



Birch Copse Primary School Pupil Premium Strategy Statement

1. Summary information

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|-------------------------------|----------------------------|---|--------------------|---|-----------|
| School | Birch Copse Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £51,700 | Date of most recent PP Review | July 2016 |
| Total number of pupils | 424 | Number of pupils eligible for PP | 32 (at Sept. 2016) | Date for next internal review of this strategy | Jan 2017 |

2. Current assessment data

| Subject | Children's Progress at the end of Key Stage 2 | | | |
|---------|---|--|-------------------------------|----------------------------|
| | Birch Copse PP (9 children) | Birch Copse All (inc. PP - 59 children) | Birch Copse Other (non-PP) | National Other (non-PP) |
| Reading | -2.53 | 0.24 | 0.74 | 0.33 |
| Writing | 3.64 | 3.37 | 3.32 | 0.12 |
| Maths | 1.29 | 0.81 | 0.72 | 0.24 |

| Subject | % of children who have attained the 'Expected Standard' at the end of Key Stage 2 | | | | |
|---------|---|--|-------|-------------|----------------------------|
| | Birch Copse PP (9 children) | Birch Copse Other (non-PP) (52 children) | PP LA | PP National | National Other (non-PP) |
| Reading | 44.4% | 74.5% | 46.3% | 52.5% | 71% |
| Writing | 77.8% | 96.1% | 50.8% | 63.2% | 79% |
| Maths | 77.8% | 76.5% | 46.3% | 56.7% | 75% |

For more information about our school data please refer to links and documents placed on the schools website:

www.birchcopse.co.uk/

| 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. | A small group of LAC pupils have recently joined our school and have poor language & social skills which could slow progress in Reading, Writing and Maths. | |
| B. | For some low attainment pupils across the school eligible for PP, retention of mathematical skills, knowledge and understanding is affecting their progress. | |
| C. | Fewer PP pupils are achieving above ARE in Maths compared to non-PP children. | |
| D. | For a small group of pupils in KS2 eligible for PP, Reading Comprehension skills are low and affect their progress in Reading. | |
| E. | Fewer PP pupils are achieving above ARE in Reading compared to non-PP children. | |
| F. | Ensuring that each PP child who has social and emotional barriers to learning, gets the appropriate support so that they can focus on their learning. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| G. | Attendance rates for two pupils in KS2 are below the target for all children of 96%. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve language skills and social skills for the small group of LAC pupils that have recently joined our school. | Each of the LAC pupils identified make rapid progress in their language skills so that by the end of the year they meet age related expectations. They also have developed their social skills so that by the end of the year, they each have a secure circle of friends and will be able to contribute in small group/class discussions. |
| B. | Higher rates of progress in mathematics for the targeted group or individuals. | The focused group rates of progress in mathematics are similar to the progress rates of the children in their class or exceed them. This will be measured by half termly tests in KS2, and teacher assessments in KS1 supported by a successful moderation practice established at our school and across schools. |
| C. | A greater % of PP children in Maths who achieve above ARE at the end of the year. | The percentage of PP children who are above ARE is similar or better than the percentage of non-PP children in Maths. |
| D. | Higher rates of progress in Reading for the targeted group or individuals in KS2. | The focused group rates of progress in Reading are similar to the progress rates of the children in their class or exceed them. This will be measured by half termly tests in KS2. |
| E. | A greater % of PP children in Reading who achieve above ARE at the end of the year. | The percentage of PP children who are above ARE is similar or better than the percentage of non-PP children in Reading. |
| F. | All PP children have had the opportunities to develop self-esteem and confidence and any social and emotional barriers to learning have been removed. | All PP children will be able to focus on their learning and feel supported with any social or emotional issues they have. They will also have gained in confidence and have developed their self-esteem so that they can contribute more in class and feel 'good' about themselves. All PP children will have educational visits paid for out of the PP budget to inspire their learning and will have had the opportunity to develop a talent through extra-curricular activities funded by the PPG. Each PP family will feel supported with any social, emotional or financial worries they have in order for their child/ren to be able to attend at school, wear the appropriate uniform and be able to focus on their learning and not on any worries they have. |
| G. | Increased attendance rates for the targeted group of pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP. The targeted group of pupils attendance improves (the lowest attendance being currently 75.7%) so that each of them will no longer be a persistent absentee (which is 90% or below) and will have an attendance higher than 90% at the end of the year. |

Planned Expenditure

Academic year **2016/17**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|---|---|
| A. Improve language skills and social skills for the small group of LAC pupils that have recently joined our school. | PP TAs to receive training and support for implementing Speech and Language and social skills intervention. One to one and small group provision with PP children | Some of the children that are new to our school, have poor language skills and are behind their peers. Therefore individualised speech and Language sessions will be carried out to overcome the barriers the children have with their speech. This will also help them to be able to communicate with their peers and be able to make friends because they will be more clearly understood. The individual children will then grow in confidence and be more willing to participate in class discussions and be able develop peer friendships. | PP TA responsible for Speech and Language intervention and social skills support has the required training and resources to be able to implement it successfully. PP TAs are observed carrying out the Speech and Language or social skills intervention as part of their Performance Management process. | PP co-ordinator PP TAs | Training by Dec 2016 Observation by April 2017 Review impact termly |
| B. Higher rates of progress in mathematics for the targeted group or individuals. C. A greater percentage of PP children in Maths who achieve above ARE at the end of the year. | Teachers and TAs to receive training on new approaches to maths e.g. Bar Model Training. PP TA to receive training on Catch Up Maths so that she will be able to effectively carry out the programme. | We want to provide extra support to all children and give them another strategy that they could use to help them understand and retain mathematical concepts in a visual way. The Bar Model Maths concept/ strategy has been very effective in other schools as a result we will be implementing this throughout the school. Many of the PP children have gaps in their learning and Catch Up Maths identifies these gaps and then addresses them. | Teachers and TAs receive the appropriate training and are given the appropriate resources. PP TAs are observed carrying out the Catch Up Maths intervention/ or use of the Bar Model maths strategy as part of their Performance Management process. | PP co-ordinator Maths co-coordinator PP TAs | June 2017 |
| Total budgeted cost | | | | No cost due to in-house training | |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Improve language skills and social skills for the small group of LAC pupils that have recently joined our school. | One to one and small group provision | Some of the children that are new to our school, have poor language skills and are behind their peers. Therefore individualised speech and Language sessions will be carried out to overcome the barriers the children have with their speech. This will also help them to be able to communicate with their peers and be able to make friends because they will be more clearly understood. The individual children will then grow in confidence and be more willing to participate in class discussions and be able develop peer friendships. | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ensure there is very clear targeted interventions provided e.g. focus on specific sounds, and these will be taken from specialist reports from the assessment they make on each child.</p> <p>PP TA responsible for Speech and Language intervention has the required training, support and resources to be able to implement it successfully.</p> <p>The social skills intervention will be individually based and then when the child has grown in confidence this will then progress onto small group work, which will include similar children but also children who will be good role models – these will be chosen with the class teacher/PP co-ordinator and the adult who will be carrying out the intervention (PP TA or ELSA TA).</p> | <p>PP Co-ordinator</p> <p>PP TAs</p> <p>Class teachers</p> <p>ELSA TA</p> | Termly |
| B. Higher rates of progress in mathematics for the targeted group or individuals. | Personalised one-to-one and small group provision e.g. <ul style="list-style-type: none"> - Maths Catch Up programme - Precision teaching, - targeted support - ICT programmes - tutoring | Some of the children need targeted support to address gaps in their learning, they might need to catch up with their peers, help to retain mathematical concepts or have a good understanding of the concept before it is covered in class. Or they need to be challenged further. Maths Catch Up, Precision teaching, ICT resources and tutoring have shown to be effective. | <p>Ensure appropriate time is given for preparation for interventions and resources used are effective.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>PP TAs observed in implementation of the intervention for Performance Management.</p> <p>Organise tutoring for all PP children from Y1 – Y6</p> | <p>PP co-ordinator</p> <p>PP TAs</p> | Termly |

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| <p>C. A greater percentage of children who are PP achieve above ARE in Maths at the end of the academic year.</p> | <p>Personalised one-to-one and small group provision e.g. - deepening their understanding in Maths through reasoning and using and applying challenges, - targeted support including increase pace of application of maths skills - specific learning objectives to extend learning - Maths tutoring</p> | <p>We want to provide extra support to enable the potentially high attainers of PP children in Maths to achieve above ARE at the end of the year.</p> <p>One-to-one targeted support or small group interventions with highly qualified staff have been shown to be effective at our school and other schools, especially the Maths Catch Up programme.</p> | <p>Children are identified by their ability and are timetabled for individual support e.g. deepening their understanding in Maths through reasoning skills and using and applying challenges.</p> <p>Ensure appropriate time is given for preparation for interventions and resources used are effective.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>Organise tutoring for all PP children from Y1 – Y6</p> | <p>PP co-ordinator PP TAs</p> | <p>Termly</p> |
| <p>D. Higher rates of progress in Reading for the targeted group or individuals in KS2.</p> | <p>Personalised one-to-one and small group provision e.g. - Catch Up Reading programme - Reading Comprehension support - use of ICT programmes for Phonics and Reading</p> | <p>Some of the children need targeted support to address gaps in their phonics and reading skills. They might need to read daily to be able to catch up with their peers, or they need to develop their comprehensive skills so that they can contribute to class discussions and be able to answer questions based on the text read.</p> <p>One-to-one targeted support or small group interventions with highly qualified staff have been shown to be effective at our school and other schools, especially the Catch Up Reading programme and use of targeted comprehension support.</p> | <p>Ensure appropriate time is given for preparation for interventions and resources used are effective.</p> <p>Age appropriate Reading resources for differing abilities are suitably stocked for the children (books and appropriate Reading Comprehensions).</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>PP TAs observed in implementation of the intervention for Performance Management.</p> | <p>PP co-ordinator PP TAs</p> | <p>Termly</p> |
| <p>E. A greater percentage of PP children in Reading who achieve above ARE at the end of the academic year.</p> | <p>Personalised one-to-one and small group provision e.g. - challenging reading comprehensions for children to complete and discuss - develop strategies for answering the questions - improve children's pace of reading -develop the love of reading</p> | <p>We want to provide extra support to enable the potentially high attainers of PP children in Reading to achieve above ARE at the end of the year.</p> <p>One-to-one targeted support or small group interventions with highly qualified staff have been shown to be effective at our school and other schools.</p> | <p>Children are identified by their ability and are timetabled for individual support e.g. to deepen their knowledge and understanding of books/ to be able to answer questions based on the text read/ be able to discuss themes in stories etc.</p> <p>Ensure appropriate time is given for preparation for interventions and resources used are effectively.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> | <p>PP co-ordinator PP TAs</p> | <p>Termly</p> |

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| <p>F. All PP children have had the opportunities to develop self-esteem and confidence and any social and emotional barriers to learning have been removed.</p> | <p>Personalised one-to-one and small group provision e.g. ELSA/ school inclusion/ counselling/ play therapy/support with EAL/support from Family Support Worker (FSW)</p> <p>Child conferencing to give them a voice about their learning, their needs and to set achievable but challenging targets.</p> <p>Meeting with parents to discuss child/ren's needs and provision/support the school will provide e.g. funding educational visits, developing talent, tutoring, financial support with transport to school/uniform, and emotional support.</p> | <p>We want our children to have opportunities to experience the world around them, which will then inspire the pupils learning from their own experiences on the educational visits.</p> <p>We want all children to develop self-esteem and confidence and remove any social and emotional barriers so they can focus on their learning .e.g. all PP children are appropriately dressed for school and have the necessary kit for their PE lessons and each child has the opportunity to take part in an extra-curricular activity which their financial situation may prevent. They may also need support from ELSA to overcome a family death or parents separating etc.</p> <p>We also want to build links between home and school, by supporting the parents and children both at home and in school with behaviour, routines and family circumstances. This will enable the child to be prepared for their learning,</p> | <p>Review each PP child's needs at least each term to assess what intervention and support is needed. Discuss with parents, child (through the termly child conferencing), class teachers, PP TAs, FSW, Parent Liaison Officer, SENCo, head teacher and any other necessary professional.</p> <p>Timetable the support and interventions with the appropriate adult and complete any actions that have come from meetings with parents and any other meetings held about the child e.g. PEP meetings.</p> <p>Agree with parents, child and finance officer all educational visits are paid for using the PPG and agree on an individual basis on which extra-curricular activity is suitable for the child e.g, music lessons, a sport, drama, ICT club, art, ice-skating. Agree with parents and finance officer about financial support with uniform or transport to school on an individual basis and need.</p> <p>Liaise with FSW and Parent Liaison Officer about what family support is being provided and review regularly.</p> <p>Record all information about PP child and the support provided and its impact on child's PP Profile.</p> | <p>PP co-ordinator</p> <p>Parent & Child</p> <p>Teachers PP TAs</p> <p>Family Support Worker (FSW)</p> <p>Parent Liaison Officer</p> <p>SENCo</p> <p>Head</p> <p>Finance Officer</p> | <p>Termly or more regularly when there is a need.</p> |
| <p>G. Increased attendance rates for the targeted group of pupils eligible for PP.</p> | <p>Parent Liaison Officer and Family Support Worker employed to monitor pupils and work with the PP co-ordinator to follow up quickly on absences.</p> <p>First day response provision.</p> | <p>Attainment for children cannot be improved if the children aren't actually attending school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>PP coordinator, Parent Liaison Officer, Family Support Worker (FSW) and head will collaborate to ensure PP attendance is good and any issues of persistent absentees are followed up and individual cases are reviewed regularly. Then strategies of how to proceed are agreed and carried out e.g. EWO involvement and FFS.</p> <p>Regular thorough liaisons between class teachers, PP co-ordinator and Parent Liaison Officer about any issues with PP children attendance. Liaise with EWO if necessary and head teacher.</p> | <p>PP coordinator</p> <p>Parent Liaison Officer</p> <p>Family Support Worker</p> <p>EWO</p> | <p>Half termly or more regularly if necessary.</p> |
| <p>Total budgeted cost</p> | | | | | <p>£45,225</p> |

| iii. Other targets and approaches | | | | | |
|--|---|--|---|--|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>All staff and governors have a good understanding of the provision the PP children in our school receive and to have a good understanding of their attainment and progress.</p> | <p>Termly staff meetings to discuss each PP child and update information on the child's PP Profile e.g. family information, intervention provisions provided and impact of these, assessment data, interests and hobbies of child, other needs.</p> <p>To monitor the PP children to ensure they are making expected or exceeding expected progress in Reading, Writing and Maths,</p> <p>To monitor the PP children to ensure the gap between the PP children and the no-PP children is closing in Reading, Writing and Maths.</p> <p>To report to governors at least termly about the provisions provided for the PP children as a whole and to report on the assessment data of the PP children.</p> | <p>This is so that everyone at our school enables the children to have access to the curriculum and are able to reach their full potential.</p> <p>That each PP child has a personalised Profile keeping an up-to-date record of the child's needs, the support provided to them, their assessment grades, the child's interests, achievements and hobbies, their family situation, their attendance and also the child's voice and chosen targets.</p> <p>The staff and governors have a good understanding of how the PP children are supported and what provisions they are receiving at school, at home and in the wider community.</p> <p>The staff and governors have a good understanding of how the PP children's assessment data and how they are progressing in comparison to their non-PP peers and whether the gap is closing.</p> | <p>All staff know who the PP children are in their class and in the school.</p> <p>Teachers keep the Pupil Premium Profiles updated at least termly or more regularly when there is a need.</p> <p>PP co-ordinator will meet with assessment co-ordinator to analyse the assessment data termly.</p> <p>PP co-ordinator will meet with PP TAs termly to look at the assessment data, discuss the impact of interventions and identify each child's need based on meetings held with class teachers, PP children, parents, SENCo etc. and the data collected. A new timetable of new interventions will then be created for the next term. This will then be shared with the class teachers and the children.</p> <p>Governors will receive a report at least termly about the PP children, the provision provided at our school and the analysis of the data. This will be recorded in the governor's agendas, minutes and documentation.</p> <p>PP co-ordinator to receive allocated non-contact time to oversee the PP children and their needs, the spending of the PPG, the co-ordination and management of the team of PP TAS, to hold meetings with children/parents/TAs, to liaise with the School Bursar about the PP funding, write reports for governors, organise tutoring, to lead staff meetings and lead PEP meetings and be responsible for the completion of the EPEPs online for the LAC children etc.</p> | <p>PP co-ordinator</p> <p>Head teacher</p> <p>Governors</p> <p>Class teachers</p> <p>SENCO and assessment co-ordinator</p> | <p>Termly</p> |
| Total budgeted cost | | | | | £6,475 |