

Pupil premium strategy statement (primary)

1. Summary information					
School	Birchwood Primary School				
Academic Year	2017-18	Total PP budget	£55, 580	Date of most recent PP Review	Sept 2017
Total number of pupils	429	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2017

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	84%	% achieving expectations in reading, writing and maths 61%
% making expected or better progress in reading	97.7%	% achieving expectations in reading 73%
% making expected or better progress in writing	70.4%	% achieving expectations in writing 79%
% making expected or better progress in maths	84.1%	% 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.
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.

Planned expenditure 2017-2018

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	£450	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
TA3 to deliver daily booster sessions before school in maths and English for identified children.	£2000	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 implement '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 Last year's short project with year 6 writing feedback 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	£1100	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)
Support by specialist TA from external agency for children with complex needs	£3083	Children with complex needs who are high priority gain extra support for their additional needs.	Specific children in year 3 and 4	Progress for children is maintained and appropriate targets for these children are met. Measure: SMART targets
TA's to use LCP baselines to identify gaps in knowledge for maths and English at the beginning of the year	£650	To enable early identification of struggling children, so interventions can then be planned to meet individual gaps and next steps.	Year 2, 3, 4, 5 and 6 SEN, PPP and 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	£500	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	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
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Total budgeted cost £29,183

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	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	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	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	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	£1000	Recommendations from Educational Psychologist /Specialist Teaching Service for CLA and PPP	CLA + PPP	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		PPP	Children's confidence is built and they feel included.
1:1 intervention for emotional development with a Year 2 child	£150	Child needs to be ready to learn, educational psychologist advice given to support emotional literacy as part of this wider agenda.	CLA, PPP	Children are able to overcome complex emotional barriers that impact on their ability to access teaching and learning opportunities. Measure: progress and attainment data for children taking part in sessions
PPC to run 'Team Build' groups	£1100	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
Educational Psychologist 1 session for CLA	£500	Child Looked after is supported and the strategies in place are current and the best practice to support them.	CLA + PPP	Improved emotional and educational outcomes for the child. Measure: PEP reviews by virtual school.
Total budgeted cost				£3100
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.	£2000	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	£1837	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	£12,000	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				£15837

5. Review of expenditure				
Previous Academic Year		2016-17		
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</p> <p>Purchase of new reading materials to improve progress and attainment of pupils by improving reading skills.</p> <p>Purchase ‘exciting and colourful’ revision guides to support revision at home for years 2 and 6</p> <p>Specialist TA provision to develop increased levels of successful interventions.</p>	All PP children made at least expected progress in reading this year with many exceeding expected progress.	<p>The approach was successful, the pupil premium champion has kept PP high on the agenda for all staff and there is a rigour in the tracking and monitoring of progress and attainment of PP children. This will be supported by a new Pastoral assistant next year improving this further.</p> <p>Improvements can be further made in developing new staff’s knowledge and skills in using our established PP strategies rapidly when joining the school and by continuing to be relentless in our pursuit of higher standards for all children .</p>	<u>£20,000</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>Targeted Boosters to close gaps and raise aspirations for Y6 pupils.</p> <p>Provide specialist Maths tutoring for PPP able/ G and T pupils</p> <p>Targeted support for Y1 pupils using Nesy to support phonics screening.</p> <p>EAL resources and support for PP child in KS1.</p>	<p>KS2 Data shows 88% (7 out of 8) PP children in Year 6 made expected progress or better across Reading, writing and maths. With 71% PP pupils achieving expected or above in reading, writing and science, and 57% in Maths (14% at greater depth) Boosters made a significant positive impact on this data for both PP and non PP children.</p> <p>97% of children passed the Phonics screening check. EAL child has made significant progress but did not reach the standard.</p>	<p>Boosters have been successful and will continue in a targeted approach.</p> <p>Nesy will continue but will be introduced earlier in the year to maximise impact for year 1 pupils.</p> <p>EAL child will continue to be supported using resources and advice specific to his needs.</p>	<u>£25,000</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>Priority given to PP pupils for attendance to extra-curricular activities for PPP, removing barriers'</p> <p>Increase range of music opportunities with new music provider and target, actively encouraging PPP to attend.</p> <p>Subsidised purchase of uniforms, Fund free access school trips for PPP, Support costs of swimming for PPP available to PP children.</p>	<p>All clubs have had attendance by PP pupils and active targeting of these children has improved uptake by these groups. However some children in the PP group still do not attend activities.</p> <p>Some subsidy has been taken up for uniform, and trips and music lessons have been covered however there remains a stigma around claiming for these.</p>	<p>The approach can be improved to ensure that the enrichment is targeted at those families and children most in need i.e. those who are currently in receipt of free school meals. With Ever 6 children being the next priority group.</p> <p>More needs to be done to ensure all families eligible are claiming free school meals when they are entitled to, as this is currently not happening within the school community. Therefore automatic entitlement rather than application for free places will be put in place next year for those currently entitled to free school meals.</p>	<u>£1500</u>
To develop and promote positive social and emotional well being of PP pupils.	<p>Targeted Social Skills intervention with specially trained TA</p> <p>Friend in the Trade mentoring scheme</p> <p>Emotional resilience 1-1 intervention – Healthy Mindset for Super Kids Support individuals pupils.</p>	<p>Pre and post intervention SDQ's show improvements for all groups and individuals for social skills groups.</p> <p>Friend in the trade has continued to develop pupil's confidence. Year 6 writing project was highly successful in summer term, with required writing improvements achieved for the majority of children in the project.</p> <p>Emotional resilience work has had a more limited impact due to the needs of the individual pupils it was used with.</p>	<p>Social skills will continue, with refinement of groupings based on new information from class teachers and observations/Educational Psychologist.</p> <p>Friend in the trade – refine to focus on writing based on data from end of year for PP children and the success of the year 6 writing project.</p> <p>Emotional resilience to be refined to be more age appropriate following advice from Educational Psychologist.</p>	<u>£3000</u>