



# Pupil Premium Strategy Statement

## Bird's Bush Primary School

1. Summary information					
School	Bird's Bush Primary				
Academic Year	2018/19	Total PP budget	£104,280	Date of most recent PP Review	March 2017
Total number of pupils	263	Number of pupils eligible for PP	79	Date for next PP Strategy Review	July 2019

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils' resilience and perseverance-they are anxious to try new things and fail.
B.	Low self-regulation skills-pupils struggle to deal with conflict and emotions.
C.	Pupils come start school with poor speech and language skills.
D.	Our higher ability pupils do not always have the confidence and self-esteem to apply their skills across the curriculum.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	A significant number of our PP children are also SEN which impacts on attainment.
F.	92% of disadvantaged families require access from family support.
G.	45% of PP are lower ability.
H.	White disadvantaged boys are our biggest underperforming group in reading and writing.

3. Outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Increase the proportions of disadvantaged in EY to achieve GLD so that they are in line with non PP.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP (non SEN) meet age related expectations, and those PP pupils with SEN make progress relative to their starting points

<b>B.</b>	Increase the proportions of Y6 disadvantaged children to meet the required standard in reading, writing and maths in order to diminish differences.	Differences will diminish from Y2 and Y6 starting points.  All disadvantaged children will make at least typical or rapid progress in order to meet the required standard.
<b>C.</b>	Increase the proportions of Y2 disadvantaged children to meet the required standard in reading and writing in order to diminish differences.	All disadvantaged children will be set individual termly targets that will meet their needs and ensure progress is rapid.
<b>D.</b>	Proportions of disadvantaged children achieving 'greater depth' will increase.	Individual targets will be in place and revised termly as part of pupil progress meetings.  100% of higher ability disadvantaged children to make typical or rapid progress in order to meet their end of year predictions.
<b>E.</b>	SEN progress rates will be in line with non-disadvantaged SEN to make typical or rapid progress.	Early intervention and external agency recommendations are implemented effectively so that PP SEN children's needs are fully met.  100% of disadvantaged children will make at least typical progress.
<b>F.</b>	Underperforming disadvantaged boys will be targeted to make sustained rapid progress across the school in writing.	Teacher led interventions across the school will target this group at Wave 3, 2 and 1 as appropriate in order for them to make sustained rapid progress and meet or exceed their RAP target.

#### 4. Planned expenditure

Academic year

2018-2019

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?
Increase the proportions of Y6 disadvantaged children to meet the required standard in reading, writing and maths in order to diminish differences.	<p>TA will provide class cover in order for Y6 lead teacher to provide additional intervention lessons.</p> <p>Head teacher to target and teach identified disadvantaged children.</p>	Y6 attainment and progress data identified differences between PP and non PP in reading, writing and maths. The differences have increased from the year before but need further targeting in order to close the gap.	<p>Organise timetable to ensure staff delivering provision are meeting the specific needs of PP children who are below age typical.</p> <p>Clear individual milestone targets will be set for individual children.</p> <p>Y6 PP children to benefit from additional intervention from Y6 lead teacher and head teacher.</p> <p>Additional TA support in Y6 classrooms to enable teachers to specifically target PP children in reading, writing and maths. Individual targets set by class teacher.</p>	PB (maths lead) and SB (HT)	<p>Pupil progress meetings for Y6 will be held every 3 weeks throughout the year. Interventions will be adjusted accordingly.</p> <p>Focussed monitoring and tracking of PP children.</p>
Increase the proportions of Y2 disadvantaged children to meet the required standard in reading and writing in order to diminish differences.	<p>Implementation of RWI.</p> <p>Y2 children to be taught in smaller groups for RWI, and writing.</p>	There are differences in attainment data between PP children and all other groups-their attainment is much lower in reading and writing.	<p>Organise timetable to ensure staff delivering provision are meeting the specific needs of PP children who are below age typical.</p> <p>Clear individual milestone targets will be set for individual children.</p> <p>Y2 disadvantaged children to benefit from being taught in smaller groups and targeted by the class teacher.</p> <p>Additional TA support and Teach First participant in Y2 classroom to enable teachers to specifically target PP children in writing.</p> <p>Additional RWI intervention to target PP children to ensure that they 'keep up' with their non PP peers.</p>	ES (RWI lead) and JD (DHT)	

Increase proportions of disadvantaged children achieving greater depth.	Improving quality first teaching through training & support.	Set individual targets based on early years and KS1 outcomes.  Identify and prioritise children who could make rapid progress and achieve greater depth.  Additional HLTA support to focus on GD within the classroom.	Individual RAP targets set by class teacher with SLT  Learning walks, book scrutiny and lesson obs to focus on challenge for the disadvantaged more able.	JD/All teachers	As above
<b>Total budgeted cost</b>					<b>35,500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Diminish differences across the school between PP and non PP writing-in particular the boys.	All PP children to receive at least WAVE 2 interventions in order for them to meet their RAP targets.	Our PP boys are the biggest underperforming group in writing across the school.	PP leader meet regularly with lead TA to ensure the PP team are meeting the needs of the children and their progress is closely tracked.  Clear individual milestone targets will be set for individual children.  All PP children across the school will receive at least WAVE 2 intervention as a non-negotiable.	JD & DH	Interventions will be consistently monitored and evaluated.  Book scrutiny and pupil interviews will focus on PP boy's writing.
Increase the proportions of disadvantaged in EY to achieve GLD so that they are in line with non PP.	Continued appointment of specific TA position for PP	GLD shows a clear attainment gap across all areas of learning. We need to close this gap in order to ensure PP children are Y1 ready.	A dedicated TA will be employed to focus specifically on these children. Individual targets and intervention timetables will be set.	AT	Sessions will be evaluated weekly. The progress of the children will be measured and checked every half term.

Support for a significant number of PP are also SEN to increase progress and improve attainment in line with starting points	Continued appointment of specific TA positions for PP & SEN	There are a significant number of children who are PP and have identified SEN. They are not making as much progress as their peers and we need to diminish the differences in their progress rates.	A new IEP format will be introduced.  Progress of the children will be tracked more precisely and SEN pupil progress meetings will be held termly. A dedicated PP/SEN TA employed to focus specifically on these children.	SENCO	Pupil progress meetings will focus on underperforming SEN/PP children.
Monitoring effectively supports pupils and staff in delivering high quality learning opportunities which meet the needs of disadvantaged pupils	PP lead training  PP lead to monitor teaching and learning	PP lead can support staff in meeting the needs of pupils through advanced knowledge and understanding	Provision for PP children will be monitored effectively and actions taken promptly to ensure increased outcomes	JD	Termly

**Total budgeted cost    £38780**

### 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?
Attendance continues to improve.  Percentage of children being late for school will reduce.  Early intervention with families to support pupils in school.	<b>Family Support Worker to continue her role.</b>	The vast majority of our disadvantaged families and pupils accessed support from FSW. As a result, engagement in learning increased. For others, external support was explored. Consequently, the number of PP children who were open to safeguarding continues to reduce and the differences in attendance and lateness continue to diminish.	Weekly lateness and attendance reports.	D HILL	Termly
Increased access to breakfast club	Breakfast Club High quality provision on –site provided free to children with PP.	Disadvantaged children who went to breakfast club were in school on time and not hungry. Consequently they had good energy levels and were ready for learning.	Continue to offer breakfast club provision.	JD	Annually
Increased access to enrichment activities	Subsidised enrichment activities including residential	46% of Y6 children are PP and will require financial support in order to have the opportunity to take part in this year's residential trip.	Continue to offer subsidy to increase participation.	JD	Annually

Behaviour needs of EBD children are met.	Use of Cornerpost Education centre/Educational Psychologist support	There are a number of our PP pupils who need additional support or alternative provision to reduce the risk of exclusion	Continue to use provision	SB	termly
<b>Total budgeted cost</b>					<b>£30,000</b>

<b>B. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017-2018</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
Improved attendance  Early intervention with families to support pupils in school	Appointment of Family Support Worker	High positive impact-PP attendance continues to be in line with national. There were no differences between PP and non PP attendance. 92% (70/76) of families and PP pupils accessed support from FSW. For the vast majority, engagement in learning increased. For others, external support was explored. Consequently, the number of PP children who were open to safeguarding continues to reduce.	The support worker will continue her role	£15,000	
Improved outcomes in EY, Y1 phonics, Y2 and Y6 in order to diminish differences in attainment.	Additional teaching assistant hours to either lead intervention or enable class teachers to lead intervention across the school.	Medium to High  EY: In September, only 12% of our PP children were working at ARE. However, 37% achieved GLD by the end of the year. There remains a difference but they have diminished by 25% over the year.  Y2 outcomes continue to be broadly in line with national.  In year 6, the differences between PP and non PP have reduced compared with last year and there has been an upward trend across all subjects and combined scores.	Flexible interventions that are both teacher and TA led will continue next year that are based on needs.	£43,000	

Access to breakfast club	Breakfast Club High quality provision on –site provided free to children with PP.	PP children who went to breakfast club were in school on time and not hungry. Consequently they had good energy levels and were ready for learning.	Continue to offer breakfast club provision.	£10000
Increased engagement in reading for pleasure and access to high quality texts	Purchase of carefully selected reading books to support reading at home	The children’s engagement and enthusiasm for reading continues to be positive because of our reading for pleasure initiative we need to continue to purchase high quality books to promote this.	We will continue to widen the children’s opportunities to read.	£2000
Behaviour needs of EBD children are met.	Use of Cornerpost Education centre	We continue to have a minority of children who need access to Cornerpost as they are at high risk of permanent exclusion and they also require 1:1 support when they are in school in order for them to access learning safely.		£38000

### C. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Budgeted costs also include continuation of effective practice from previous years including Family Support Worker post, subsidised residential and visits and access to Cornerpost.

PP children are top of our priority reading lists.

All teachers always mark PP books first. Their books are labelled with green stickers.

PP leader to have weekly release time to monitor the progress of PP and support teaching where applicable.