

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Pear Tree Community Junior School |
| Number of pupils in school | 350 |
| Proportion (%) of pupil premium eligible pupils | 63% 2022-23 = 68% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2 (also builds on last year) Final Year 2022-23 |
| Date this statement was published | October 2021 Updated September 2022 |
| Date on which it will be reviewed | July 2022 (See review at end of document) July 2023 |
| Statement authorised by | Governors |
| Pupil premium lead | Forid Miah 2021-22 Sam Hickey 2022-23 |
| Governor / Trustee lead | Jill Wilkinson |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £269,000 (2021-22) £273,000 (2022-23) |
| Recovery premium funding allocation this academic year | £29,0000 £34,655 (2022-23) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £297,000 (2021-22) £307,665 (2022-23) |

Part A: Pupil premium strategy plan

Statement of intent

Pear Tree Community Junior School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

- To improve outcomes in (Reading) **Writing** through quality first teaching and targeted academic support.
- To develop strong communication and language skills by teaching evidence based Oracy strategies **and to ensure these skills are transferred to student writing to improve writing outcomes.**
- To provide high quality targeted support and interventions, ensuring children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, behaviour and ensure pupils' personal development.

Our strategy is aligned to our vision, values and ethos, which are built on 'Trust, Care and Grow'. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Wellbeing Team ensure that every child's needs are met, working closely with targeted pupils and their families. The community is supported to raise aspirations for all pupils through a range of engagement strategies.

Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to grow and flourish. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

The strategy is based on a tiered approach, making sure that the challenges disadvantaged pupils face are addressed and overcome. We have a whole school approach with staff having a strong understanding of the challenges that disadvantaged pupils face. A key principle underpinning the strategy is for our staff to have a strong insight into the issues around disadvantaged pupils and having ambition for all.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 83% of our pupils are identified as speaking English as an additional Language (98th Percentile)</p> <p>20% (72 pupils) of our pupils are new to English or at the stage of early acquisition of English.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them.</p> |
| 2 | <p>Prior attainment of our pupils is below national averages. Pupils who have missed school during restricted attendance due to Coronavirus have been impacted the most. The attainment for disadvantaged pupils has been affected more in comparison to their peers.</p> |
| 3 | <p>Attendance rates of many pupils is below expectations, this is a result of numerous factors including a lack of awareness around the impact of missing education, health factors and family circumstances.</p> <p>Mobility is high, for example: 43% (38 pupils) of Y6 joined after Y3 admission (2021-22).</p> <p>Current yr 6 (2022-23) data for mobility 28 pupils (31%) of Year 6 joined after Y3 admissions.</p> <p>24% (21 pupils) of our 2021-22 Y6s joined in Year 5 or 6.</p> <p>Whole school attendance to date (11/11/22) 93.2% with 89 persistently absent (PA) children (attendance below 90%). Attendance for children eligible for pupil premium for this period is 92.8%, however, 70 of the 89 PA children fall into this category.</p> |
| 4 | <p>The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met before learning happens for these pupils.</p> |
| 5 | <p>The knowledge of the wider world is limited in many of our disadvantaged pupils. They have limited enrichment opportunities. Many of our parents have a language barrier, have a negative view of education and are not fully engaged in their child's learning or the life of the school. This is exacerbated, due to the fact that, our parents have had little or no educational experience themselves.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| At least good progress in Reading and Oracy | <p>All teaching will be graded as at least good. All teaching will be effective in the delivery of evidence based oracy teaching strategies All children who are new to English will make accelerated progress in the language proficiency scales.</p> <p>All SHINE interventions demonstrate pupils make at least good progress in Reading skills.</p> <p>Sounds Write assessment data indicates accelerated progress in the acquisition of phonics and reading fluency.</p> |
| Increased % of pupils attaining ARE in Reading. | <p>Pupil outcomes in Reading will reach 55% in every year group. And closer to National expectations by the end of KS2.</p> <p>The number of disadvantaged pupils who achieve ARE will increase</p> |
| Increased % of pupils attaining ARE in Writing. | <p>Pupil outcomes in Reading will reach 55% in every year group. And closer to National expectations by the end of KS2.</p> <p>The number of disadvantaged pupils who achieve ARE will increase</p> |
| Attendance for Disadvantaged pupils to be above 95% | <p>Attendance data reviewed daily to offer support to the most vulnerable.</p> <p>Attendance data reviewed weekly with interventions for targeted families.</p> <p>Class competitions renewed half-termly with incentives implemented every week.</p> |

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|---|---|
| | Monthly Governor attendance review with key actions and progress. |
| Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions. | Reduction in the number of recorded behaviour incidents. No permanent exclusions. The number of fixed term exclusions will reduce by at least 50% The number of incidents of pupils being removed from class will be reduced by at least 50% |
| Provide equal entitlement for all children to access a broad and balanced curriculum | Opportunities for all disadvantaged to access enrichment activities Curriculum is not narrowed for any pupil and access to a full school curriculum is guaranteed. Pupil Development opportunities are accessed by the most vulnerable pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embed QFT by providing CPD in Reading, writing Oracy and Phonics. | The following evidence underpins our activity: NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. 'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE) EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included: | 1 2 |

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| | <ul style="list-style-type: none"> language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. <p>School Evidence and monitoring from the previous year has highlighted that effective Shared Reading has shown to increase the progress rates and attainment levels of our pupils across the school.</p> | |
| Embed the 'Sounds Write' Programme to improve reading and phonics . | <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>'There is every reason to think that those who complete the 'Sounds-Write' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>(Report by DfE on Sounds-Write)</p> | 1,2 |
| Embed Oracy strategy to empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills. | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p> <ol style="list-style-type: none"> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1,2 |
| Increase Leadership capacity to strengthen QFT by target setting and effective pupil progress meetings. | <p>NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</p> | 1,2 |
| Embed the role of T&L Lead to deliver Instructional coaching | <p>Use evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as:</p> <ul style="list-style-type: none"> - Behaviour and Relationships - Explaining and modelling - Questioning and Feedback | 1 2 |

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| | - Practice and Retrieval – Building secure long-term memory and fluency. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £103,000 + £17,500 (Recovery Premium) = £120,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Implement a system of targeted interventions using the Shine resources from Rising Stars. (Training)</i> | EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. | 1, 2, |
| <i>Interventions (Led by TA and additional teachers)</i> | TA's will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact TAs can have when deployed effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1,2 |
| Additional Teaching Capacity (Over staffing & TAs) | Additional teaching capacity supports meeting the needs of our most vulnerable learners. https://www.gov.uk/guidance/supporting-pupils-wellbeing | 4 |
| <i>Implement a programme of tutoring</i> | By using Pupil Premium funding to subsidise a program of School Led Tutoring we ensure targeted pupils access and benefit from additional 1:1 or small group tutoring sessions. Data analysis based on KS 1 and EYFS milestones are used to create individual flightpaths for pupils which are then used to target support where it is most needed. EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000 + £17,500 (Recovery Premium) = £97,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Attendance – daily monitoring including home visits.</i></p> | <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>There's a clear link between poor attendance and lower academic achievement.</p> <p>Pupils with persistent absence are less likely to stay in education.</p> <p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Systems and processes developed and maintained within school are aligned with the above guidance document (as of Sept. 2022). Daily home visits and monitoring of attendance is designed to create a more open and articulate channel of communication with families.</p> | <p>3</p> |
| <p><i>Attendance – Weekly / Half termly monitoring providing support and advice to persistent absentees</i></p> | <p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>The above document clearly outlines the expectations of all stakeholders with respect of attendance. Making clear the</p> | <p>3</p> |

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| | importance of regular analysis and action planning to reduce the instances of persistent absenteeism. | |
| <i>Behaviour</i> | <p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 4 |
| <i>Wellbeing MarvellousMe Curriculum</i> | <p>Bespoke PSHE curriculum based on our school context is key in addressing the specific issues based on our cohort.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 4, 5 |
| <i>Individual Support and counselling</i> | <p>Place2Be</p> <p>Leuven Scales are utilised to identify most vulnerable pupils. Wellbeing compass provided by Evolve.</p> <p>Wellbeing team and Health mentors provide support for children with multiple needs including disadvantaged pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 4 |
| <i>Community Communication through regular newsletters, parents workshops, meetings and working with the New Communities team.</i> | <p>EEF: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> • providing regular feedback on children’s progress, • offering advice on improving the home learning environment <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>In line with the above attendance guidance, we strive to create a support network whereby confidence in working with the school increases and families are offered appropriate and accessible workshops and sessions designed to raise the profile and importance of children attending school regularly.</p> | 3,4 |

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| <i>Breakfast Club</i> | <p>Department for Education Research Report Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that breakfast clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class.</p> | 3,4 |
| <p><i>Targeted Enrichment Activities</i></p> <p><i>Trips/Residential</i></p> | <p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p> <p>Since 2009, Paul Hamlyn Foundation’s Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p>Learning Away full report</p> | 5 |

Total budgeted cost: £308,000 (costs rounded up)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year

| Challenge | Intended Outcome | Strategies | Review/Impact | Next steps |
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| Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 83% of | At least good progress in Reading and Oracy | Embed QFT by providing CPD in Reading, Oracy and Phonics. <ul style="list-style-type: none"> Implement the ‘Sounds Write’ | <ul style="list-style-type: none"> Oracy CPD has had a positive impact - evidence from PLC/teach meet showcases which | <ul style="list-style-type: none"> Using pupil Oracy skills for real life purposes and increase |

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| <p>our pupils are identified as speaking English as an additional Language (98th Percentile)</p> <p>20% (72 pupils) of our pupils are new to English or at the stage of early acquisition of English.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them.</p> | | <p>Programme to improve reading and phonics</p> <ul style="list-style-type: none"> • Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills • Increase Leadership capacity to strengthen QFT by target setting and effective pupil progress meetings. | <p>include pupil voice/written evidence.</p> <ul style="list-style-type: none"> • Oracy assemblies are embedded across the school ensure all pupils are engaged in talk. • All staff use oracy strategies across the curriculum. All teaching is good or better. • Pupil and staff voice has shown positive impact on pupil learning • Reading -sequence of staff meetings -positive feedback and Standardised test evidence show upward trend and an increase in the number of pupils at ARE. • Soundwrite -Reading NTS score improved – more children at ARE+ • Year group leaders provided with training for pupil progress meetings – <p>Modelled examples led to effective discussion.</p> <ul style="list-style-type: none"> • SEND and EAL pupil progress conversations were effective in changing and enhancing provision • Bell Foundation and Flash Academy assessment shows good progress to pupils New to English. • School achieved a Silver Award for its EAL provision | <p>opportunities for pupil leadership</p> <ul style="list-style-type: none"> • Embed and refine oracy strategies consistently through the whole curriculum ensuring maximum impact • Embed metacognitive reading strategies through CPD into classroom practice • Continue to develop and embed Soundwrite |
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| <p>Prior attainment of our pupils is below national averages. Pupils who have missed school during restricted attendance due to Coronavirus have been impacted the most. The attainment for disadvantaged pupils has been affected more in comparison to their peers.</p> | <p>Increased % of pupils attaining ARE in Reading.</p> | <ul style="list-style-type: none"> • Deliver Instructional coaching to teaching staff through the use of 'Walkthrus'. • Implement a system of targeted interventions using the Shine resources from Rising Stars. (Training) • Implement a programme of tutoring | <ul style="list-style-type: none"> • Walkthrus shared at staff meetings and staff co-created walkthrus for a variety of behaviour and EAL strategies. • Shine interventions have been limited -NTP did not use this as outside agency • Following analysis of end of year results (entry and exit data) NTP was successful, reading tutoring was particularly successful. • Writing was the least successful and will be a greater focus of tutoring next year • SEND and EAL pupil progress conversations were effective in changing and enhancing provision • Bell Foundation and Flash Academy assessment shows good progress to pupils New to English. | <ul style="list-style-type: none"> • School Led Tutoring completed by school-staff as they know our children best • School Led Tutors to lead Writing conferences |
| <p>Attendance rates of many pupils is below expectations, this is a result of numerous factors including a lack of awareness around the impact of missing</p> | <p>Attendance for Disadvantaged pupils to be above 95%</p> | <ul style="list-style-type: none"> • Attendance – daily monitoring including home visits. • Attendance – Weekly / Half termly monitoring providing | <ul style="list-style-type: none"> • In the context of the pandemic, attendance rates are in line with national figures, although fall below our school expectations. | <ul style="list-style-type: none"> • Update attendance policy and strategy in line with new national guidance |

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| <p>education, health factors and family circumstances.</p> <p>Mobility is high , for example: 43% (38 pupils) of Y6 joined after Y3 admission.</p> <p>24% (21 pupils) of our current Y6s joined in Year 5 or 6</p> | | <p>support and advice to persistent absentees</p> <ul style="list-style-type: none"> • Community Communication through regular newsletters, parents workshops, meetings and working with the New • Breakfast Club | <ul style="list-style-type: none"> • Daily monitoring, contact and collection working well and has shown impact for many children • Too many PAs following periods of extended absence (Covid, visits to home countries still impacting) • Weekly and half termly monitoring is helping – staff/children/parents are aware - assemblies/letters to parents- attendance treats/staff briefing update • Breakfast club places are targeted and pupils eligible for Pupil Premium and pupils identified as PAs | <ul style="list-style-type: none"> • Consider the most effective way to encourage children to come to school early intervention for identified pupils. • Make attendance everybody's business Staff, parents and children • School council- children to be involved in delivering the messages around the importance of attendance • Children to deliver attendance news -to classes eg percentages (oracy job/link) |
| <p>The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met before learning happens for these pupils.</p> | <p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning</p> | <ul style="list-style-type: none"> • Wellbeing MarvellousMe Curriculum • Individual Support and counselling • Breakfast Club | <ul style="list-style-type: none"> • Lunchtime groups and targeted intervention support behaviour these include gardening, football, sports | <ul style="list-style-type: none"> • Place2be counsellor in place • Continue with targeted support • Tiered approach to |

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| | time is maximised. Reduction in fixed term exclusions. | | Wellbeing offer to support identified pupils has included: <ul style="list-style-type: none"> ○ Boxing club ○ Spirit and soul ○ Art therapy ● Behaviour incidents at lunch time have decreased ● Leuvren scales have been analysed to identify pupils who require additional intervention/support ● Identified pupil are more settled and ready to learn after unstructured times ● Meet and greet has been used effectively to pre-empt | wellbeing support <ul style="list-style-type: none"> ● Team around the Child and Team around the class meetings are a key driver to inform provision |
| The knowledge of the wider world is limited in many of our disadvantaged pupils. They have limited enrichment opportunities. Many of our parents have a language barrier, have a negative view of education and are not fully engaged in their child's learning or the life of the school. This is exacerbated, due to the fact that, our parents have had little or no educational experience themselves. | Provide equal entitlement for all children to access a broad and balanced curriculum | <ul style="list-style-type: none"> ● Wellbeing Marvellous Me Curriculum ● Targeted Enrichment ● Activities (TEA) ● Trips/Residential | <ul style="list-style-type: none"> ● Marvellous Me journal a success – children see benefits ● Trips: <ul style="list-style-type: none"> ● Y3 -Experience Christmas, Experience Easter, RE days –place of worship walk, Crestwel Crag, Polar Preet visitor, Victorian day, sports festival – Y2/3, stone age day, Nativity, Antarctic Showcase, Eid day, Celebrated Diwali, ● Y4 -swimming, flutes, cinema –Quad, Easter Experience, Chaplin discussed baptism, museum visit, Egyptian day, Viking day, China day, D and T days ● Y5 – farm visit, Country Trust scheme - | <ul style="list-style-type: none"> ● Continue with enrichment opportunities for all pupils ● Trust TED 20 embedded in to provision as Pear Tree Pride ● Parental Engagement to be a key focus |

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| | | | gardening, growing, selling produce, feast, Adam Pepper –film, World War II experience <ul style="list-style-type: none"> • Y6 -police links with community, Derby Uni visit, Enrichment to West Midlands Safari Park • Community week was linked with Gypsy Roma Traveller Month and raised awareness across the school and help to value and celebrate this group of pupils | |
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------------------|------------------|
| Place2Be – Health Mentor | Place2Be |
| Brighter Futures Mentor Programme | Brighter Futures |
| New Communities | Local Authority |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Being the final year of a three-year strategic plan, the school is currently in the process of completing a thorough self-evaluation and strategic planning process in order to ensure the next three-year Pupil Premium Plan is based on an accurate and up-to-date information and pedagogical research. This includes careful study of best-practice case-studies focussing on school with similar demographics both locally and nationally.