

Pupil Premium Strategy Statement (Primary/Middle)

School name: **Bird's Bush Primary School**

Academic years covered by strategy: **19/20/21**

Date this form updated: **15th October 2020** for AY **2019/20**

Next review date: **September 2021**

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019)			
Total school roll	206	Total disadvantaged	72 children
% disadvantaged pupils	35%	% meeting expected standard R,W,M (KS2)	40%
Pupil premium allocation this year	£95, 040	% achieving high standard R,W,M (KS2)	4%
Senior leader signing off this strategy	Jo Davies	% of pupils reaching expected standard in phonics check (end of Y1)	71%

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading	Achieve national average progress scores in KS2 Reading (2.5) Achieve national average ELG in EY for C&L and reading	Sept 21
Progress in phonics	Achieve national average expected standard in PSC: 32	Sept 21
Progress in maths	Achieve national average progress scores in KS2 maths	Sept 21
Attendance	Improve attendance of disadvantaged pupils to national average:	Sept 21

Spending priorities and rationale (Current Academic Year)			
<i>Teaching</i>			
Priority 1 Ensure all staff (including new staff) have appropriate training and support to teach reading/ phonics (RWI) and vocabulary effectively			
Priority 2 Ensure all staff develop effective feedback strategies to students, through both verbal and written means so that they understand, know and can articulate how they are making progress and understand what they can and need to do in order to improve their learning.			
Priority 3 Embed strategies that develop self-regulation of cognition, cooperative learning strategies and emotions in pupils.			
Barriers to learning these actions address Ensuring high quality teaching of reading/phonics and maths is consistent across the school.			
PP expenditure on teaching £6429	Who	What/how long	Total £
	Jo Davies	Leading training- 18 hours	£1,041
	Anit Mahay	Leading training-18 hours	£872
	Michelle Collins	Leading training-18 hours	£824

	Emma Smith	Leading training-12 hours	£433
	Dawn Hall	Teaching maths PP/SEN 3 hours per week	£1,008 (per week rate x 15 weeks)
	Jo Davies	Teaching 11 hours per week	£636
	Anit Mahay	Teaching 15 hours per week	£726
	All teaching staff	2 hours each	£889

Targeted academic support

Priority 1 Buy and embed use of Accelerated Reader across year six to increase reading stamina.

Priority 2 Embed the use of talk for writing and Helicopter Stories to develop language across KS1 and EY.

Embed the use of PILs across the curriculum to develop language and vocabulary progression across the school.

Priority 3 Establish teacher led interventions for disadvantaged pupils falling behind age-related expectations

Barriers to learning these actions address Providing catch-up/ keep up support in reading and maths – typically an area of weakness (ASP)

PP expenditure on targeted academic support	Renaissance- £3,530
	Plus interventions on Scholar Pack
	Total:

Wider strategies

Priority 1 Retention of Family Support Worker to support families with attendance and SEMH issues.

Priority 2 Provide increased access to online learning at home and in school.

Barriers to learning these actions address Improving attendance and developing the cultural capital of our pupils

PP expenditure on wider strategies	DH £29,980 per annum
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Monitoring and implementation

Pupil premium strategy lead **Jo Davies**

Pupil premium lead governor **Emily Woodward**

Teaching key challenge **Ensuring enough time is allocated to allow for staff professional development through coaching and peer support**

Mitigating action **Use of INSET days, allocated staff CPD training sessions and additional cover being provided**

Targeted support key challenge **Ensuring enough time and cover is allocated for interventions to take place**

Mitigating action **Deployment of TA manager/HLTA to lead classes to enable teachers to lead interventions as planned.**

Wider strategies key challenge **Meeting the complex SEMH needs of some families**

Mitigating action **Working closely with outside agencies such as CAMHs, Malachi, XLM, Food Bank, Corner Post etc.**

Last year's pupil premium priorities and outcomes	
Priority	Increase proportions of Y6 and Y2 disadvantaged children to meet the required standard in reading, writing and maths.
Outcomes	Differences are beginning to diminish compared with last year particularly in writing.
Priority	Increase proportions of GD in Y2 and Y6
Outcomes	Proportions have increased compared with last year but is not yet in line with national.
Priority	Achieve national average for disadvantaged pupils meeting expected standard in PSC by Sept 21
Outcomes	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New target of disadvantaged pupils meeting national average for all pupils by September 2021.
Priority	Improve attendance of disadvantaged pupils to be more in line with national.
Outcomes	No improvement since last year. New focus on earlier intervention-support for families begins at 95% rather than 90%.