



Pupil Premium Strategy Statement

Bird's Bush Primary School

1. Summary information					
School	Bird's Bush Primary				
Academic Year	2017/18	Total PP budget	£100320	Date of most recent PP Review	March 2017
Total number of pupils	284	Number of pupils eligible for PP	78	Date for next PP Strategy Review	

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Baseline assessments show in EY there is a significant difference between the percentage of disadvantaged children who are age typical upon entry compared with non disadvantaged.
B.	There is a significant gap between disadvantaged and non-disadvantaged in the percentage of children who are age typical on entry to Y6 in maths.
C.	There is a significant gap between disadvantaged and non-disadvantaged in the percentage of children who are age typical on entry to Y2 in phonics, reading and writing.
D.	Not enough disadvantaged children are achieving 'greater depth' across the school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	A significant number of our disadvantaged children are also SEN which impacts on attainment.
F.	92% of disadvantaged families require access from family support.

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.	Increase the proportions of Y6 disadvantaged children to meet the required standard in 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.
C.	Increase the proportions of Y2 disadvantaged children to meet the required standard in phonics, 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.
D.	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.
E.	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.

4. Planned expenditure

Academic year

2017-2018

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 maths in order to diminish differences.	<p>TA with specific positions for disadvantaged. In maths, the TA will work alongside teachers within lessons.</p> <p>Additional 'booster' sessions in Y6 -as led by the Maths Lead.</p>	<p>In Y6 There are differences in on entry attainment data between disadvantaged children and all other groups-their attainment is much lower in maths.</p> <p>Non Dis % at ARE-72% Disadvantaged % at ARE-50%</p>	<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 disadvantaged children to benefit from weekly master classes with Maths leaders.</p> <p>Y6 to be taught in 2 smaller maths groups as led by 2 class teachers and 1 TA-4 times per week.</p> <p>Individual targets set by class teacher.</p>	CHW	<p>December 2017 as part of pupil progress meetings. Milestone targets will be adjusted for the following half term.</p> <p>Dec 2017 -we will measure the progress and attainment of PP children who are below age typical.</p>									
Increase the proportions of Y2 disadvantaged children to meet the required standard in phonics, reading and writing in order to diminish differences.	<p>TA with specific positions for disadvantaged. In reading and writing the TA will work alongside teachers within lessons.</p> <p>Additional 'booster' sessions in Y2 -as led by the English lead and TAs.</p> <p>Focussed monitoring and tracking of PP PP children.</p> <p>Promote reading at home via reading incentive and parent workshops.</p>	<p>There are differences in attainment data between PP children and all other groups-their attainment is much lower in reading and writing. Only half of disadvantaged children met the required standard in phonics.</p> <table border="1"> <thead> <tr> <th>Y2 % at ARE</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Dis</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Non Dis</td> <td>82%</td> <td>71%</td> </tr> </tbody> </table>	Y2 % at ARE	Reading	Writing	Dis	50%	33%	Non Dis	82%	71%	<p>Organise timetable to ensure staff delivering provision are meeting the specific needs of PP children who are below age typical.</p> <p>PP leader meet regularly with lead TAs to ensure the PP team are meeting the needs of the children.</p> <p>Clear individual milestone targets will be set for individual children.</p> <p>Y2 disadvantaged children to benefit from additional intervention with English leader.</p> <p>Y2 phonic retakes-disadvantaged children to have additional small group support.</p> <p>Individual targets set by class teacher.</p> <p>Monitor reading at home.</p>	Deputy Head	
Y2 % at ARE	Reading	Writing												
Dis	50%	33%												
Non Dis	82%	71%												

Increase proportions of disadvantaged children achieving greater depth.	Improving quality first teaching through training & support.	<p>Set individual targets based on early years and KS1 outcomes.</p> <p>Identify and prioritise children who could make rapid progress and achieve greater depth.</p> <p>Whole staff training on challenging the more able through wider differentiation and questioning.</p> <p>Individual coaching support given to teachers where identified.</p>	<p>Individual targets set by class teacher.</p> <p>Learning walks, book scrutiny and lesson obs to focus on challenge for the disadvantaged more able.</p>	<p>JD/CHW All teachers</p>	As above
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Total budgeted cost					35,500
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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?															
Diminish differences in Y2 in reading and writing and Y6 in maths between disadvantaged and non-disadvantaged.	The maths and English leaders will lead interventions in Y2 and 6.	<table border="1"> <tr> <td>Y2 % at ARE</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td>Dis</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Non Dis</td> <td>82%</td> <td>71%</td> </tr> </table> <table border="1"> <tr> <td>Y6 % at ARE</td> <td>Maths</td> </tr> <tr> <td>Dis</td> <td>50%</td> </tr> <tr> <td>Non Dis</td> <td>72%</td> </tr> </table>	Y2 % at ARE	Reading	Writing	Dis	50%	33%	Non Dis	82%	71%	Y6 % at ARE	Maths	Dis	50%	Non Dis	72%	<p>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.</p> <p>Clear individual milestone targets will be set for individual children.</p> <p>Y6 and Y2 PP children to benefit from weekly master classes with English and Maths leaders.</p>	Deputy head and Assistant Head	Half termly
Y2 % at ARE	Reading	Writing																		
Dis	50%	33%																		
Non Dis	82%	71%																		
Y6 % at ARE	Maths																			
Dis	50%																			
Non Dis	72%																			
Increase the proportions of disadvantaged in EY to achieve GLD so that they are in line with non PP.	Appointment of specific TA positions for PP	Baseline data shows a clear attainment gap across all areas of learning. We need to close this gap in order to ensure at least 80% of disadvantaged are on track to achieve GLD.	A dedicated TA will be employed to focus specifically on these children. Individual targets and intervention timetables will be set.	Reception staff.	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	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 ELP format will be introduced. Progress of the children will be tracked more precisely and pupil progress meetings have been scheduled in Spring 1 to focus on SEN/PP.	SENCO	Spring 2018-we will measure the progress and attainment of SEN/PP children who are below age typical. Pupil progress meetings will focus on underperforming SEN/PP
Total budgeted cost					£34,500
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?
Attendance continues to improve. Percentage of children being late for school will reduce. Early intervention with families to support pupils in school.	Family Support Worker to continue her role.	92% (70/76) of our disadvantaged families and 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 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	87% of Y5/6 PP accessed the residential trip. (21 out of 24.) The 3 children who did not attend experienced a variety of enrichment activities which involved being safe outdoors.	Continue to offer subsidy to increase participation.	JD	Annually
Total budgeted cost					£30,000

B. Review of expenditure

Previous Academic Year		2016-2017		
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 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.	<p>Medium to High</p> <p>Early Years- 80 % of PP achieved GLD compared with 70% of non PP.</p> <p>In Y1 phonics the % of PP children meeting the required standard reduced this year to 75% excluding SEN and there is a 9% difference as 84% of non PP achieved the standard. Y2 retakes-80% of PP met the required standard. (Excluding SEN.)</p> <p>In Y2-PP children outperformed non PP in reading. There were no significant differences in writing. In maths, there was a difference with 63% of PP achieving expected compared with 71% non PP</p> <p>In year 6, the differences between PP and non PP have reduced compared with last year and there has been a slight upward trend.</p>	Flexible interventions that are both teacher and TA led will continue next year that are based on needs.	£43,000
High quality phonics sessions	Highly trained staff to provide additional phonics groups and 1:1 support	In Y1 phonics the % of PP children meeting the required standard was maintained and remains to be above national at 87%. There were no differences in data either. Y2 retakes-100% of PP met the required standard.	Continue to use trained staff to provide ongoing support under the leadership of DHT.	

Increased 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 access to enrichment activities	Subsidised enrichment activities including residential	87% of Y5/6 PP accessed the residential trip. (21 out of 24.) The 3 children who did not attend experienced a variety of enrichment activities which involved being safe outdoors.	Continue to offer subsidy to increase participation.	£5000
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 increased. Positive opinions about the books from PP children were gathered via pupil interview. Additional books were purchased for the book corners based on their recommendations.	We will continue to widen the children’s opportunities to read.	£2000
Behaviour issues of children addressed	Use of Cornerpost Education centre Appointment of specific TA positions for EBD	Behaviour incidents significantly reduced both in the classroom and on the playground. TA support focussed on 1 particular child to reduce his risk of exclusion-he has since moved schools.	TA support will now focus on progress and attainment but will remain flexible should the need arise this year.	£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 for 17/18 also include continuation of effective practice from 16/17 including Family Support Worker post and subsidised residential and visits.