



Birklands Primary School

1. Summary information					
School	Birklands Primary School				
Academic Year	2017-18	Total PP budget	£87,120	Date of most recent PP Review	
Total number of pupils	203 (N-Y6)	Number of pupils eligible for PP	66	Date for next internal review of this strategy	July 2018

2. Current attainment (provisional figures, with one EAL pupil taken out of the school data)				
25 children in the cohort	<i>Pupils eligible for PP (your school Scaled score 100+) % of the 7</i>	<i>Pupils not eligible for PP of a scale of 100+</i>	<i>All pupils</i>	<i>National All</i>
% Achieving R/W/M	31%%	27%	29%	61%
% At Expected Reading	61.5%	27%	46%	71%
% At Expected Maths	38%	27%	33%	75%
% At Expected Writing	83%	72%	73%	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.	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
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 from xx% to 96% in line with 'other' pupils.

5. Review of expenditure 2016-17				
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
Improved KS 1 results and re-check data	Additional Phonics	Key Stage 1 are above the national average for all pupils. Due to the change in test we await comparisons nationally for PPG students. Phonics improved and is broadly in-line with the national average. Y2 re-check results were 100%. Actual impact: PP pupils average points score was 3.5. This is 0.5 above, which equates to an additional 3 months progress across key areas.	The approaches improved outcomes tremendously. Small group phonics worked well but can not be used as a strategy year on year. Quality first teaching needs to ensure results are a given	After School Tuition £3800
Year 6 to be taught as one cohort rather than be mixed.	Small Class size	Enabling pupils to be taught specifically as a Year 6 group ensured that they met all of the targets within the new curriculum. Actual impact: Progress for PP pupils was rapid, in terms of reaching end of year expectation. At the end of Y5 no PP pupils were working at expected. The table on page one shows that a percentage of PP pupils were working at expected t the end of year 6. The average points score was 3.5. This is 0.5 above expected, which equates to an additional 3 months progress across key areas.	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 £26,000
Rapid progress in KS2 Results	Booster Sessions & Easter School	Key Stage 2 results were below the national average for all pupils .However, made 18months of progress in effectively 9 months.	The Easter School worked well for Year 6 pupils and summer school was mixed, due to pupil holidays.	Boosters £1300 Easter £850 Summer £1420
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 & SF for kids & 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 5/8 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 SF4Kids £3,000 Counselling £8000
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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	Pupils are engaged and alert in lessons.	Target pupils more regularly than half termly as key pupils perhaps overlooked over this period.	£4300

6. Planned expenditure 2017-18

Academic year

2017-18 (£87,120)

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 Costs: 1:1, 1 to small group, additional teacher input Y6 £35,000	Pupils below expected levels in Years 2 and 6 will have increased English/ Maths time on their timetable. Pupils across KS2 will be given additional maths and English lessons when possible and applicable. 1:1 and small group Literacy and numeracy lessons to take place	A number of pupils are not gaining the very basic skills. These will include: - Switch on reading +4 months - Reading Comprehension Strategies +5 Months - Success at Arithmetic - Success at Writing Increased EM provision will enable pupils to be KS 2 and Secondary ready 1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months .	Key stage 1 and 2 English and maths attainment to be closely tracked and RAG rated 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. Monitoring of achievement data and rigorous planning to ensure pupils who require	CS/LL/ET CS ET/LL CS	Each assessment point 4 x per year

	during the school day and after school		support get the support. Observations of intervention and tracking 3 weekly progress.		
Improved behaviour for learning Costs: Changing Mindset £6,000 £5,000 Nurture TA time, resources	Nurture time, SF for kids	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 Changing Mindset has proven to be effective	Review of behavioural incidents, observations of the intervention focusing on specific pupil outcomes	CS	Half termly review
Budgeted cost					£46,000

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?
Improved Phonics in EYFS and KS 1 Costs: £100/wk x39 £3900	Additional phonics sessions after school	EEF shows impact of phonics increases attainment in reading by +4 Months	5 weekly tracking of phonics scores and phases to demonstrate impact	GB	Each assessment point 6 x per year £3900
Improved Speech and Language EYFS and KS 1 Costs: SALT with Notts CC £2,000 plus release TA time x 2 TAS x4 x39 £7,800	SALT – Talk Boost intervention	EEF shows impact of SP & Language intervention increases outcomes by +5 Months	5 weekly tracking of progress from start point	HC	Each assessment point 6 x per year £7800

Improved attainment in Years 2 & 6 Costs: Booster sessions after school £4,000 Easter/Summer £1,500	Easter/ Summer School/ Half Term sessions	EEF shows that attainment is improve by + 2 months for Summer School/ +4 Small Group targeted intervention to aid pupils reach expected levels in Key Stage 1 and 2	Improvement in very specific skills	ET/NE	Start and End of the week £5500
Total budgeted cost					£17,200

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: £200/day x 39	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 £7800
Children are alert and ready to learn £3,000	Breakfast Club	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 £3000
Raise attendance for pupil premium students to 96% Costs: Attendance officer, £4000/year Rewards £800 Uniform £1,000 Trips £3000	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 and TSupport	Jan 2018 £8800
Improve parental engagement 10/session/yr refereshments and resources	Workshops for Phonics/Maths/ English EYFS – Year 6	Improved learning outcomes of pupils +3 months impact	Increased parental participation in pupil learning	CS	Phase meetings every 4 weeks with report to SLT £240

Music Tuition for HA PPG students	Specific music tuition for HA PPG students to promote a new skill	Motivate pupils to achieve and promote well being	Love of learning and improved attendance		£4200
				Budgeted cost	£24,040

Total Budgeted Cost: £87,240