



Pupil Premium Strategy Statement & Report - 2017/18

1. Summary information					
School	Birch Hill Primary School				
Financial Academic Year	2017/18	Total PPG budget	£105,027	Date of most recent PPG Review	Sept 2017
Total number of pupils on roll (Jan census)	445	Number of pupils eligible for PPG	78	Date for next internal review of this strategy	Jan 2018

2. Current attainment				
Year 6 (School Super Profile – Oct 2017)				
% EXS	School		National	
	PPG	All children School	PPG	Non PPG LA
Rd				
Wrt				
SPaG				
Mths				
Com				
Progress	School		National	
	PPG	Non PPG	PPG	Non PPG
Rd				
Wrt				
SpaG				
Mths				
Com				

All PPG Children

ARE Comparison End of Year Final, 2016/2017

ARE Comparisons ▼

Subject	All Children	Pupil Premium and Service Children	NOT Pupil Premium and Service Children	Pupil Premium	NOT Pupil Premium	Service Children	NOT Service Children	FSM	NOT FSM	PP SEN	PP NOT SEN	NOT PP SEN	NOT P NOT SEN
Writing	-5.6	-5.6		-5.6			-5.6	-6.8	-4.4	-5.8	-4.0		
Vocabulary Grammar Punctuation													
Reading	-3.7	-3.7		-3.7			-3.7	-5.2	-2.2	-3.9	-2.0		
Spoken Language													
Mathematics	-3.3	-3.3		-3.3			-3.3	-4.2	-2.4	-3.3	-3.0		
Science													

[Download raw data](#)

Number of pupils in your current search:

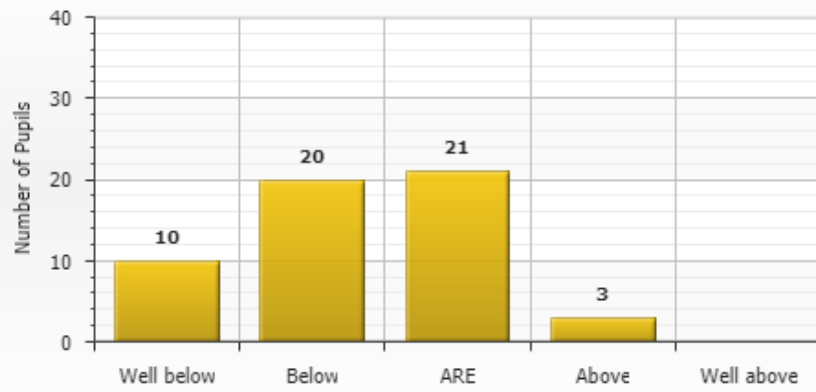
These group percentages refer to the most recent information on 10-10-2017

[View different groups ...](#)

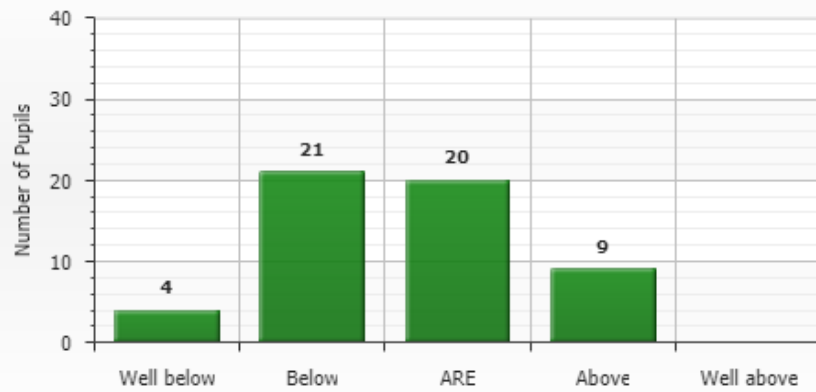
All Children	Boys	Girls	Pupil Premium	NOT Pupil Premium	Service Children	NOT Service Children	FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	Gifted V
55	27	28	55			55	28	27	14	2		16	39	
100%	49.1%	50.9%	100%	0%	0%	100%	50.9%	49.1%	25.5%	3.6%	0%	29.1%	70.9%	0%

Gifted RE	Gifted MA	Gifted SC	EAL children	NOT EAL children	In Care	NOT In Care	Autumn Born	Spring Born	Summer Born
			2	53	3	52	23	10	22
0%	0%	0%	3.6%	96.4%	5.5%	94.5%	41.8%	18.2%	40%

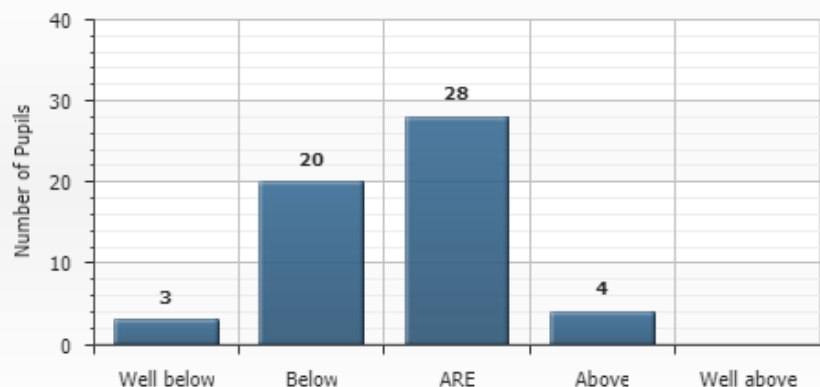
ARE Comparison, Writing End of Year Final, 2016/2017



ARE Comparison, Reading End of Year Final, 2016/2017



ARE Comparison, Mathematics End of Year Final, 2016/2017



Year Group (Sept 2017)	All Children	PPG	All SEN	PPG /SEND	PPG not SEND
Nursery	29	0	1	0	
Reception	59	3	3 (1 EHCP)	0	
Y1	59	7	3	1	
Y2	60	8	6 (2 EHCP)	2	
Y3	53	9	7	3	
Y4	58	7	7	1	
Y5	58	11	11 (2 EHCP)	7	
Y6	57	10	13 (1 EHCP)	2	

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- | | |
|-----------|--|
| A. | Oral language skills in Early Years classes are lower for pupils eligible for PPG than for other pupils. This slows reading progress in subsequent years. |
| B. | Behaviour / Emotional issues for a small group of pupils across the school (mostly eligible for PPG) are having detrimental effect on their academic progress and that of their peers. |
| C. | Basis skills (spelling, SpaG, reading, timetables) are lower and these children make slower progress over time |

D.	Attendance for PPG children across the school is lower (including those children on CiN & CP)	
E.	Attainment and Progress of PPG /SEND group significantly below 'All Children, Non PPG/SEND'	
F.	Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Attendance rates for pupils eligible for PPG are 96% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PPG in Early Years classes.	Pupils eligible for PPG in Early Years classes make rapid progress by the end of the year so that all pupils eligible for PPG meet age related expectations.
B.	Behaviour / Emotional issues for a small group pupils across the school (mostly eligible for PPG) are having detrimental effect on their academic progress and that of their peers.	Fewer Serious Behaviour incidents recorded for these pupils on the school system. Fewer exclusions.
C.	Improve outcomes (Attainment & Progress) in Standardised Scores, SpaG and Reading Age (RA) for pupils eligible PPG across the school	Improve outcomes for PPG to be at least in line with 'National Other' EYFS Phonics in Y1 & Y2. Y2 SATs Y6 SATs Monitor progress for all other year groups (Y1,Y3,Y4,Y5)
D.	Increased attendance rates for pupils eligible for PPG.	Reduce the number of persistent absentees (PA) among pupils eligible for PPG to 10% or below. Overall PPG attendance improves to 96% in line with 'other' pupils.
E.	Attainment and Progress of PPG /SEND group significantly below 'All Children, Non PPG/SEND'	Improved outcomes for PPG/SEND in to be inline with 'National Other' EYFS Phonics in Y1 & Y2. Y2 SATs Y6 SATs
F.	Children entitled to PPG given more opportunities to enrichment and broader experiences (within school day)	Where needed, offer subside to school trips Where possible, offer children access to breakfast & afternoon club(s)

5. Planned expenditure

Academic year

2017/18

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?
Improved oral language skills in EYFS/Reception and into KS1	<p>Staff training on high quality feedback</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p> <p>Deliver Talk for Writing programme (CPD)</p> <p>Accurate assessments for Speaking & Listening to identify gaps</p>	<p>We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality 'more immediate' feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Talk for Writing is well researched and proven strategy</p> <p>PPG champion / elected staff (HT/DHT/Senco)</p>	<ul style="list-style-type: none"> Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Visits to schools (Cluster, LA and broader – Slough) 	<p>Deputy Head/ EYFS Leader</p> <p>PPG champion / elected staff (HT/DHT/Senco)</p>	Sept 2017 onwards
Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for pupils eligible PPG across the school	<p>Staff training on QfT, including differentiation and a focus on 'basic' (reading, SpaG, number work)</p> <p>Provide additional resources – No Nonsense Spelling & Grammar plus training for TAs in 'multi-sensory approach to teaching spellings</p>	<p>Training for interventions has informed approach in school</p> <p>Closely monitor each intervention to ensure it is having an impact</p> <p>White Rose Hub & Barbara Carr (Maths)</p> <p>Talk for Writing (Pie Corbet)</p> <p>Continue to provide Phonics Bug material</p> <p>No Nonsense Spellings / following on from Phonics Bug</p> <p>Provide small group work 1:3 dyslexia specialist adult</p> <p>Targeted/High quality Interventions</p>	<ul style="list-style-type: none"> Course selected using evidence of effectiveness. Use INSET days to deliver training. School policy is updated Parents meeting to emphasis importance of learning 'basic' and how to teach in a multi-sensory style 	SLT	On-going

		(toe-toe, Powerof2, Spellings, Numicom, SNIP, Comprehension, Daily Readers			
Total budgeted cost					Courses fees - £3400 Course Supply & Overtime £3568 TAs £37242
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?
Improved oral language skills in reception	121 and small group provision for children in Reception. Explore Speech & Language interventions/ strategies – ‘Top Tips’ & Talk for Writing	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. EEFToolkit – Oral Language Intervention +5	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers Nursery staff Inclusion Leader	Jan 2017
Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for pupils eligible for PPG across the school	Weekly small group sessions in Rd, SpaG, & Maths for low-attaining pupils with experienced TA/ teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PPG budget, not sought on a voluntary basis. Impact overseen by SLT / SENCo Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	SLT	On-going
	SLT time & Inclusion Manager / SENCo	<ul style="list-style-type: none"> Leadership / monitoring from Inclusion Leader/SENCo 			

Total budgeted cost					SLT meetings, Monitoring & Evaluation £18221 & SENCo £12564
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?
Increased attendance rates	<p>Full Time Family Support Advisor (FSA) employed to monitor pupils and follow up quickly on absences.</p> <p>FSA part of the Safeguarding Team and Manages CAFs, and attends CiN and some CP conferences.</p> <p>First day response provision.</p> <p>FSA manage family learning programme</p> <p>Funding for Breakfast Club/After School & Holiday Camps</p>	<p>We can't improve attainment for children if they are not attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PPG Champion, support staff, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Family Leading sessions</p>	Headteacher / FSA	Jan 2017
Difficult / Challenging behaviour across the school	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use adults to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Train 3 ELSA TAs</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Behaviour Interventions +4 on EEF Toolkit.</p> <p>Social & Emotional Learning +4</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>ELSA training – monitor impact of intervention (PSPs, exclusions, learning outcomes)</p>	DHT (KS2) and Inclusion Leaders	Jun 2017

	Employ Play Therapist				
Hardship Fund (Uniform schools/residential) And additional resources and Equipment (including milk)					
Total budgeted cost					FSA - £10885 Employ Play Therapist - £6000 Funding for Breakfast & Afterschool - £6500 Hardship Fund - £3800 Additional Resources & Equipment - £3000

Review of expenditure					
Previous Academic Year (Financial 2016/17)		£110,880			
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 PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Budget	Actual Cost
Improve attainment and progress	Targeted/High quality Interventions (toe-toe (spelling), Powerof2 (maths), , Numicom (maths), SNIP (literacy), small group 'pre-teaching' Daily Readers	High. Closely monitor the impact on attainment for all children, not just PPG eligible. Training for interventions has informed approach in school.	Met. All staff (teachers and TAs) were positive about the support/ training and believe it has affected children's outcomes.	£45106 TAs	
	Booster teaching	High. 1:1 teaching & small group booster	Met. Intervention worked well and built children's confidence. Also worked well keeping parents informed	£0	
	Training (Courses and Supply cover)	High. Course fees Supply cover and overtime	Met. Gave teachers/adults confidence	£879 £4807	
	SLT time & Inclusion Manager / SENCo	High. Leadership / monitoring from Inclusion Leader/SENCo	Met. Successful and enabled senior leaders to monitor progress	£17808 & £12564 AS	
i. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Budget	Actual Cost

Work with identified parents/families to manage attendance /Social Care referral and parenting support	Employ F/T Family Support Advisor (FSA)	High. FSA to build strong relationships with families, work with named children 1:1 and coordinates Family Learning sessions.	Met. Enabled school to work closely with Social care and support the most vulnerable children. This also enabled us to support a wider range of families (CAF/fit), liaise with EWS and also run Family Learning sessions.	£10885	
ii. Other approaches					iii.
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Budget	Actual Cost
Emotional, Behavioural difficulties	1:1 TA/LSA support Lead and Supervised by Inclusion Leader and LA (Mary Curtis-Wight)	Medium. Staff confident and positive about training. Support children's emotional needs, help them to self-regulate and enable them to be in class learning.	Met. Staff positive about training and support.. Although there was limited involvement fro MCW, staff started ELSA training and found this very positive. Children and families engaged very well and all children's reported the ELSA worked well. Consider running training again for other TAs/LSAs.	Above in staffing costs	
	Play Therapist	High. All children positive about impact of adult support Success criteria.	Met. Will continue with Play Therapist next year and extend to fund ELSA training and explore setting up a Nurture space. Consider funding different 'types' of therapy – art/drama	£2525	£6125
	Funding for enrichment activities and trips /uniform	High. Children positive about impact and feel included. Rising aspiration of PPG group by ensuring they engage in a wide range of school enrichment trips Children coming into school much easier and making transition better	Met. Fund worked well and engaged school to support vulnerable families. Clarify procedures for parenting 'applying' for funding. Explore the option of including Y6 children go on residential	£1736	£1309
	Funding for Breakfast Club/After School & Holiday Camps	High. Children positive about provision and impact of adult support	Met. Continue to offer provision within allocated budget.	£5488	£6627
	Professional Service & Support	Medium. Staff positive about impact of additional services. Success criteria: met.	Met. FSA, EWO, TASS	£4421	£4421

	Actual Spend	£110531
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6. Additional detail