets for EAL pupils only ever at Firs.

Accelerate progress in reading and promoting a love of reading:

- Continue to implement Read Write Inc (RWI) phonics teaching for all pupils at the 'early reading' stage.
- Continue to embed the use of Accelerated Reader to support assessment of pupils working near, at, or above age-related expectations in reading, and help match texts to needs.
- Purchase additional books to add to the 'Core Book Spine' to support teachers to use high quality texts during story times, with a focus on those that reflect a diverse range of cultures, ethnicities and experiences.
- Purchase additional books for the school library within identified AR book ranges, including books that reflect a diverse range of cultures, ethnicities and experiences.
- Purchase of new NTS Reading assessments to support assessment for learning in reading.
- Use of MARK to support analysis of Reading assessments and ensure reading interventions are well matched to pupil needs.

Accelerate progress in writing:

- Further Talk for Writing training for all staff and additional T4W training for senior and middle leaders (as part of the two year training plan).
- School to work alongside T4W trainer and model school during implementation phase.
- Comparison of GAPS assessments against teacher judgements in FFT tracking system.
- Book scrutinies to ensure handwriting system is consistently applied.

Accelerate progress in maths:

- Purchase of new NTS Maths assessments to support effective assessment in learning for maths.
- Comparison made between PUMA and new NTS assessments and teacher judgements in FFT tracking system.
- Continue to embed a 'mastery maths' approach across the school with a greater emphasis on problem solving and fluency of skills – lesson study approach to improving maths teaching. Focus on support for NQTs
- Continue to embed use of Tackling Times Tables to support rapid recall of multiplication facts.

	<ul style="list-style-type: none"> • White Rose Maths Training for 2 x KS2 teachers • Use of MARK to support analysis of Maths assessments and ensure maths interventions are well matched to pupil needs. <p>Deliver a high-quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital:</p> <ul style="list-style-type: none"> • Latin training for KS2 teachers • Recovery Curriculum training for senior leaders • Ongoing CPD to support subject knowledge of foundation subjects • ISHA art training for all staff (Painting) • RQT Training – Foundation Subjects
Barriers to learning these priorities address	<p>1.Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2</p> <p>2.Attainment on entry to school well below age related expectations.</p> <p>3.Poorly developed language and literacy skills in home language (EAL and non-EAL pupils)</p> <p>7.Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning.</p>
Projected spending	£101,667

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 2 - Targeted support for disadvantaged pupils through evidence-based interventions.	<p>Accelerate progress in speaking and listening with a particular focus on vocabulary development:</p> <ul style="list-style-type: none"> • Speech and Language Link assessment and intervention programme implemented. • Colourful semantics implemented. • Speakwell Toolkit. • Bell foundation assessments in speaking for all pupils with EAL. • Talk for Writing in place.

Commented [SF1]: Should we add in the expected impact specifically for the most disadvantaged?

	<ul style="list-style-type: none"> • Talk Derby Champion in EYFS to lead on speaking and listening interventions. • SENDCO and EAL Coordinator to monitor progress in speaking and listening through analysis of intervention progress data and proficiency in English progress data. <p>Accelerate progress in reading:</p> <ul style="list-style-type: none"> • RWI interventions – speed sounds. • Reading fluency intervention (re-reading). • Precision teaching of target sounds. • Peer reading intervention. • Easter school for Year 6 pupils. • Catch up booster classes after school with Year 6 focus. • Staff to monitor progress in RWI and in termly PIRA tests. • Monitoring of precision teaching through intervention folders. • Introduction of Shine Reading Interventions. <p>Accelerate progress in writing:</p> <ul style="list-style-type: none"> • Same day interventions for target pupils to address next steps identified in marking. • Talk for Writing approach to be embedded across the school. • Work with model Talk for Writing school and training. <p>Accelerate progress in maths:</p> <ul style="list-style-type: none"> • Same day interventions for target pupils to address next steps identified in marking. • Easter school for Year 6 pupils. • Catch up booster classes with Year 6 focus. • Introduction of Shine Maths Interventions.
Barriers to learning these priorities address	<p>1.Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2 (especially for EEA migrants – children in many EU countries do not start formal school until the age of 7).</p> <p>2.Attainment on entry to school well below age related expectations.</p> <p>3.Poorly developed language and literacy skills in home language (EAL and non-EAL pupils)</p>
Projected spending	£34,000

Wider strategies for current academic year

Measure	Activity
<p>Priority 3 – Supporting whole-school strategies to improve attendance, behaviour and readiness to learn.</p>	<p>All pupils to achieve at least 95% attendance:</p> <ul style="list-style-type: none"> • Purchase EWO as sold service to continue to support work with persistent absentees. • Purchase of 4.5 days of New Communities Achievement Team (NCAT) support to assist with translating and addressing poor attendance of Roma/Slovak families. • Free breakfast club provided – available for all pupils. • Subsidised / free after school clubs. • Termly 'citizenship' training for new arrivals to explain expectations for attendance. • Home visits for persistent absentees carried out by Attendance Officer and supported by Safeguarding and Families Manager / NCAT to offer personalised approach where necessary. • Attendance meetings in school with Headteacher for persistent absentees. • Termly attendance rewards for 100% attenders. • Weekly class attendance certificate. • Half-termly reviews of attendance for vulnerable groups and identified individuals to monitor impact. <p>Support disadvantaged pupils with their social and emotional development and behaviour:</p> <ul style="list-style-type: none"> • Additional provision for pupils who struggle with behaviour at lunch and playtimes – nurture group, sports clubs, homework club. • Peer mentoring programme for target pupils. • Weekly visits to boxing club with Learning Mentor for target pupils. • Lego therapy available daily in nurture group room for target pupils. • Half-termly good behaviour tea party – reward for good/improved behaviour. • Therapy dog in school and trained to support target pupils with emotional development. • Attachment intervention. • Monitoring of impact through pupil and parent voice.

	<ul style="list-style-type: none"> • Mental Health and Wellbeing training for staff <p>New pupils are well supported in school, teachers quickly identify learning needs and plan teaching accordingly:</p> <ul style="list-style-type: none"> • Purchase of 4.5 days of NCAT support to assist with initial introductions and assessments for new arrivals to school. • All pupils trained as ‘young interpreters’ every September. • Safeguarding and Families Manager meets with vulnerable families prior to starting at school to ensure appropriate support is in place. <p>Parents of disadvantaged pupils are able to support their child’s learning and engage with school events:</p> <ul style="list-style-type: none"> • NCAT translators from 4 main languages to attend parent/teacher conferences. • Family engagement sessions run weekly by Family Engagement Officer to encourage target parents into school. • Family learning sessions run by Learning Mentor including ESOL and Cooking on a Budget. • Termly parents’ workshops/meetings on phonics and maths. • All important communications home translated into Slovak and Polish. • Parents supported by school staff to set up emails addresses and sign up to Class Dojo to support home/school communication. <p>Disadvantaged pupils supported to develop ‘cultural capital’ and a wide range of background experiences essential for effective reading for meaning and understanding of the wider curriculum:</p> <ul style="list-style-type: none"> • Subsidised school visits and memorable experiences to support topic-based learning. • Musical instrument tuition in Year 3 (violins). • Bi-annual theatre visits for the whole school. • Ongoing work with Symphonia Viva to support children’s learning in music and performing arts. • Subsidised outdoor adventure residential trip for Year 5 and Year 6 pupils annually. <p>Disadvantaged pupils supported to develop a love of reading and provided with more opportunities to build up their ‘reading mileage’:</p> <ul style="list-style-type: none"> • Daily opening of library from 11.30am-1.30pm.
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	<ul style="list-style-type: none"> • MyOn purchased to provide online library of books which pupils can access from home. • Accelerated Reader subscription to promote reading and celebrate reading achievements. • Target pupils in years 2,3,5 and 6 chosen to attend Meet the Author events annually – books from these authors purchased for the children to have signed and keep. • Reading Shed purchased to provide cosy space for reading on playground. • Pupil 'reading champions' trained to promote reading at playtimes and lunchtimes.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1.Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2 (especially for EEA migrants – children in many EU countries do not start formal school until the age of 7). 2.Attainment on entry to school well below age related expectations. 3.Poorly developed language and literacy skills in home language (EAL and non-EAL pupils) 4.Poor attendance and/or punctuality (often as a result of siblings attending different school, pupils having to travel from other catchment areas to the school on foot and/or poor nutrition, health and hygiene). 5.Poorly developed social skills and/or attachment difficulties resulting in challenging behaviour. 6.Frequent changes in schools and housing. 7.Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning. 8.Lack of parental support and engagement, largely due to parents' own limited education or negative school experience. 9.Difficulties with school/parent communication resulting from limited English or low levels of literacy.
Projected spending	£98,693

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All staff to have relevant CPD and the opportunity to observe other staff members to share good practice.	INSET days, use of HL/TAs and Headteacher.

		Comprehensive CPD package via DDAT. Opportunities to share good practice across DDAT Derby City Hub.
Targeted support	Rapid assessment to identify gaps that appeared during lockdown (including Phonics), and planning/timetabling appropriate intervention	Purchase of assessment systems to ensure accuracy of teacher assessments. Purchase of additional resource through catch up premium to enable further support.
Wider strategies	To ensure families continue to engage in measures, especially during COVID.	Translated information on safety measures in school distributed. Investigate remote capabilities where possible, whilst acknowledging the limited ICT available to Firs families. Loan of ICT equipment to assist in the engagement of families.

Review: last year's aims and outcomes

NB: The school's Pupil Premium Strategy is being implemented over three years, from September 2019 until July 2022. This helps the school to take a longer view of the support the grant will provide and align our plan with the wider school improvement strategy.

Aim	Outcome
Accelerate progress in speaking and listening.	<p>Word Aware training has been invaluable and has underpinned the design of the school's curriculum. With the knowledge gained from this training, tier 1, 2 and 3 words (high, mid and low frequency words) have been identified for each subject, within each topic across the school. Teachers have a range of strategies to teach these words explicitly and these have been seen in lesson observations across a range of subjects. Book scrutinise have also shown significant evidence of direct vocabulary teaching.</p> <p>The Speakwell Toolkit has been observed in use in a range of lesson observations and teachers have anecdotally observed that the sentence structures have supported children to provide oral answers in full sentences, which has then improved</p>

	<p>the quality and quantity of written answers.</p> <p>Predicted outcomes for the Reception cohort at the end of the 2019-20 academic year were much higher than the preceding year, with around 75% of pupils expected to attain a good level of development at the end of the year.</p> <p>Teachers across the school have been more confident using the Bell Foundation guidance and Proficiency in English (PiE) levels to assess pupils with EAL. This has meant that teacher performance management and 'Diminishing the Difference' meetings have been able to include a focus on PiE development for pupils with EAL</p>
<p>Accelerate progress in reading and promoting a love of learning.</p>	<p>Internal monitoring in January 2020, supported by school improvement partners from the Derby Diocesan Academy Trust (DDAT) demonstrated that phonics teaching across the school was consistently strong and that teachers made effective use of phonics assessment to ensure that pupils received the level of phonics teaching appropriate to their needs.</p> <p>Accelerated Reader was received well by pupils, who benefited from the guidance provided by the levelling system which supported them to choose books well matched to their needs. A review by DDAT showed that children were reading books well matched to the level of need and that they could talk with interest about the books they were reading.</p> <p>During the DDAT review pupils with a range of abilities talked positively about the books their teachers read to them. Teachers have talked positively about the books they are reading to their class and report that they have widened their own knowledge base with regard to children's literature as a result.</p> <p>The ERIC approach has been incorporated into the Talk for Writing (T4W)</p>

	<p>teaching strategy and supports the 'Reading as a Reader' and 'Reading as a Writer' stages of the T4W approach.</p> <p>The PIRA reading assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in baselining pupils' attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum. However, as the current PIRA tests will be out of date from Spring Term onwards, the school will be trialling NTS Reading assessments – which have a greater resemblance to SATs papers – in order to better prepare pupils for end of key stage assessments.</p>
Accelerate progress in writing.	<p>Book scrutinies have demonstrated that the T4W approach has led to clear progress for pupils in their writing, in terms of sentence levels and text level structures and vocabulary. The EYFS team have reported huge gains in pupils' abilities to retell a story orally and use appropriate 'story telling' language. Examples of writing in the EYFS clearly show that these gains are transferring into children's written work.</p> <p>The GAPS assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in baselining pupils' attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum.</p> <p>Prior to school closures book scrutinies and monitoring of work on display demonstrated that teachers had consistently high expectations for handwriting across the</p>

	<p>school and that pupils were able to use handwriting guidelines to form their letters at the correct height and size in relation to one another.</p>
<p>Accelerate progress in maths.</p>	<p>The PUMA maths assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in baselining pupils’ attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum. However, as the current PUMA tests will be out of date from Spring Term onwards, the school will be trialling NTS Maths assessments – which have a greater resemblance to SATs papers – in order to better prepare pupils for end of key stage assessments.</p> <p>Lesson observations and book scrutinies have shown that the mastery approach and ‘Pre-task -Teacher Led - Fluency – Problem Solving’ teaching sequence is being used effectively across the school to ensure that pupils access maths learning at a level appropriate to their needs and make accelerated progress within lessons and teaching sequences as a result.</p> <p>Impact of Tackling Times Tables is unclear as the 2019/20 Year 4 Multiplication Tables Check was postponed due to the pandemic.</p>
<p>Deliver a high-quality broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.</p>	<p>Metacognition action research has formed a part of teachers’ performance management – however as a result of the school closures this has not yet had an observable impact on teaching and learning. It has supported teachers’ understanding of the T4W approach.</p> <p>Charanga music has been incorporated into the schools’ music curriculum and DDAT monitoring has shown that music is one of the school’s areas of strength.</p> <p>Observations of teaching practice in the EYFS unit and improved predictions for</p>

	<p>FS2 outcomes for the 2019-20 academic year indicate that teaching practice in the EYFS is strong.</p> <p>Curriculum training has supported senior leaders to create a comprehensive curriculum which incorporates cross curricular learning and has a heavy focus on vocabulary development. Subject overview/progression grids have been created to ensure that all teachers have an in depth understanding of how each topic supports the teaching of National Curriculum objectives at developmentally appropriate levels.</p> <p>Initial Martin Harvey art training has improved teachers' confidence in teaching drawing.</p> <p>Latin training has been arranged for KS2 teachers for September 2020.</p>
<p>For all pupils to achieve at least 95% attendance.</p>	<p>Prior to the school closures an attendance review had been carried out by the local authority which reported that the school was taking every possible measure to improve attendance. Attendance for all groups was improving. However, the number of children recorded as Missing in Education as a result of moves to schools outside of the country remained well above average. This issue continues to impact on the schools' attendance figures. Once schools were allowed to open to target year groups towards the end of the Summer term (Year 6, 1 and FS2), in addition to vulnerable and key worker pupils, the school recorded over 90 pupils attending regularly. This was a far higher number of pupils than other schools in the area were reporting.</p> <p>The breakfast club was being very well attended prior to school closures. Since the school has opened in September 2020, breakfast is now offered to every pupil on the playground before school.</p> <p>After school clubs have had to be suspended due to Covid restrictions.</p>

	<p>Parent 'training' has had to be suspended due to Covid restrictions.</p> <p>Home visits continued to be made to vulnerable pupils wherever concerns were raised regarding parental involvement and engagement with learning during the period of school closures. All vulnerable pupils receive a weekly welfare call during the period of school closures and every child in school received a weekly communication (via phone or online) from the home learning team.</p>
To support disadvantaged pupils with their social and emotional development and behaviour.	Behaviour records show that there were no fixed term exclusions in the 2019-20 academic year and that behaviour incidents were falling. Since the school has reopened an additional timeout/sensory room has been created in the KS2 building to support identified high profile pupils with their behaviour. The sports coach continues to provide sports activities on the playground at lunchtime and playtimes and this has had a positive impact on behaviour on the playground. A second member of staff is providing support within the nurture group room at lunchtimes to ensure KS1 have as much nurture support as KS2. This is meeting mental health needs for pupils across the school.
Parents of disadvantaged pupils are able to support their child's learning and engage with school events.	<p>NCAT support has been invaluable during the school closures as many of the school's most vulnerable pupils have little or no English. Without the NCAT support it would have been very difficult to maintain contact with these families during the school closure period.</p> <p>Family Learning, other than ESOL has been suspended due to Covid restrictions.</p> <p>Parent workshops suspended due to Covid restrictions.</p>
Opportunities for pupils to build up their 'reading mileage'.	<p>The member of staff for the library has been redeployed to the Nurture Group while the school library has to remain closed due to Covid restrictions.</p> <p>myOn has been an invaluable resource which ensured that pupils were able to access books online from home while they</p>

	<p>have been unable to borrow books from school as a result of Covid restrictions.</p> <p>Meet the author visits were suspended during 2020 due to Covid restrictions.</p> <p>The Reading Shed has been decorated and fully resourced, but pupils cannot access it at present due to Covid restrictions.</p>
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