

# Pupil premium strategy statement (primary)

1. Summary information					
School	Birchwood Primary School				
Academic Year	2019-20	Total PP budget	£75240	Date of most recent PP Review	July 2019
Total number of pupils	430	Number of pupils eligible for PP	57	Date for next internal review of this strategy	July 2020

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 65%
% making expected or better progress in reading	94%	% achieving expectations in reading 73%
% making expected or better progress in writing	90%	% achieving expectations in writing 79%
% making expected or better progress in maths	92%	% achieving expectations in maths 79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <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.
<b>External barriers</b> <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).

<b>I.</b>	Parental engagement with school and perceptions of education.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	Pupils develop and use language effectively and widely to express themselves.	Pupils develop and are able to use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences. Pupils will make (or exceed) expected progress.
<b>D.</b>	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.
<b>E.</b>	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 2019-20				
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	£1010	Parental support is a barrier for some PPP.	High priority PPP for whom homework is identified by teacher as an issue and referred to PP champion.	Homework is completed to a high standard. Children's progress in lessons is consolidated. <b>Measure:</b> 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 – especially in language. Targeted interventions can close these gaps by allowing consolidation, pre teaching and overlearning of concepts.	PPP – focus on language development and use.	Attainment of PPP is raised in English (reading and writing) and Maths as a result of targeted interventions. <b>Measure:</b> Pre and post intervention data. Termly Progress data and End of Year Data
TA2 to deliver daily booster sessions before school in maths and English for identified children.	£2100	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 <b>Measure:</b> Termly progress and EOY data (KS2 SATS and teacher assessment data)
To continue targeted mentoring with Pupil premium champion for identified vulnerable or struggling children.	£7100	Feedback has been shown to be one of the most effective ways to diminish differences for PPP. 'Feedback is effective' - EEF Toolkit These sessions to combine both academic and emotional elements of mentoring.	PPP with high priority and identified by teachers as vulnerable to lack of progress/wide gap between current attainment and ARE/expected outcomes based on prior attainment..	Improved relationships – an interested adult for each vulnerable child. Precise feedback given to improve attainment and move learning on based on individual next steps. Emotional and academic needs catered for. <b>Measure:</b> 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. <b>Measure:</b> End of year data (progress and attainment)
Nessy Reading and Spelling intervention	£2000	This intervention was successful from the previous years in terms of both progress and engagement therefore it is being continued in a targeted manner.	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. <b>Measure:</b> Phonics Screen results in Year 1 Individual progress report from Nessy, internal progress data in reading and WCPs

Times table Rockstars	£200	New Times tables tests in year 4 means increased focus on knowledge of times tables. Not all of our pupils have the fluency and confidence in these skills yet and this is a gap that needs filling. Some children will not have access to this resource at home and we need to ensure we support this in school as well.	Year 2 and KS2 focus.	To improve children's rapid recall of their times tables and their maths confidence in using their multiplication skills. <b>Measure:</b> Mental arithmetic tests, year 4 times table tests..
Language development through reading - Reading for pleasure club established with Associate Headteacher, reading groups with pupil premium TA.	£1700	Children are increasingly seeing reading as a task to be done rather than an enjoyable activity. Discussion and debate around books needs encouragement. Exposure to and unpicking of vocabulary which is unfamiliar with an adult is vital to increase understanding.	Year 5 and 6 focus.	To improve the engagement of children in reading for pleasure and enjoyment.

**Total budgeted cost**    £30, 431

**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. - All children in year 5 to learn to play the cello. - Continue to run an afterschool orchestra for children to attend. actively	£3000 (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 <b>Measure:</b> 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. <b>Measure:</b> 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. <b>Measure:</b> 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. <b>Measure:</b> Uptake of swimming lessons.
<b>Total budgeted cost</b>				£8,000
<b>Objective: Well-being and Social &amp; Emotional needs of children are met</b>				
<b>Item/Project</b>	<b>Cost</b>	<b>Evidence/rationale</b>	<b>Target audience</b>	<b>Outcome</b>
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. <b>Measure:</b> SDQ's, evidence from class teachers.
Support purchase of uniform and PE Kit for individual PPP on a case by case basis.	Estimate £400	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' and 'Boomerang' resilience 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. <b>Measure:</b> SDQ's pre and post groups
<b>Total budgeted cost</b>				£7424
<b>Objective: Increased Parental Engagement</b>				
<b>Item/Project</b>	<b>Cost</b>	<b>Evidence/rationale</b>	<b>Target audience</b>	<b>Outcome</b>
- 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.  <b>Measure:</b> FSM Register
Purchase 'exciting and colourful' revision guides for all Year 2 and 6 pupils	£3000	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 <b>Measure:</b> EOY data

<p>Pastoral support TA providing one to one support for PP families including Early Help interventions, Deputy Designated Safeguarding role and Pupil Premium Champion.</p>	<p>£20, 889</p>	<p>Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.</p>	<p>Vulnerable families including PP families.</p>	<p>Improved lived experience for children including PP children  <b>Measure:</b> Happiness surveys, Early Help closure scores, FSM uptake</p>
<b>Total budgeted cost</b>				<p>£26, 374</p>

5. Review of expenditure				
Previous Academic Year		2018-19		
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.	Pupil Premium Champion – focus on PP monitoring , Accelerated progress meetings	Accelerated progress meetings have had an increased focus on PPM children with specific focus on these children in each meeting, this has successfully identified groups and more often individuals needing support (both PP and Non PP) Shared examples of effective practice have continued to be a strength of this format.	Approach will continue – consideration of whether PP pupils need additional proforma for these meetings to focus on closing the gap in attainment (as progress is now at least expected for most PP children across school), is being given.	<u>£22707</u>
	Revision guides purchased for Year 6 pupils.	Revision guides were found to be useful by both pupils and staff using these at home as well as at school has also enabled parents to share in the expectations and through the examples given the methods.	These will look to be purchased again as use continues to be successful.	
	Homework club available for children KS1 and KS2 twice weekly.	Targeted use of the Homework club this year 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 and out as needed.	Staff will be encouraged to highlight children to PP champion if homework letters are sent out for children (especially PP children) as homework has not come into school to allow early intervention and support.	
	Times table rockstars introduced to support times tables.	Children have accessed the times tables rockstars both in school and at home. Provision has been put in place to support children for whom online access at home is restricted. This has increased motivation around times tables learning for children.	Continue this next year. Promoting use in school and continue to support children's access where needed.	
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

<p><b>For PP Pupils to make at least expected levels of progress across the year.</b></p>	<p><b>TA provision for successful interventions, both class based and PPM specific, including Y6 booster sessions.</b></p> <p><b>Provide specialist Maths tutoring for PPP able/ G and T pupils</b></p> <p><b>Targeted support for 6 Y1 pupils using Nesy to support phonics screening.</b></p>	<p>In school progress data for year 6 children was good with all PPM children making expected or better progress in Writing, VGPS and Maths and 6/7 making expected or better progress in reading.</p> <p>Nesy club has been successful in supporting progress of PPM children. All of the PPM children who have accessed the club this year have made at least expected progress in reading and VGPS, with 25% making more than expected progress in VGPS.</p>	<p>Interventions will need to focus on language development throughout school for PPM children as this was a restricting factor in particularly the reading SATS tests for these children. Maths interventions were successful and targeting of the children needing extra support at key points in the year has been vital.</p> <p>Continue the targeted use of Nesy club, reviewing each half term the progress and needs of the children accessing the provision to ensure needs are being met.</p>	<p><u>£30 744</u></p>
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### 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
<p>To ensure PP pupils access enrichment Experiences.</p>	<p><b>Use of resource packs and top up packs to continue to support FSM families.</b></p> <p><b>Paid trips, clubs and music lessons for PPM children currently in receipt of FSM.</b></p>	<p>Uptake of FSM was increased – over the year we added 14 children.</p> <p>5 children were supported to attend a residential trip, and 23 were fully funded to go on at least 1 school trip. 11 children were supported to attend at least 1 school club (many attended more than 1). 4 Pupils were funded to take instrumental tuition. 3 children in Year 3 were supported with the cost of swimming lessons.</p>	<p>Resource packs and top up packs have continued to encourage parents to claim for FSM and access the support available. This will continue next year with top up packs for children who have already had starter packs and new starter packs for children who are new to FSM/school.</p> <p>Uptake of music lessons has increased, and PPM children are attending a range of after school activities. Priority continues to be given to children who have not yet attended a club this academic year.</p>	<p><u>£4785</u></p>

<p>To develop and promote positive social and emotional well being of PP pupils.</p>	<p><b>Targeted Social Skills and Team Build intervention with specially trained TA</b></p> <p><b>Targeted mentoring scheme</b></p> <p><b>Pastoral support TA sessions and enrichment activities for most vulnerable PP children.</b></p>	<p>New interventions introduced this year (Boomerang, Treasure box) to develop social skills and wellbeing following training have shown good initial impact, but will need longer implementation for full impact to be seen.</p> <p>PP champion has run targeted mentoring sessions for vulnerable PPM children, including lunchtime drop in's. Parental feedback is that these have been helpful in reducing anxiety and teachers have reported that children have found these helpful in school in giving them an outlet for their worries.</p> <p>Pastoral support sessions have run throughout the year, Teachers report in progress meetings that children have demonstrated improved attitudes to learning and this is supported by progress data with all PPM children accessing this group making at least expected progress in reading, writing, maths and VGPS with 50% making more than expected progress in VGPS, and 25% making more than expected progress in writing and maths.</p>	<p>Continue Boomerang sessions, monitor impact using pre and post measures as well as SDQ's.</p> <p>Continue this targeted approach. Teachers to discuss with PPM champion any children they have concerns about.</p> <p>Continue to refine and target the support of these sessions – reviewing half termly which children access the support.</p>	<p><u>£11724</u></p>
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