



# Pupil Premium Strategy Statement

## Bird's Bush Primary School

1. Summary information					
School	Bird's Bush Primary				
Academic Year	2016/2017	Total PP budget	£113,520	Date of most recent PP Review	20.10.16
Total number of pupils	292	Number of pupils eligible for PP	80	Date for next PP Strategy Review	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent) *exp	29%	53
% making at least 2 levels of progress in reading (or equivalent) *L2 covert to exp	43	
% making at least 2 levels of progress in writing (or equivalent)	64	
% making at least 2 levels of progress in maths (or equivalent)	50	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	There is an attainment gap in Reception between literacy and all other areas of learning. PP children are currently not achieving as well in literacy compared with the other areas.
B.	Lower ability pupils who are eligible for PP are making less progress than other pupils. (Particularly in maths.) This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a small group of junior pupils who are all eligible for PP during unstructured times impact on other lessons.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	A significant number of PP are also SEN which impacts on attainment

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve Literacy 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 (non SEN) meet age related expectations, and those PP pupils with SEN make progress relative to their starting points
<b>B.</b>	Higher rates of progress across KS2 for all pupils eligible for PP.	Pupils eligible for PP identified as lower ability make as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Higher proportions of PP children in Y6 will meet the expected standard in SATs
<b>C.</b>	Behavioural issues of junior pupils addressed.	Fewer behaviour incidents recorded for these pupils which will result in improved attitudes to learning and greater progress.
<b>D.</b>	Support for a significant number of PP are also SEN to increase progress and improve attainment in line with starting points	Early intervention and external agency recommendations are implemented effectively so that PP SEN children needs are fully met.

## 5. Planned expenditure

**Academic year**

**2016-2017**

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 Literacy skills for pupils eligible for PP in Reception class.	<p>Objective led planning.</p> <p>Introduce family groups in to afternoon sessions- additional adult support will enable this to happen.</p> <p>Embed reading and writing opportunities throughout continuous provision.</p>	<p>Staff will adapt their planning so that it is 'objective lead' in order to meet the differing needs of the children more specifically. Daily sessions will build the skills of the children. Family groups will take place in the afternoons as well as the mornings whereby the adult works with the same group in different learning areas. This focus is required as there is an attainment gap between literacy and all other subjects-the percentage of children who are age typical is lower-72% in Literacy compared with 92% in Maths. Morning family groups have impacted positively on attainment and progress of PP children in the Autumn term.</p>	<p>Monitoring via Learning walks and planning scrutiny by SLT and EY advisor.</p>	<p>Reception teachers</p>	<p>Regular checks are planned in to the monitoring schedule.</p> <p>16.01.17-EY advisor visit.</p> <p>W/B 23.01.17-Obs week and EY commissioned visit.</p> <p>Further checks will be planned following commissioned visit.</p>
B. Higher rates of progress and attainment across KS2 for all pupils eligible for PP	<p>Appointment of TA specific positions for PP. In maths the TA will work alongside teachers within lessons.</p> <p>.</p> <p>Focussed monitoring and tracking of PP children.</p>	<p>There are differences in attainment data between PP children and all other groups-their attainment is much lower particularly in maths. Autumn term data shows that differences are diminishing in reading. We want to focus on diminishing those differences in maths.</p>	<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 TA 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>Y6 PP children to benefit from weekly master classes with English and Maths leaders.</p> <p>Teachers to lead pre teaching maths lessons in Y3,4, and 5.</p>	<p>Deputy Head and TA Manager</p>	<p>March 2017 -we will measure the progress and attainment of PP children who are below age typical.</p> <p>Pupil progress meetings will focus on underperforming PP children.</p>

<b>Total budgeted cost</b>					25,000
<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>
Higher rates of progress and attainment across KS2 for all pupils eligible for PP	Additional 'booster' sessions in Y6 -as led by English and Maths Leads	There are differences in attainment data between PP children and all other groups-their attainment is much lower particularly in maths. Autumn term data shows that differences are diminishing in reading. We want to focus on diminishing those differences in maths.	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.  Y6 PP children to benefit from weekly master classes with English and Maths leaders.  Teachers to lead pre teaching maths lessons in Y3,4, and 5.	Deputy head and Assistant Head	Half termly
Behavioural issues of junior PP children are addressed	Appointment of specific TA positions for PP/EBD	There is a significant group of PP children in the juniors who display significantly challenging behaviour in and out of the classroom. This has impacted on their learning as all the children as their attainment is below age typical in reading, writing and maths or all three subject areas. We need to address their behaviour issues in order for them to access learning and make progress.	2 Dedicated EBD TAs will be employed to focus specifically on these children. Individual targets will be set alongside behaviour plans. Intervention programmes such as 'Positive Play ' and 'Good to be Me' will be implemented.	Deputy Head and TA Manager	Half termly
Improve Literacy skills for pupils eligible for PP in Reception class.	Appointment of specific TA positions for PP	Dec data indicates an attainment gap between literacy and maths. We need to close this gap in order to ensure 100% of PP are on track to achieve GLD.	A dedicated PP 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 in March 2017

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.  A dedicated PP/SEN TA will be employed to focus specifically on these children.	SENCO	Spring 2017-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 children.
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**Total budgeted cost** 50,000

### 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?
Behavioural issues of junior children addressed	Use of Cornerpost Education centre  Appointment of specific TA positions for EBD	There is a significant group of PP children in the juniors who display significantly challenging behaviour in and out of the classroom. This has impacted on their learning as all the children as their attainment is below age typical in either reading, writing and maths or all three subject areas. We need to address their behaviour issues in order for them to access learning and make progress.	An effective partnership between school and Cornerpost will be established so that school can access Cornerpost for individuals when required. Cornerpost will work directly with individuals off site with the primary aim of reintegrating them back into full time education. 2 Dedicated EBD TAs will be employed to focus specifically on these children. Individual targets will be set alongside behaviour plans. Intervention programmes such as 'Positive Play ' and 'Good to be Me' will be implemented.	DHT & TA Manager	Review meetings will be planned around the child when they access cornerpost.

<p>In reading, the differences in progress and attainment is diminished across the school.</p>	<p>A 'reading army' will ensure PP children practice reading at least once a week across the school. Children who are below age typical will have more opportunities to read via additional guided reading/phonics group. Children will be given access to a wide variety of reading material.</p> <p>The Reading Godmother has been introduced to encourage reading at home-every time a child reads at home, they earn a 'read it' ticket which enters a weekly draw. The child chooses a new book to keep if their name is drawn.</p>	<p>There are clear differences in progress and attainment of reading from EY to Y6. Many of our PP children do not read regularly at home and have limited access to reading materials. We want them to have access to good and varied reading material and have the opportunity to read more widely in order to develop their enjoyment of reading. In short, we want to diminish the differences in reading.</p>	<p>Class reading lists will be reorganised in to priority order with PP at the very top!</p> <p>HLTA will check that the children have been given their opportunities to read 1:1.</p> <p>In EY &amp; year one-PP children will work in smaller phonics groups and receive intervention if they are not on track to meet their milestone targets.</p> <p>In Y5/6 additional guided reading groups for PP will be established.</p> <p>Reading diaries will be monitored to compare how often the children are reading at home term by term.</p>	<p>DHT &amp; TA Manager</p>	<p>Termly pupil progress meetings will primarily focus on PP.</p> <p>PP readers will be closely tracked by DHT.</p>
<b>Total budgeted cost</b>					<b>38,000</b>

## B. Review of expenditure

Previous Academic Year

**2015-2016**

### 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
<p>Improved attendance</p> <p>Early intervention with families to support pupils in school</p>	<p><b>Appointment of Family Support Worker</b></p>	<p>High positive impact-There was a significant decrease in number of pupils with persistent absence and those remaining (2 pupils) met ARE at the end of the year</p> <p>A number 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 reduced.</p>	<p>The support worker will continue her role</p>	<p>15,000</p>
<p><b>Effective In class support</b></p>	<p>Additional teaching assistant hours to ensure all classes have 2 adults for guided reading and access to additional support in phonics, literacy and maths lessons</p>	<p>Medium to Low</p> <p>Early Years-100% of PP not including SEN achieved GLD 67% of PP achieved GLD including SEN. This is above national.</p> <p>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.</p> <p>In Y2-PP reading outcomes were below national at 57% including SEN but PP not including SEN was above national at 67%. In maths and writing PP including SEN outcomes were above national. Although the percentage of PP children meeting the expected standard was above national PP we have differences in our school group data. In fact, our PP children were our lowest achieving group.</p> <p>In year 6, the percentage of PP achieving the expected standard was below national in all areas and there were significant differences between PP and non PP.</p>	<p>We have restructured TA roles and now have a team who are directly dedicated to PP.</p> <p>The Deputy Head Teacher has taken over the role of PP Leader.</p>	<p>30,000</p>

### 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
Early intervention to raise attainment	<b>Intervention Groups and 1-1 support</b>	<p>Reading comprehension Fine motor control and writing Specific maths support Spelling, KS2 phonics,</p> <p>In Y2-PP reading outcomes were below national at 57% including SEN but PP not including SEN was above national at 67%. In maths and writing PP including SEN outcomes were above national. Although the percentage of PP children meeting the expected standard was above national PP we have differences in our school group data. In fact, our PP children were our lowest achieving group.</p> <p>In year 6, the percentage of PP achieving the expected standard was below national in all areas and there were significant differences between PP and non PP.</p>	<p>We have restructured TA roles and now have a team who are directly dedicated to PP.</p> <p>The Deputy Head Teacher has taken over the role of PP Leader.</p>	20,000
Speech and language needs addressed	Speech and Language support 1-1 sessions and small group support for children with additional targets from outside agencies.	<p>As a result of 1:1 intervention, the identified child is meeting end of year expectations.</p> <p>TA knowledge and skills improved through training from SALT.</p>	TA apply new skills to support other SEN PP. Target identified child to exceed end of year expectations next year following the successfully addressing speech and language barriers.	1000
High quality behaviour support	Access to Corner-post Education Centre to support pupils with additional behavioural and emotional needs	2 PP children accessed full time provision at Cornerpost. 1 child is now back in school full time and the other has further complex needs and is transferring to another school receiving an EHCP.	Continue to access provision if needed to support identified child.	2000
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.	2000

Improved self-esteem and engagement in learning	TA led sessions supporting Self Esteem and behaviour Positive play	Children were identified through Boxhall Profile to receive 1:1 Positive Play intervention. Observation evidence noted an increase in self-esteem and confidence in the classroom. (Case study evidence.)	For children with EBD issues, the impact was less noticeable. Positive Play will be considered as an intervention for those who need it as part of PP intervention.	12,000
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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
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.	500
Improved playground behaviour and reduction in accidents and incidents	Readjustment of the unstructured times & spaces around school  Lunch-time support providing nurture, pastoral support and leading games and activities	There has been a reduction of incidents and accidents and there has been a significant reduction of PP children going to time out.	Continue lunch time arrangements and ensure new staff are up to date with training.  EBD/PP TAs to support PP who struggle with behaviour during unstructured time.	5000
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 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.	8000

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### 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 16/17 also include continuation of effective practice from 15/16 including Family Support Worker post and subsidised residential and visits.