

## Pupil Premium Action Plan and Review

<b>1. Summary Information</b>			
School	Birchen Coppice Primary Academy		
Academic year	2018-19	Total Budget	175,560
Total No of pupils	252	Number of Pupils eligible for PP	154
Date for next review of PP Action Plan	July 2019		

<b>2. Current attainment and progress for 2017-18</b>									
	School Non-PP			School PP			National 2018 NOT PP unvalidated)		
KS2 % achieving exs+ in RWM	0			0			70%		
KS2 % exs+	R	W	M	R	W	M	R	W	M
	0	-	0	3%	-	9%	80%	83%	81%
KS2 % GDS in RWM	0			0			12%		
KS2 % Achieving GDS	R	W	M	R	W	M	R	W	M
	0	-	0	0	-	0	32%	23%	28%
KS1 % achieving exs+ in RWM							65%		
KS1 % exs+	67%	58%	61%	%	%	%	R	W	M
							76%	70%	76%
KS1 % gds+	22%	19%	22%	%	%	%	R	W	M
							0	0	0

KS1 % GDS in RWM			12%
Y1 phonic screening % WA	50%	39%	
EYFS % achieving GLD	82%	27%	

<p><b>Review of previous year's expenditure</b></p> <p>School used it's own budget share to fund ongoing support, but this was limited due to the holdback by Worcestershire LA of a number of funding streams on conversion to Academy Status.</p> <p>As Birchen Coppice converted to academy status in December 29017, it is not able to measure impact as no action plan was drawn up by predecessor school, nor funding received from the LA.</p>	<p>Amount of PP received:</p>	<p>Worcestershire LA held back all PP funding for 2017-18 due to the school's deficit budget on conversion.</p>
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<p><b>Action plan for Current year</b></p>	<p><b>Amount of PP received:</b></p>	<p><b>£175,560</b></p>
<p>Barriers to educational achievement for PP pupils</p>		
<p><b>In-school barriers-</b></p>		
<p>Pupils enter reception with generally low baseline scores and poor communication and social skills.</p>		

Across the school, there is a legacy of underachievement and poor quality first teaching, resulting in the school being a sponsored academy from December 2017. Poor language skills, poor social skills. Issues with Social, Emotional and mental health. Lack of motivation or aspiration – being able to show learning skills and engage purposefully in formal learning. Basic skills are lacking and children lack behaviours for learning.

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

Attendance and punctuality is an ongoing issue within the local community. Aspirations and the value of education is also a barrier. Parental engagement and support from some families proves a barrier.

Pupils may not feel that school is important due to lack of encouragement or understanding from home, and ongoing financial as well as social issues can be a factor which hinders progress. Children may not be supported at home to read, do homework or practice spellings, and for some families, literacy and basic skills levels are low.

There can be issues within the close knit community with impact on children’s attendance and engagement.

<b>Action – what are you doing?</b>	<b>Reasoning – why have you chosen this approach?</b>	<b>Intended Outcome</b>	<b>How it will be measured</b>	<b>Cost</b>
Providing a walking bus each day	Attendance is low and being at school each day will impact on progress	Attendance improves, children make accelerated progress because they are in school	Impact on attendance data	Per year £3025.05
Providing a minibus service to specific individuals not covered by walking bus	Children need to be in school to make progress and live outside of a walking bus area/distance	Children attend school each day, on time, attendance improves, progress accelerates	Impact on attendance data	£2819.64

Good Start Great Start parental engagement project	Parental engagement is vital- evidenced as '+3' in EEF toolkit	Parents develop good relationships with school and understand how to support children's learning	Improved home/school links	£3000
Smaller class sizes in Upper KS2	Reduced class sizes, taught by a teacher- evidenced as '+4' in EEF toolkit. Provides smaller group feedback and allows more teacher time per pupil	Progress accelerates across reading, writing and maths	Half termly assessment updates, pupil progress meetings	£39,406 additional teacher
Increase 1:1 support staff allowing children more teacher time within lessons	Smaller groupings and more personalised support – better quality first teaching experience.	More dedicated teacher time ensures better quality first teaching – progress accelerates.	Progress children receiving 1:1 support are making, weekly evaluation of progress against key targets	£160 per week per 1:1 support TAs x 2 until July 2019 £2,080
Quality interventions run in small groups each afternoon	Any gaps in learning can be addressed allowing children a greater opportunity to progress	Gaps in learning addressed, progress increases	Half termly assessments, TAs weekly evaluations of interventions	TAs running interventions – £86,742

Extended school time – through wraparound care and clubs	Children are in a safe, stimulating environment for a longer proportion of their day and have access to experiences that they otherwise may not be able to access. +2 in EEF toolkit	Well- being and motivation increases – children accelerate progress	Percentage of take up of services increased	£6000
Team of support for vulnerable children through highly experienced safeguarding lead	Children’s needs are met enabling them to access the learning environment more successfully	SEMH and personal needs are met, children ready to learn and progress accelerates	Weekly update meetings with DSL as part of SLT	£20,000
Purchase of quality teaching resources for phonics	Quality resources will enable better quality first teaching	Improved phonic outcomes in EYFS, Y1 and Y2	Improvement in GLD Early Years, Phonic screening check Y1, retake check Y2 and end of KS1 assessments in reading and writing	£5,200
Purchase of quality reading resources	Quality resources improve children’s experiences and exposure to quality texts. Reading lessons are of better quality (EEF +6)	Improved reading outcomes across the school	Termly assessments,	£10,000

			Improved end of key stage outcomes.	
Access to trips, experiences and curriculum that is 'Real Immersive and Purposeful'	Experiential and vocabulary rich curriculum will enable children to develop a love of learning and apply their knowledge.	Children are able to draw upon experiences and apply them to their learning in a meaningful way.	Pupil voice, parent voice,	£3000
Whole school training on metacognition tools	EEF toolkit evidences this '+7' Focus on CORT 1 and LPT tools will allow children to self-regulate and develop behaviours for learning	Children focused and are engaged – progress accelerates	Monitoring and evaluation schedule, lesson observations, pupil voice	
				£175,272.69



