



Pupil Premium REVIEW

Bird's Bush Primary School

B. Review of expenditure				
Previous Academic Year		2018-2019		
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Increase the proportions of Y6 disadvantaged children to meet the required standard in reading, writing and maths in order to diminish differences.	TA will provide class cover in order for Y6 lead teacher to provide additional intervention lessons. Head teacher to target and teach identified disadvantaged children.	Medium to high impact. Excluding SEN, all our disadvantaged children are track to achieve at least the expected standard in reading, writing, maths and GPS.	Teacher led interventions will continue next year.	£35,000
Increase the proportions of Y2 disadvantaged children to meet the required standard in reading and writing in order to diminish differences.	Implementation of RWI. Y2 children to be taught in smaller groups for RWI, and writing.	Medium to high impact. All Y2 children who were not on the RWI programme were taught by the English lead from January onwards. Within that group, disadvantaged children were predominantly taught in a smaller group for writing by the English lead. All the targeted children are on track to meet their RAP target.	RWI to continue.	
Increase proportions of disadvantaged children achieving greater depth.	Improving quality first teaching through training & support.	Medium to high impact. GD children have been targeted more precisely by teachers within lessons. Children's books show an improvement in teachers differentiating better so that GD are challenged more effectively. This is particularly evident in reading following teacher training with the SLE and Mark Smith. An upward trend is predicted in proportions of GD in year.6.	Training and support for staff will continue in order to increase proportions of GD. There will be a bigger focus on maths next year following the return of our maths leader after MAT leave.	

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.	Medium impact All disadvantaged children have had at least WAVE 2 intervention so that they are on track to meet their RAP target. In addition, Teachers are more explicit in their targeted teaching of disadvantaged children and boys within lessons.	We will continue to ensure that all disadvantaged children benefit with individual targets and WAVE 2 intervention.	£38,780
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	High impact 80% of disadvantaged children are on track to meet GLD as they have benefitted from personalised, flexible and ongoing intervention with TA and teachers.	We will continue to ensure that all disadvantaged children benefit with individual targets and WAVE 2 intervention.	
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	Medium to high impact TAs employed to work identified PP/SEN children is highly skilled and has ensured those children have made at least expected progress by ensuring their complex needs are met.	TA post to continue in KS2. Consider retaining temporary SENTA in KS1 who has a good experience of working in special school.	
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	High impact Recent review identified good practice of PP lead as a strength. PP lead is now co-leading PHMAT PP network group.	PP lead continue role.	
Improved attendance Early intervention with families to support pupils in school	Appointment of Family Support Worker	Med to High impact-attendance continues to be a high priority as it is below national. Over 95% of PP families and PP pupils accessed support from FSW. As the external support services available to families continue to reduce the need for school based family support is rapidly increasing.	The support worker will continue her role	£15,000
Increased access to breakfast club	Breakfast Club High quality provision on-site provided free to children with PP.	Medium to low impact. 3 PP families access breakfast club. They have individual and valid reasons to use this service.	Continue to offer the access as long as the need is justified.	£1800
Increased access to enrichment activities	Subsidised enrichment activities including residential	Medium to high 46% of Y6 children are PP and required financial support in order to have the opportunity to take part in this year's residential trip. They enjoyed a range of opportunities and experiences beyond the classroom which helped to build their resilience and perseverance.	Continue to offer the access as long as the need is justified.	Dependent on uptake

Behaviour needs of EBD children are met.	Use of Cornerpost Education centre/Educational Psychologist support	Medium 2 PP children in KS1 access corner post as they struggle to cope in school on a full time basis. This has enabled them to not be permanently excluded.	Access to these services will continue but we will consider increasing hours in school next year for 1 child in particular.	Individual case need
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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.

PP children are top of our priority reading lists. Reading books for Godmother?
All teachers always mark PP books first. Their books are labelled with green stickers.