



Birklands Primary School

1. Summary information					
School	Birklands Primary School				
Academic Year	2018-19	Total PP budget	£102,500	Date of most recent PP Review	
Total number of pupils	226 (N-Y6)	Number of pupils eligible for PP	80	Date for next internal review of this strategy	July 2019

2. Current attainment (provisional figures, with one EAL pupil taken out of the school data)				
29 children in the cohort	<i>Pupils eligible for PP (your school Scaled score 100+) % of the 17</i>	<i>Pupils not eligible for PP of a scale of 100+</i>	All pupils	National All
% Achieving R/W/M	41%	75%	55%	64%
% At Expected Reading	41%	91%	62%	75%
% At Expected Maths	47%	83%	62%	76%
% At Expected Writing	59%	100%	72%	78%

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across school
C.	Poor literacy skills in KS 2 of PPG pupils, especially linked to vocabulary
D.	Poor self-esteem and lack of aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their school hours and causes them to fall behind on average.
F	Parental engagement, particularly in KS 2

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. SALT Intervention
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Increased attainment and progress of pupils in KS 2 in English	Pupils will make accelerated progress
D.	Poor self-esteem and lack of aspiration	Pupils esteem improves and improves progress
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to be in-line with that of other pupils and close to the target of 96%.

5. Review of expenditure 2017-18				
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
Improved KS 1 results and re-check data	Additional Phonics	Key Stage 1 are in-line with national. Phonics is below national. However PP pupils are in-line Actual impact: PP pupils average points score was 3. This is in-line with the expected progress.	Small group phonics worked well but cannot be used as a strategy year on year. Quality first teaching needs to ensure results are a given	After School Tuition £3800 Increased TA hours £6000
Rapid progress in KS2 Results	Booster Sessions & Easter School	Actual impact: Progress for PP pupils was rapid, in terms of reaching end of year expectation. At the end of Y5 only 30% PP pupils were working at expected. The table on page one shows that this percentage increased by the end of Y6 The average points score was between 3.5 and 4. This is above expected, which equates to an additional between 3 and 6 months progress across key areas. Key Stage 2 results were below the national average for all pupils .However, made 18 months of progress in effectively 9 months.	The Easter School worked well for Year 6 pupils and summer school was mixed, due to pupil holidays. After-school boosters were effective and well- attended.	Boosters £1300 Easter £850 Summer £1420
Improved key stage 2 outcomes across the whole key stage	Small cohorts in key stage two	Enabling pupils to be taught in smaller classes to improve the outcomes for pupils Actual impact: Progress for PP pupils was rapid, in terms of reaching end of year expectation. Across all the year groups in key stage 2 progress was at least at expected and attainment has improved.	EEF shows that small class sizes improve outcomes by + 3 Months. Progress in this year group was outstanding and the vast majority of PP pupils made more than expected progress from their baseline.	Class sizes £26,500
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

Improved behaviour/ Esteem	Nurture & Counselling	Pupils behaviour improved throughout the year, fewer red cards were implemented. Nurture gave pupils the skills to regulate behaviour/s Counselling aided self-esteem of 10/17 pupils, who now more engaging learners.	A lead is required to pull together impact of Nurture. TC appointed as PP lead on this. Both interventions impacted positively across the school.	Nurture £20,000 Counselling £9000
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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
Improved concentration/ alertness of pupils	Breakfast Club/ Tuck	Pupils are engaged and alert in lessons.	Target pupils more regularly than half termly as key pupils perhaps overlooked over this period.	£5800
Improved self-esteem and confidence	Music sessions from outside provider Support for educational visits Enrichment through visitors into school	Pupils confidence in non-academic subjects improves and raises aspiration Actual impact: Increased engagement and confidence evident on a daily basis.	Enrichment activities develop confidence across all subjects and need to be enhanced	£4500 + £500 £5500 + £2000

Planned expenditure 2018-19

Academic year **2018-19 (£102,500)**

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?
Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	Pupils below expected levels in Years 2 and 6 will have increased English/ Maths time on their timetable.	A number of pupils are not gaining the very basic skills. These will include: <ul style="list-style-type: none"> - Switch on reading +4 months - Reading Comprehension Strategies +5 Months - Success at Arithmetic 	Key stage 1 and 2 English and maths attainment to be closely tracked and RAG rated	CS/MC/AW/J H	Each assessment point 4 x per year

<p>Costs: 1:1, and/or small group, additional teacher/ TA input across the school £52,000</p>	<p>Pupils across KS2 will be given additional maths and English lessons when possible and applicable.</p> <p>1:1 and small group Literacy and numeracy lessons to take place during the school day and after school</p>	<p>- Success at Writing</p> <p>Increased English and maths provision will enable pupils to be KS 2 and Secondary ready</p> <p>1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months.</p>	<p>Additional sessions to be attended on a weekly basis by pupils as part of their timetable giving increased subject provision. English and Maths intervention lunch sessions and after school.</p> <p>Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress.</p>	<p>CS</p> <p>ET/LL</p> <p>CS</p>	
<p>Improved behaviour for learning</p> <p>Costs: £20,000 Nurture TA time, resources</p>	<p>Nurture time, Peace of Mind counselling</p>	<p>Nurture has proven to aid pupil's self-regulation within the classroom and SF for kids has promoted self-discipline and built upon esteem. EEF shows that behaviour intervention increases attainment by +4 Months</p> <p>Changing Mindset has proven to be effective</p>	<p>Review of behavioural incidents, observations of the intervention focusing on specific pupil outcomes</p>	<p>CS</p>	<p>Half termly review</p>
Total budgeted cost					£72,000

ii. Targeted support					
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>Improved attainment in Years 2 & 6</p> <p>Costs: Booster sessions after school £4,000 February/Easter £1,500</p>	<p>Half Term/Easter sessions</p>	<p>EEF shows that attainment is improve by + 2 months for booster School/ +4 Small Group targeted intervention to aid pupils reach expected levels in Key Stage 1 and 2</p>	<p>Improvement in very specific skills</p>	<p>JH/LK/MC</p>	<p>At each data point</p>
Total budgeted cost					£5,500
iii. Other 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?

Improved esteem and improved mental health Costs: £250/day x 36	Counselling	Pupils need support with emotional well-being and the gap need to be healed before it can impact upon attainment EEF impact social and emotional learning +4 months	Improved well being	CS	8 weekly intervention review per pupil
Children are alert and ready to learn £3,000	Breakfast Club/Tuck support	A large number of pupils come to school without breakfast or having eaten sweets	Review three weekly with class teachers for targeting key pupils	CS	Every 3 weeks
Raise attendance for pupil premium students to 96% Costs: Rewards £800 Uniform £1,000 Trips £3,000	Review roles of staff member to introduce more rigorous monitoring and tracking systems. Use of home visits and home collections on first day response monitoring. Uniform Trips	Attendance will be more closely monitored for PP students. First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance. PP students will come to school in the correct uniform Subsidised trips for PPG students	Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Attendance lead JH/CS	At the end of each half term
Increased self-confidence and enrichment opportunities Cost: Sound advice £4,500 Visit support/ visitor support £4,000	Music tuition Subsidies educational visits Visitors into school such as theatres and poets	Motivate pupils to achieve and promote wellbeing. Increased confidence that will impact on all aspects of their life	Love of learning and improved attendance	CS/MC	At the end of each term
Total budgeted cost					£25,300

Total Budgeted Cost: £102,800