

Pupil premium strategy statement (primary)

1. Summary information					
School	Birchwood Primary School				
Academic Year	2018-19	Total PP budget	£69 960	Date of most recent PP Review	Sept 2018
Total number of pupils	432	Number of pupils eligible for PP	53	Date for next internal review of this strategy	July 2019

2. Current attainment		
<i>Birchwood figures for pupils eligible for PP (based on in school progress data in years 1-6)</i>		<i>National figures for pupils not eligible for PP</i>
% achieving expectations in reading, writing and maths	50%	% achieving expectations in reading, writing and maths 64%
% making expected or better progress in reading	57%	% achieving expectations in reading 75%
% making expected or better progress in writing	78%	% achieving expectations in writing 78%
% making expected or better progress in maths	64%	% achieving expectations in maths 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills. Eg organisation, commitment, resilience.
D.	Gaps in prior learning in particular in maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Consistent attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences.
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).

I.	Parental engagement with school and perceptions of education.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps are identified and targeted teaching/interventions teach to gaps and diminish differences.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
B.	Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C.	Pupils use language effectively and widely to express themselves.	Pupils are able to use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. Pupils will make (or exceed) expected progress.
D.	Pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visit places they would not usually be exposed to.
E.	Pupils understanding of and confidence in maths is increased through a mastery approach.	Pupils will increase in confidence in maths and show this in their confidence to tackle and solve more complex mathematical problems in a range of ways as shown in summative and formative assessments and progress data.

Planned expenditure 2018-2019

Objective: Accelerate progress and attainment in maths and English

We aim for all PPP to make at least expected progress in maths and English, therefore raising attainment in both subjects.

Item/what we are doing	Cost	Evidence/rationale	Target audience	Outcome
Develop a weekly lunchtime homework club targeting specific high priority PPP	£504	Parental support is a barrier for some PPP.	High priority PPP for whom homework is identified by teacher as an issue.	Homework is completed to a high standard. Children's progress in lessons is consolidated. Measure: Termly Progress + EOY Data for children attending the club.
Interventions across English (language focus) and maths (planned by teachers and TA's, delivered by Pupil Premium and class TA's. Pupil Premium Champion to monitor and evaluate progress of PPP half-termly and adapt intervention timetable accordingly.	£14,700	Gaps in learning are evident for PPP. Targeted interventions can close these gaps by allowing consolidation, pre teaching and overlearning of concepts.	PPP	Attainment of PPP is raised in English and Maths as a result of targeted interventions. Measure: Pre and post intervention data. Termly Progress data and End of Year Data
Teacher to deliver daily booster sessions before school in maths and English for identified children.	£3100	Children who are identified as at risk of not reaching their potential are identified and supported to do so. Gaps in learning are filled.	Year 6	Children's attainment is improved Measure: Termly progress and EOY data (KS2 SATS and teacher assessment data)
To continue 'Friend Friday' – a part of the Friend in the Trade mentoring scheme focusing on an allocated staff member giving specific feedback to a PPP.	£6700	Feedback has been shown to be one of the most effective ways to diminish differences for PPP. 'Feedback is effective' - EEF Toolkit Previous last year project with year 6 writing feedback and small trial of Friend Friday was highly successful.	PPP with high priority – lack of progress/wide gap between current attainment and ARE.	Improved relationships – an interested adult for each child. Precise feedback given to improve attainment and move learning on based on individual next steps. Measure: Progress data (termly and end of year)
TA2 to deliver maths tutoring for Year 6 most able and G/T	£1621	Challenge for most able is vital to address precise next steps for those more able children.	Year 6	Improved outcomes for children in end of year assessments, more rapid progress in maths. Measure: End of year data (progress and attainment)
TA's to use LCP baselines to identify gaps in knowledge for maths and English at the beginning of the year	£1000	To enable early identification of struggling children, so interventions can then be planned to meet individual gaps and next steps.	High needs PPM and SEN across Years 2, 3, 4, 5 and 6, all PPM children for Maths + new starters.	Tracking of progress shows progress made by all PPP appropriately. Gaps identified are filled allowing progress to be made more rapidly. Measure: EOY data. Repeat end of year
Nessy Reading and Spelling intervention	£2000	This intervention was successful from the previous year therefore it is being introduced earlier to identified children in Year 1 and continued for other children.	Year 1 and specified children from across school whose progress is causing concern.	To improve reading and spelling and children's engagement. Children to learn a range of strategies to recall spelling and phonics rules. Measure: Phonics Screen results in Year 1 Individual progress report from Nessy

Times table Rockstars	£50	Times tables have increased focus due to new Year 4 times tables test. We know that our children don't hold on to the knowledge of the tables they are taught and this is a gap that needs filling.	Year 2 and KS2 focus.	To improve children's rapid recall of their times tables and their maths confidence in using their multiplication skills. Measure: Mental arithmetic tests.
Reading for pleasure lunchtime club established with Associate Headteacher.	£700	Children are increasingly seeing reading as a task to be done rather than an enjoyable activity. Discussion and debate around books needs encouragement.	Year 6 focus.	To improve the engagement of children in reading for pleasure and enjoyment.

Total budgeted cost £30, 375

Objective: Enrichment

We aim to ensure that all PPP have the same opportunities as their peers leading to raised self-esteem, positivity and engagement in their holistic growth and development.

Item/Project	Cost	Evidence/rationale	Target Audience	Outcome
- Specialist music tuition offered free of charge to children currently claiming FSM and subsidised to PPP on a case by case basis. - Continue to run an afterschool orchestra for children to attend, actively encouraging PPP to join.	£2000 (Estimate)	Records indicate that only a small percentage of PPP take up music lessons and/or attend orchestra.	PPP Whole School	Raised self-esteem and confidence. Increased numbers of PPP participating in music lessons Measure: levels of participation compared with previous year.
- Fund afterschool clubs for children entitled to FSM. - Monitor the uptake of clubs by PPP by implementing a spreadsheet record	£2000 (Estimate)	Records indicate that only a small percentage of PPP have attended extra-curricular opportunities.	PPP	Increased attendance of clubs and extra-curricular activities by PPP. Raised self-esteem and levels of fitness. Measure: levels of participation compared
- Fund school trips for children entitled to FSM. - Fund/subsidise school trips for individual PPP on a case by case basis - Monitor school trips attended by FSM	£2000 (Estimate)	Previous lack of awareness around the support available has led to lack of participation on school trips by PPP.	PPP	All PPP are able to attend school trips if they wish to do so with no financial constraints. Measure: school trip register
- Fund swimming lessons for children entitled to FSM. - Subsidise swimming lessons for individual PPP on a case by case basis.	£1000 (estimate)	Swimming is an important life skill which all children need to acquire.	PPP	All PPP attend swimming lessons if they wish to do so with no financial constraints. Measure: Uptake of swimming lessons.

Total budgeted cost £7,000

Objective: Well-being and Social & Emotional needs of children are met				
Item/Project	Cost	Evidence/rationale	Target audience	Outcome
PP TA to run weekly Social Skills groups and Emotional well-being groups run across school based on PACE principles.	£4024	Recommendations from Educational Psychologist /Specialist Teaching Service for CLA and PPP, including challenge groups for the more able.	CLA + PPP, children whose emotional wellbeing causes concern.	Children are more able to work with others within the classroom and playground. Improved friendships. Children are more ready to learn. Measure: SDQ's, evidence from class teachers.
Support purchase of uniform and PE Kit for individual PPP on a case by case basis.	Estimate £350	PP children can feel excluded and different by not having kit or items of uniform which are the same or of the same standard as their peers.	PPP	Children's confidence is built and they feel included.
PPC to run 'Team Build' groups	£3000	Social skills are a fundamental building block in learning skills. This is a gap for several groups of PP children and prevents them being ready to learn.	Whole School	Children are able to work with others more effectively. Children's confidence is improved. Measure: SDQ's pre and post groups
Total budgeted cost				£7374
Objective: Increased Parental Engagement				
Item/Project	Cost	Evidence/rationale	Target audience	Outcome
- Provide families who claim FSM with a resource pack to support parental engagement and holistic development of the child at home. - Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.	£2485	There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.	Whole school	Increased numbers of eligible families apply for FSM. Measure: FSM Register
Purchase 'exciting and colourful' revision guides for all Year 2 and 6 pupils	£2500	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased and tasks can be easily set between home and school.	Year 2 + 6	Increased understanding of how to support children at home. Improved home school relationships Increased attainment in maths and English Measure: EOY data
Pastoral support TA providing one to one support for PP families including Early Help interventions, Deputy Designated Safeguarding role and Pupil Premium Champion.	£20, 889	Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.	Vulnerable families including PP families.	Improved lived experience for children including PP children Measure: Happiness surveys, Early Help closure scores, FSM uptake
Total budgeted cost				£25,211

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For PP Pupils to make at least expected levels of progress across the year.	<p>Pupil Premium Champion – focus on PP monitoring , Accelerated progress meetings</p> <p>Revision guides purchased for Year 6 pupils.</p> <p>Homework club available for children KS1 and KS2 twice weekly.</p>	<p>Accelerated progress meetings have been successful in identifying groups or individuals needing support (both PP and Non PP) Shared examples of effective practice has been a strength of this format.</p> <p>Revision guides were found to be useful by both pupils and staff, pupils found the format motivating and it enabled staff to have a quick activity to revisit when needed to consolidate or reinforce a skill.</p> <p>Homework club has been a useful resource for children who have for a range of reasons both practical and emotional needed support with homework. Children have dipped in</p>	<p>Alterations have been made to increase the amount of time allocated to the support element available following on from monitoring, including mentoring, coaching and team teaching with senior and experienced colleagues.</p> <p>Children don't all need both Achieve and achieve plus guides so purchase will be adjusted to meet needs of cohort this year after reflecting on this years use.</p> <p>Support from teachers is needed to encourage some of the most reluctant children to attend. The new lanyards have had a positive impact on this however.</p>	<u>£16987</u>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For PP Pupils to make at least expected levels of progress across the year.	<p>TA provision for successful interventions, both class based and PPM specific, including Y6 booster sessions.</p> <p>Provide specialist Maths tutoring for PPP able/ G and T pupils</p> <p>Targeted support for 6 Y1 pupils using Nesy to support phonics screening.</p> <p>LCP baseline screening of all PPM children.</p> <p>Friend Friday – Personalised Feedback as a result of one to one sessions with a member of staff.</p>	<p>Progress for Pupil Premium children in Year 6 was good with all children making better than expected progress in Writing and VGPS, and all but 1 in Maths and Reading (13/14 children in the year group making better than expected progress in these subjects). All of these children had accessed at least one intervention across the year (either boosters or maths for the more able).</p> <p>Nesy was provided in a more targeted way in the latter part of the year as part of an action research project. This improved outcomes as children worked in Nesy club daily with a TA to support their targets. This extended beyond Year 1 and was very successful improving not only academic outcomes in terms of targets and islands progress, but also self esteem.</p> <p>Baseline testing was carried out on all children, gaps were identified and teachers used this to help plan interventions/teaching sequences.</p> <p>Impact was more limited than hoped, as due to the number of children involved, time was more restricted.</p>	<p>Boosters have been successful and will continue in a targeted approach this academic year.</p> <p>Nesy Club will continue with targeted children next year. The focus will remain on children whose progress in this area causes concern and will be regularly reviewed.</p> <p>Baseline screening for higher needs and children whose progress causes concern will continue, all PPM children will be baselined for maths to support the school Maths priority and allow gap analysis.</p> <p>Friend Friday will be targeted at the most vulnerable PPM children and be on a smaller and more manageable scale to increase impact.</p>	<u>£23650</u>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure PP pupils access enrichment Experiences.	<p>Introduction of resource packs for all children currently in receipt of FSM</p> <p>Paid trips, clubs and music lessons for PPM children currently in receipt of FSM.</p>	<p>Uptake of FSM was increased – over the year we added 28 children.</p> <p>5 children were supported to attend a residential trip, and 28 were fully funded to go on at least 1 school trip. 26 children were supported to attend at least 1 school club (many attended more than 1). This is a greater number than ever before.</p> <p>Feedback about the resource packs has been tremendously positive with parent governors reporting that those who have received them have been overwhelmed by the contents</p>	This has been a very successful approach in helping engage parents and families in school and is breaking down barriers between home and school for some of our harder to reach families. It has led to further support being put in place for families eg Early Help.	<u>£3500</u>
To develop and promote positive social and emotional well being of PP pupils.	<p>Targeted Social Skills and Team Build intervention with specially trained TA</p> <p>Friend in the Trade mentoring scheme</p> <p>Introduction of pastoral support TA and enrichment activities for most vulnerable PP children.</p>	<p>Team build groups have shown improved Strengths and Difficulties Questionnaires (SDQ's) scores in most groups across the year.</p> <p>Friend in the trade has had mixed success, with some children showing consistent improvement and others not as much, this was across both PP and vulnerable non PP groups.</p> <p>The pastoral support groups have been very successful as shown in SDQ's and the children's engagement in the sessions. Children attending the sessions are more settled in class as a result and are engaging in their learning better. Over the year we increased the sessions from one afternoon to 2 a week to increase capacity.</p>	<p>Groups will be reviewed and potentially changed more regularly to reflect changing needs this year.</p> <p>This year a smaller scale more targeted approach will be taken with pupils whose well being and progress causes the most concern being the focus, while other children will be supported in different ways within school.</p> <p>We have started to build a bank of resources for these sessions to allow the pastoral support TA's planning to be supported based on training attended (Treasure Box resources to be purchased Autumn term 2018) and this will continue to build over the year as necessary.</p>	<u>£11,443</u>