



Birch Copse Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Birch Copse Primary School				
Academic Year	2017/18	Total PP budget	£50,407	Date of most recent PP Review(internal)	July 2017
Total number of pupils	422	Number of pupils eligible for PP	31 (at Sept. 2017)	Date for next internal review of this strategy	Jan 2018
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% Achieving GLD		<u>2 Children</u> 100%		73%	
% Achieving Phonics		<u>4 Children</u> 100%		84%	
% achieving Expected or above in KS1 RWM		<u>2 Children</u> 100%		67.5%	
% achieving Expected or above in KS2 RWM		<u>5 Children</u> 60%		67%	
Progress R/W/M		<u>4 Children</u> <u>Reading: +5.30</u> <u>Writing: +3.03</u> <u>Maths: +0.01</u>		<u>Reading: +0.28</u> <u>Writing: +0.17</u> <u>Maths: +0.28</u>	

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some of the PP Plus children's personal experiences have had a detrimental effect to their academic, social and emotional development.	
B.	Maths attainment is an area to continue to develop so that a greater number of children are working at a greater depth in KS 2	
C.	Attainment in spelling in KS1 &KS2 is lower than the attainment in other subject areas and is impacting on the children's writing attainment	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Increased attendance rates for the targeted group of pupils eligible for PP and reduced number of lateness. (3 children)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Each child has received the appropriate emotional and social support in school and their foster families/adopted families also feel supported by the school, therefore enabling the child to focus on his/her learning.	All PP children will be able to focus on their learning and feel supported with any social or emotional issues they have. They will also have gained in confidence and have developed their self-esteem enabling them to contribute more in class, feel 'good' about themselves and be able to achieve their full potential both academically and socially. All PP children will have educational visits paid for out of the PP budget to inspire their learning and will have had the opportunity to develop a talent through extra-curricular activities funded by the PPG. Each PP family will feel supported with any social, emotional or financial worries they have in order for their children to be able to attend school, wear the appropriate uniform and be able to focus on their learning and not on any worries they have.
B.	Higher % of children to achieve a greater depth in their KS2 Maths tests.	The percentage of PP children who achieve a greater depth in Maths is similar or better than the percentage of non-PP children.
C.	The school's new spelling strategy is embedded and attainment in spelling increases in both KS1 & KS2.	The new spelling strategy at our school is embedded and a greater number of children are achieving ARE in spelling.
D.	Each targeted PP child's attendance has improved and they are arriving at school on time.	Reduce the number of persistent absentees among pupils eligible for PP (3 targeted children). The targeted group of pupils attendance improves (the lowest attendance currently is 86.05%) so that each of them will no longer be a persistent absentee (which is 90% or below) and will have an attendance higher than 90% at the end of the year. Also that each targeted child arrives promptly at school and there is a reduction in the number of lates (the highest number of lates last year for one child was 91).

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?
B. Higher % of children to achieve a greater depth in their KS2 Maths tests.	<p>Teachers and TAs to continue to receive training on new approaches to maths especially how to achieve greater depth in KS2.</p> <p>PP TA to receive a refresher training day on Catch Up Maths so that she will be able to effectively carry out the programme and use any new equipment/strategies learnt from the course.</p> <p>The tracking of the Maths data especially the % of children achieving a greater depth in maths is monitored each term, the data is analysed and the relevant interventions are implemented.</p> <p>The appropriate Maths interventions of support and challenge are implemented for individuals and groups of targeted children.</p>	<p>For the children to be challenged and to ensure that they are given opportunities to develop their skills and show they have a greater depth of learning in Maths.</p> <p>To ensure that teachers and TAs at our school are kept up to date with any changes in the new Maths curriculum or testing.</p> <p>To ensure the PP children are challenged and the difference between them and non-PP children achieving Maths at a greater depth is decreased.</p>	<p>A higher % of children have achieved a greater depth in their KS2 Maths tests.</p> <p>Teachers and TAs receive the appropriate training and are given the appropriate resources.</p> <p>As part of the PP TA Performance Management process, an observation has taken place of one of the maths challenge intervention groups, ensuring there were opportunities provided for the children to develop and show their knowledge of Maths at a greater depth.</p>	<p>PP co-ordinator</p> <p>Maths co-coordinator</p> <p>PP Maths TA</p>	<p>Termly and final review in the summer term</p>
C. The school's new spelling strategy is embedded and attainment in spelling increases in both KS1 & KS2.	<p>Teachers and TAs to attend any training sessions for the implementation of the school's new spelling strategy in KS1 & KS2.</p> <p>The appropriate writing and spelling interventions of support and challenge are implemented for individuals and groups of targeted children.</p>	<p>Spelling has been highlighted as an area that needs further development at our school so that a greater number of children can achieve ARE in spelling.</p> <p>The new spelling strategy is one of the schools priorities on the SDP for 2017-2018.</p> <p>Teachers and TAs have the necessary training so that they are able to implement the new spelling strategy.</p>	<p>A greater number of children are achieving ARE in spelling and it is evident in the schools internal assessment grids that there has been an improvement in spelling and in the children's writing.</p> <p>As part of the PP TA Performance Management process, an observation has taken place of a child receiving writing support in class ensuring there were opportunities provided for the children to use their knowledge of spelling rules and strategies in their own writing (they are challenged and supported by the PP TA appropriately).</p>	<p>PP co-ordinator</p> <p>English co-coordinator</p> <p>PP English TA</p>	<p>June 2018</p>
<u>Budgeted costs breakdown:</u>					Total budgeted cost:
£8,990 PP TA intervention support					£8,990

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?
<p>A. Each child has received the appropriate emotional and social support in school and their foster families/ adopted families also feel supported by the school, therefore enabling the child to focus on his/her learning.</p>	<p>Three PEP meetings will be held, one each term: this will allow the school to liaise with the child's foster/adoption families to discuss the child's family circumstances/history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child.</p> <p>Ensure there is a buddy system for the child to use at school.</p> <p>Allocate an appropriate adult to build a rapport with the child, to ensure they know there is a trusted adult at school they can talk to about any worries/concerns.</p> <p>Give each child a voice; all PP children will have a chance to voice their opinions about their school life, their learning and any achievements they would like to share. It will also give them an opportunity to share any concerns or worries they may have, which can then be addressed. It also allows them to choose targets themselves and discuss future goals, all of which will be recorded on the individual Pupil Profile. This will happen at least three times a year, one a term.</p> <p>Develop the child's social skills and emotional skills through a variety of interventions: one to one and small group provision. E.g. Play Therapy, ELSA, school inclusion, social skills groups.</p> <p>As a school provide educational and residential visits to inspire the children's learning. Also to provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships.</p> <p>Support with uniform funding so that each PP child is suitably dressed for school and for PE lessons and the children feel a sense of belonging and are part of the school.</p>	<p>To ensure all PP children and their families feel supported by the school and their child's needs have been recognised and they are getting support to address them.</p> <p>Some of the PP Plus children have had a very difficult start to their lives and have displayed severe emotional and social needs at home and at school. In all cases the adopted family or foster family have also asked for support at home with these children.</p> <p>The emotional and social needs are negatively impacting their learning due mainly to low self-esteem, lack of confidence or simply the inability to focus on education because of their anxieties or changes to their home circumstances.</p>	<p>Each child has received the appropriate support at school and at home and they are able to focus more on their learning, therefore attainment/progress should have improved.</p> <p>Each child feels happy and supported at school and that they have a safe person at school they can confide in, a good 'buddy' or a group of friends to play with. They will be able to talk about his/her feelings and be able to use a range of strategies to cope with and manage their behaviour /emotions. They will then be able to focus more on their learning and not on their emotional/social concerns.</p> <p>There is a strong link between home and school and any behaviour at school and at home is shared, and has been addressed so that the child is now using appropriate strategies to manage his/her emotions and behaviour. Also a close link between home and School. ELSA and the Play Therapist has been forged and any relevant information shared.</p> <p>The children have attended the educational visits and residential visits offered and it has inspired their learning and helped them to engage with the topic they are studying. Therefore having a positive effect on their learning and academic progress.</p> <p>All PP children are dressed appropriately for school and PE lessons.</p>	<p>PP Co-ordinator</p> <p>PP TAs</p> <p>Class teachers</p> <p>ELSA TA</p>	<p>Termly</p>

<p>B. Higher % of children to achieve a greater depth in their KS2 Maths tests.</p>	<p>Analyse termly data to establish which children need to be targeted and with what interventions.</p> <p>Identify and implement personalised one-to-one and small group provision e.g.</p> <ul style="list-style-type: none"> - deepening their understanding in Maths through reasoning and using and applying challenges, - targeted support including increase pace of application of maths skills - specific learning objectives to extend learning <p>All PP children will be offered Maths tutoring to address gaps in their learning, consolidate their learning or challenge them further so that they gain a greater depth of understanding of Maths.</p> <p>Liaise with class teachers and share data analysis for PP children.</p> <p>Link to teachers Performance Management.</p>	<p>We want to provide extra support to enable the potentially high attainers of PP children in Maths to achieve a greater depth at the end of the year. These children need targeted support to consolidate their learning in Maths, to develop their using and applying skills and to develop their reasoning skills, enabling them to show an understanding of maths at greater depth. They need to be challenged further and be given more opportunities to demonstrate these higher maths skills.</p> <p>An individual programme per child is to be created using a range of teaching strategies and resources. The children will receive one-to-one targeted support or small group interventions with highly qualified staff, which have been shown to be effective at our school in the past.</p>	<p>The tracking of the Maths data especially the % of children achieving a greater depth in maths has been monitored throughout the year and the relevant interventions have been implemented and have been successful.</p> <p>Children have been identified by their ability and timetabled for individual support e.g. deepening their understanding in Maths through reasoning skills and using and applying challenges.</p> <p>Ensure appropriate time is given for preparation for interventions and resources used are effective.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>PP TAs observed in implementation of the Maths challenge intervention for Performance Management.</p> <p>All PP children have received the appropriate tutoring from Y1 – Y6.</p> <p>Monitoring of the PP children who accepted the Maths tutoring, their attendance and their performance in the schools termly tests. Ensure that the maths tutoring had a positive and effective impact on the children's learning.</p>	<p>PP co-ordinator</p> <p>PP TAs</p> <p>Class teachers</p> <p>Head teacher</p>	<p>Termly</p>
<p>C. The school's new spelling strategy is embedded and attainment in spelling increases in both KS1 & KS2.</p>	<p>To analyse termly data to establish which children need to be targeted and with what interventions.</p> <p>Children to receive one to one support in class developing their writing skills, with a focus on their spelling.</p> <p>Children to receive small group work on spellings and spelling rules/patterns.</p>	<p>Spelling has been highlighted as an area that needs further development at our school so that a greater number of children can achieve ARE in spelling.</p> <p>The new spelling strategy is one of the schools priorities on the SDP for 2017-2018.</p>	<p>A greater number of children are achieving ARE in spelling and it is evident in the schools internal assessment grids that there has been an improvement in spelling and in the children's writing.</p> <p>Ensure appropriate time is given for preparation for the interventions and ensure resources used are effective.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>As part of the PP TA Performance Management process, an observation has taken place of a child receiving writing support in class ensuring there were opportunities provided for the children to use their knowledge of spelling rules and strategies in their own writing (they are challenged and supported by the PP TA appropriately).</p>	<p>PP co-ordinator</p> <p>PP TAs</p> <p>Class teachers</p> <p>Head teacher</p>	<p>Termly</p>

<p>D.Each targeted PP child's attendance has improved and they are arriving at school on time.</p>	<p>Use of the First Day Response provision for attendance and lateness.</p> <p>Engage with parents to discuss any problems with getting their child to school and on time. Identify solutions and support where needed.</p> <p>PP coordinator, Parent Liaison Officer, Family Support Worker (FSW) and head teacher will collaborate to ensure PP attendance is good and any issues of persistent absentees are followed up and individual cases are reviewed regularly. Then strategies of how to proceed are agreed and carried out e.g. EWO involvement and FFS.</p> <p>Regular thorough liaisons between class teachers, PP co-ordinator and Parent Liaison Officer about any issues with PP children attendance. Liaise with EWO if necessary and head teacher.</p>	<p>There are three PP persistent absentees/ late attenders with an attendance less than 90% (two children are still being monitored because there are on-going issues – however there was an improvement last year. The other child is new to the PP register this year, but has previously had poor attendance). Two of the families do not engage particularly well with the school and the other family have had support but require further support this year due to family circumstances.</p> <p>Attainment for these children cannot be improved if the children are not attending school or are getting to school late.</p>	<p>The targeted group of pupils attendance has improved (the lowest attendance being currently 86.05%) so that each of them will no longer be a persistent absentee (which is 90% or below) and will have an attendance higher than 90% at the end of the year. Also that each targeted child arrives promptly at school and there is a reduction in the number of lates (the highest number of lates last year was 91).</p> <p>Any necessary meetings were held with the parent and the child to engage with them, highlighting the importance of an education.</p> <p>Any necessary meetings were held with the class teacher, the PP co-ordinator and Parent Liaison Officer about any issues with any PP child's attendance. Liaison with the EWO and head teacher took place where necessary.</p>	<p>PP coordinator</p> <p>Parent Liaison Officer</p> <p>Family Support Worker</p> <p>EWO</p> <p>Head teacher</p> <p>Class teacher</p>	<p>Half termly or more regularly if necessary.</p>
<p>Budgeted costs breakdown:</p> <p>£800 FSW, £3716 ELSA/Play Therapy/ Parent Liaison Officer, £2216 PP TA, £5000 Educational and residential visits, £2000 Extra-curricular opportunities, £500 uniform funding</p>					<p>Total budgeted cost: £14,232</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>All staff and governors have a good understanding of the provision the PP children in our school receive and to have a good understanding of their attainment and progress.</p>	<p>Termly staff meetings to discuss each PP child and update information on the child's PP Profile e.g. family information, intervention provisions provided and impact of these, assessment data, interests and hobbies of the child, other needs.</p> <p>To monitor the PP children to ensure they are making expected or exceeding expected progress in Reading, Writing and Maths.</p> <p>To monitor the PP children to ensure the gap between the PP children and the non-PP children is closing in Reading, Writing and Maths.</p> <p>To report to governors at least termly about the provisions provided for the PP children as a whole and to report on the assessment data of the PP children.</p>	<p>This enables all children to have access to the curriculum and enable them to reach their full potential.</p> <p>Each PP child has a personalised Profile keeping an up-to-date record of the child's needs, the support provided to them, their assessment grades, the child's interests, achievements and hobbies, their family situation, their attendance and also the child's voice and chosen targets.</p> <p>The staff and governors have a good understanding of how the PP children are supported and what provisions they are receiving at school, at home and in the wider community.</p> <p>The staff and governors have a good understanding of the PP children's assessment data and how they are progressing in comparison to their non-PP peers and whether the gap is closing.</p>	<p>All staff know who the PP children are in their class and in the school.</p> <p>Teachers keep the Pupil Premium Profiles updated at least termly or more regularly when there is a need.</p> <p>PP co-ordinator will have met with the assessment co-ordinator termly to analyse the assessment data.</p> <p>PP co-ordinator will have met with PP TAs termly to look at the assessment data, discuss the impact of interventions and identify each child's need based on meetings held with class teachers, PP children, parents, SENCo etc. and the data collected. A new timetable of new interventions will have been created for the next term. Which was then shared with the class teachers and the children.</p> <p>Governors will have received a report at least termly about the PP children, the provision provided at our school and the analysis of the data. This will have been recorded in the governor's agendas, minutes and documentation.</p> <p>PP co-ordinator to have received allocated non-contact time to oversee the PP children and their needs In addition the spending of the PPG, the co-ordination and management of the team of PP TAS and to have held meetings with children/parents/TAs and liaised with the School Bursar about the PP funding. PP co-ordinator also to have written termly reports for governors, tutoring was organised, staff meetings and PEP meetings were held and all EPEPs were completed on time and accurately.</p>	<p>PP co-ordinator</p> <p>Head teacher</p> <p>Governors</p> <p>Class teachers</p> <p>SENCO and assessment co-ordinator</p> <p>Bursar</p>	<p>Termly</p>
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<p>To continue to increase the number of children who attain ARE or above in Reading and Maths.</p>	<p>Analyse termly data to establish which children need to be targeted and with what interventions. Identify and personalise one-to-one and small group provision e.g.</p> <p>Reading:</p> <ul style="list-style-type: none"> - challenging reading comprehensions for children to complete and discuss - develop strategies for answering the questions - improve children's pace of reading -develop the love of reading. <p>Maths:</p> <ul style="list-style-type: none"> - targeted support including increase pace of application of maths skills - Specific learning objectives to consolidate maths skills and extend the child's learning. - maths tutoring - use of a range of resources, teaching strategies and computer programs to engage and to further develop the children's maths knowledge and skills <p>Liaise with class teachers and share data analysis for PP children.</p> <p>Link to teachers Performance Management.</p>	<p>We want to increase the % of PP children who achieve ARE or more at the end of the year.</p> <p>One-to-one targeted support or small group interventions with highly qualified staff have been shown to be effective at our school and other schools.</p>	<p>Children are identified by their ability and are timetabled for individual support.</p> <p>Ensure appropriate time is given for preparation for the interventions and ensure the resources used are effective.</p> <p>Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator.</p> <p>An increase in the % of PP children who achieve ARE or more at the end of the year in Reading and Maths.</p>	<p>PP co-ordinator</p> <p>PP TAs</p> <p>Class teachers</p> <p>Assessment co-ordinator</p> <p>Head teacher</p>	<p>Termly</p>
<p><u>Budgeted costs breakdown:</u> £10,825 Maths tutoring, £7445 PP co-ordinator role and non-contact time, £8865 PP TA intervention support</p>					<p>Total budgeted cost: £27,135</p>

5. Review of expenditure				
Previous Academic Year 2016/17				
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
A. Improve language skills and social skills for the small group of LAC pupils that have recently joined our school.	PP TAs to receive training and support for implementing Speech and Language and social skills intervention. TAs to deliver one to one and small group Speech and Language and social skills provision with the PP children.	This year there was a significant impact with improving the children's social skills for the targeted PP children (see below for additional information). The PP TAs received their Speech and Language and social skills training and were given additional support from the PP co-ordinator, the SENCo and the external Speech and Language specialist. They received this help, with identifying effective resources and strategies to use, to enable them to create a specific programme for individual children and their needs.	The PP TAs will be able to use their training and their skills with other PP children next year when necessary.	£375 training
B. Higher rates of progress in mathematics for the targeted group or individuals. C.A greater percentage of PP children in Maths who achieve above ARE at the end of the year.	Teachers and TAs to receive training on new approaches to maths e.g. Bar Model Training. PP TA to receive training on Catch Up Maths so that she will be able to effectively carry out the programme.	Teachers and TAs received the appropriate maths training and were able to explore and use a range of new equipment/resources. The Maths PP TA were observed delivering Catch Up Maths intervention as part of their Performance Management process. They were following the program well, they challenged and supported the child appropriately and used a range of resources to engage the child in their learning.	PP TAs to continue to use a range of maths interventions to support and challenge each child. PP TAs to attend Maths Catch Up refresher course next year.	No cost due to in-house training
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

<p>A) Improve language skills and social skills for the small group of LAC pupils that have recently joined our school.</p>	<p>One to one and small group provision</p>	<p>This year there was a significant impact with improving the children's language and social skills for the targeted PP children: One child in Foundation improved from not being able to make eye contact with anyone, never smiled and could not converse with children or adults at the beginning of the year. Then through one to one Speech and Language support, ELSA support and social skills in a small group, also liaising with parents; by the end of Foundation stage he was smiling, holding eye contact with adults and children and was able to initiate and converse with his peers and adults. Another child was taken off the speech and language register because he had progressed so much. Another child had a very difficult home life and his circumstances had changed considerably over a short period of time. He went into foster care and moved to our school in September and was very withdrawn and unable to verbalise his feelings or found it extremely hard to socialise. By the end of the Autumn term he had a secure group of friends and was able to discuss and manage his emotions due to his ELSA sessions. Other children that received social skills support and Speech and Language intervention also progressed well and teachers and parents commented on the positive impact it had in the children's confidence, participation in class and the ability to make and maintain friendships.</p>	<p>One child did not respond to the various interventions the school had put in place to support them with their behaviour and emotional needs. As a school we provided support with: ELSA, reward charts, home school link book, positive book, behaviour advice externally, liaison with carers/ class teacher and child, head teacher intervention etc. But sadly none of these interventions or support strategies worked and we employed the expertise of an external Play Therapist. This was a considerable cost implication but we applied for additional funding from the Local Authority and the Vulnerable child fund which was approved. There has been some success in this intervention of support for the child, however we will need to continue to review the impact of Play Therapy next academic year.</p>	<p>£1662 ELSA £660 Play Therapy £2427 LSA one-to-one support</p>
<p>B) Higher rates of progress in mathematics for the targeted group or individuals.</p>	<p>Personalised one-to-one and small group provision e.g. - Maths Catch Up programme - Precision teaching, - targeted support - ICT programmes - tutoring</p>	<p>By the end of the 2016-2017 academic year, progress rates have generally improved. Four of the year groups had progress rates in Maths for PP children which were similar to or exceeded the progress rates of the non-PP children. In Year 1 the PP children had a higher progress rate than the non-PP children. However, in Year 3, the progress rate for PP children was 2.6 compared to 3.1 for non-PP children and in Year 6, the progress rate for PP children was 11.8 compared to 12.4.</p>	<p>PP TAs to continue to use a range of maths interventions to support and challenge each child. Maths tutoring to be organised and provided next year for PP children in years 1-6 (plus any additional non PP children who would also benefit from tutoring). PP TA to attend the refresher course for Catch Up Numeracy 24th November 2017 Times tables focussed sessions (groups in ICT suites, focus in Years 3, 4 and 5) and number bonds (focus in Y1 and Y2). This came from the children's voice in their Learning questionnaire, and from reviewing the maths tests. Maths still needs to be a focus for 2017/2018 for a higher % of children to achieve a greater depth in their KS2 Maths tests.</p>	<p>£8,373 PP TA £6220 maths tutoring</p>

<p>C) A greater percentage of children who are PP achieve above ARE in Maths at the end of the academic year.</p>	<p>Personalised one-to-one and small group provision e.g.</p> <ul style="list-style-type: none"> - deepening their understanding in Maths through reasoning and using and applying challenges, - targeted support including increase pace of application of maths skills - specific learning objectives to extend learning - Maths tutoring 	<p>23.3 % (7 out of 30 children) achieved Above ARE in Maths at the end of the 2016/2017 academic year compared with 22.2% (6 out of 27 children) at the start of the year. However, three PP children were only one mark away and a further one child was two marks away from achieving Above ARE in the Maths test. If these children had met their Above ARE targets the percentage would be 37% (11 out of 30 children).</p> <p>The impact of all interventions were monitored termly to ensure they were effective and were changed if necessary based on individual needs of each PP child.</p> <p>24 of 31 PP children received maths tutoring from Y1 – Y6 last year and 79 non PP children also received tutoring as a result of 'piggy backing' which is promoted by the Department of Education. Therefore a total of 103 children received additional tutoring using the PP funding. Tutoring has a significant impact on consolidating the children's learning and extending the children's maths knowledge and skills.</p>	<p>PP TAs to continue to use a range of maths interventions to support and challenge each child.</p> <p>Timetabling this year so that every child was suitably supported and challenged was incredibly difficult due to there being a greater need, than what was possible to fit in the timetable. Next year will be even more difficult due to losing a PP TA for 1 ½ days. Prioritising the needs of the PP children will be even harder next academic year.</p> <p>Maths tutoring to be organised and provided next year for PP children in years 1-6 (plus any additional non PP children who would also benefit from tutoring).</p> <p>Maths still needs to be a focus need to look at increasing the number of PP children in maths achieving maths at a greater depth.</p>	<p>£2023 PP TA</p> <p>£6227 maths tutoring</p> <p>£550 photocopying, resources and stationary</p>
<p>D) Higher rates of progress in Reading for the targeted group or individuals in KS2.</p>	<p>Personalised one-to-one and small group provision e.g.</p> <ul style="list-style-type: none"> - Catch Up Reading programme - Reading Comprehension support - ICT programmes for Phonics and Reading <p>A key priority of the 2016-2017 SDP</p>	<p>By the end of the 2016-2017 academic year, progress rates in Reading have considerably improved.</p> <p>In KS1, the progress rates for all PP children were higher in Reading than those of the non PP children.</p> <p>The PP progress rates for KS2:</p> <ul style="list-style-type: none"> • In years 4 and 6 were higher than the non PP children. • However, the PP children in years 3 and 5 had a slightly lower progress rate than the non PP children: (Year 3 progress rate was 2.6 for PP children compared to 2.9 for non PP children whilst in Year 5, the progress rate was 8.3 for the PP children compared to 8.7 for the non PP children). <p>The impact of all reading interventions were monitored termly to ensure they were effective and were changed if necessary, based on individual needs of each PP child.</p> <p>Age appropriate Reading resources for differing abilities were bought for the use with the children which the children enjoyed and were suitably challenged.</p>	<p>PP TAs to continue to use the Catch Up reading scheme to address any gaps in the children's reading ability and to use a variety of other interventions and computer programs to support and challenge every child.</p> <p>PP TA to attend the refresher course for Catch Up Literacy 24th November 2017</p> <p>PPTA to attend a Catch Up Literacy Reading Comprehension Workshop 19th October 2017.</p>	<p>£8,444 PP TA</p> <p>£1202 - ICT hardware: iPads</p>

<p>E) A greater percentage of PP children in Reading who achieve above ARE at the end of the academic year.</p>	<p>Personalised one-to-one and small group provision e.g.</p> <ul style="list-style-type: none"> - challenging reading comprehensions for children to complete and discuss - develop strategies for answering the questions - improve children's pace of reading -develop the love of reading <p>A key priority of the 2016-2017 SDP</p>	<p>There was a significant improvement this year with the number of children who attained Above ARE in Reading (a greater depth in Reading).</p> <p>At the beginning of the school year 2016/17, only 1 PP child out of 27 (3.7%) was Above ARE in Reading, but by the end of the school year, 6 PP children out of 30 (20%) were Above ARE in Reading. This is an increase of 16.3% (5 children).</p> <p>In addition, in years 1, 2 and 6, 50% of PP children were Above ARE by the end of the academic year.</p> <p>Children were identified by their ability and received the appropriate Reading intervention based on their needs.</p> <p>The impact of all interventions were monitored termly to ensure they were effective and were changed if necessary based on individual needs of each PP child.</p> <p>A Secret Book Reading club was started for the more able children and 2 PP children were invited to participate. All children were motivated by this club and further developed their love of reading. The children not only had to read the given text but they had to agree to complete extra home learning activities based on the books they had read.</p>	<p>Due to the Reading being a priority in the school's SDP for 2016 - 2017 the % of children attaining above ARE (a greater depth in Reading) increased considerably.</p> <p>The new Reading Challenge for the school also gave Reading a greater focus for the children and as a school we found the children became more engaged in their learning and attainment in reading increased. We need to ensure the school maintains the new enthusiasm for reading and the % of reading achieving ARE or above is maintained or increased even further in the following years.</p>	<p>£1,323 PP TAs</p> <p>£375 resources and miscellaneous costs</p>
<p>F) All PP children have had the opportunities to develop self-esteem and confidence and any social and emotional barriers to learning have been removed.</p>	<p>Personalised one-to-one and small group provision e.g. ELSA/ school inclusion/ counselling/ play therapy/support with EAL/support from Family Support Worker (FSW)</p> <p>Child conferencing to give them a voice about their learning, their needs and to set achievable but challenging targets.</p> <p>Meeting with parents to discuss child/ren's needs and provision/support the school will provide e.g. funding educational visits, developing talent, tutoring, financial support with transport to school/uniform, and emotional support.</p>	<p>Each PP child's needs were regularly reviewed to assess what intervention and support was needed. Discussions were held with parents, the child, the class teachers, the PP TAs, the FSW, the Parent Liaison Officer, SENCo, the head teacher and other necessary professionals to identify and prioritise each child's needs and the support they would need. The intervention timetable of support was then edited and implemented, monitoring the impact of the support provided.</p> <p>Discussions and meetings were held with parents, children and the finance officer to establish what funding support they needed and whether we could use the PPG for educational visits, extra-curricular activities, financial support with uniform/ transport to school on an individual basis and need.</p> <p>Many of the PP children received emotional and social skills support to help build self-esteem, build confidence, create friendships and have high aspirations for their life. In July all PP children completed a questionnaire about their life and learning at our school. 99% of the children thought that they were good learners and were able to explain how they knew they were successful learners. 99% also said that they felt confident in class or sometimes felt confidence in class. 100% of the children said they would put up their hand to answer a question and 94% said they felt confident so that they could ask for help. This shows the impact of developing self-esteem/confidence in PP children was very effective.</p>	<p>Continue with the provision that we provide at our school.</p> <p>Continue to update the children's Pupil Profile because they are extremely helpful when having meetings with parents, social workers and its an effective way to track each child's data, attendance, achievements and support they have received.</p> <p>Continue to liaise with each PP child, the parents, the FSW, the Parent Liaison Officer, SENCo and any external agencies (EWO, Speech & Language, Educational Psychologists, doctors, the Play Therapist and social workers) ensuring an excellent home school link.</p> <p>The findings from this years PP children's questionnaire was very positive but also informative. The findings were shared with all of the staff and the governors. It was decided that a questionnaire to both the children and the parents about the provision and the support provided at school, to be the focus for the next questionnaire in the 2017-2018 academic year.</p> <p>Organise Attachment training for the staff (teachers, TAs and LSA's) at our school to learn how we can further support our disadvantaged children at school and at home.</p>	<p>£1000 ELSA</p> <p>£3975 Educational visits</p> <p>£2,995 Clubs and extra-curricular activities/ opportunities</p> <p>£483 Uniform Funding</p>

<p>G. Increased attendance rates for the targeted group of pupils eligible for PP.</p>	<p>Parent Liaison Officer and Family Support Worker employed to monitor pupils and work with the PP co-ordinator to follow up quickly on absences.</p> <p>First day response provision.</p>	<p>Monitoring of persistent absentees or children with regular lateness was carried out throughout the year. PP coordinator, Parent Liaison Officer, Family Support Worker (FSW) and head, tried to address any issues by following up on individual cases and reviewing them regularly. Strategies of how to proceed were agreed and carried out e.g. EWO involvement and FFS, meetings with parents/carers.</p> <p>There is still 1 child whose attendance is below that of 90% (86.58%) even though there was lots of support provided by the school for the family. This family did not engage with the school fully and tried to give a medical reason for the child's absences not supported by the doctor. We need to monitor and improve this child's attendance next year.</p> <p>There is also one child whose punctuality at school is still a concern due to a considerable number of lates this academic year, even though there was lots of support provided by the school for the family. EWO was involved and we need to monitor and improve this child's punctuality next year.</p> <p>Regular liaison occurred between class teachers, PP co-ordinator and Parent Liaison Officer about any issues with PP children attendance.</p>	<p>Increased attendance did improve for individual children, however we did not meet the 90% or more attendance target for every PP child. Therefore we need to continue to work with parents/ carers and the children to ensure they do attend school regularly and punctual in the next academic year so that we can meet the 90% target.</p>	<p>£980 FSW</p> <p>£1,000 Parent Liaison Officer</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria?</p>	<p>Lessons learned (whether you will continue with this approach?)</p>	<p>Cost</p>

<p>All staff and governors have a good understanding of the provision the PP children in our school receive and to have a good understanding of their attainment and progress.</p>	<p>Termly staff meetings to discuss each PP child and update information on the child's PP Profile.</p> <p>To monitor the PP children to ensure they are making expected or exceeding progress in Reading, Writing and Maths,</p> <p>To monitor the PP children to ensure the gap between the PP children and the no-PP children is closing in Reading, Writing and Maths.</p> <p>To report to governors at least termly about the provisions provided for the PP children as a whole and to report on the assessment data of the PP children.</p>	<p>Teachers maintained and kept the Pupil Premium Profiles up to date.</p> <p>PP co-ordinator met with the assessment co-ordinator and analysed the assessment data and identified specific groups</p> <p>PP co-ordinator regularly met with PP TAs to look at the assessment data, discuss the impact of interventions and identify each child's need based on meetings held with class teachers, PP children, parents, SENCo etc. and the data collected. Timetables of interventions were then edited depending on the needs of individuals and targeted groups.</p> <p>Governors were given a regular update about the PP children, the provision provided at our school and the analysis of the data. This was in the form of a written termly report from the PP co-ordinator and the assessment co-ordinator. The Governors also received a report on the findings from the PP children's questionnaire about their school life, their learning and their aspirations for life.</p> <p>PP co-ordinator also met with PP governor and discussed the successes with our PP children in our school, the issues that we faced and the provision provided. The governor also fed back her findings from the meeting in the next governors meeting.</p> <p>PP co-ordinator was given allocated non-contact time to oversee the PP children and their needs, the spending of the PPG, the co-ordination and management of the team of PP TAs, held meetings with children/parents/TAs, liaised with the School Bursar about the PP funding, wrote reports for governors, organised the tutoring for the school, prepared for PP staff/team meetings, led termly PEP meetings and ensured the completion of the EPEPs online for the LAC children etc.</p>	<p>The governors fed back that they were extremely happy with the support provided for the PP children at our school and their families. They discussed the data provided and saw that there were improvements in the data for the PP children. The liaison between the governing body and the PP co-ordinator to continue next year as well as the termly reports.</p> <p>The findings from the PP children's questionnaire was very positive but also informative. The governors liked the child's voice and asked for another questionnaire to be completed in the next academic year. It was decided that a questionnaire to both the children and the parents about the provision and the support provided at school to be the focus for the next questionnaire.</p>	<p>£7,393 PP co-ordinator role and non-contact expenses</p>
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6. Additional detail

Please refer to our school website for any additional information about Pupil Premium: www.birchcopse.co.uk/

Financial breakdown:

Carry forward from 15/16	£0
PP funding 16/17	£51,700
Total for 16/17	£51,700
Expenditure for 16/17	£57,312
Carry Forward for 17/18	£-4,933
PP Funding 17/18	£55,340
Total for 17/18	£50,407

Supporting Data for Pupil Premium Strategy Statement

Percentage of Children working ABOVE ARE – Maths and Reading

MATHS Year Group	2015/16	2016/17	
	Pupil Premium	Pupil Premium	Non-Pupil Premium
1	0% (0/3)	25% (1/4)	30%
2	50% (1/2)	50% (1/2)	29%
3	0% (0/7)	0% (0/7)	37%
4	40% (2/5)	43% (3/7)	35%
5	0% (0/4)	0% (0/4)	25%
6	50% (3/6)	33% (2/6)	41%
Total of Children above ARE	6 22.2%	7 23.3%	n/a

READING Year Group	2015/16	2016/17	
	Pupil Premium	Pupil Premium	Non-Pupil Premium
1	0% (0/3)	50% (2/4)	36%
2	0% (0/2)	50% (1/2)	32%
3	0% (0/7)	0% (0/7)	14%
4	0% (0/5)	0% (0/7)	9%
5	0% (0/4)	0% (0/4)	14%
6	17% (1/6)	50% (3/6)	26%
Total of Children above ARE	1 3.7%	6 20%	n/a

Progress Rates for Maths and Reading: Steps of Progress from Foundation/ Year 2

Maths	2016/17 Progress steps from foundation	2016/17 Progress steps from foundation	Target
Year Group	Pupil Premium	Non Pupil Premium	
1 (4 PP children)	3.3	2.9	3
2 (2 PP children)	6	6	6
	2016/17 Progress steps from year 2	2016/17 Progress steps from year 2	
3 (8 PP children)	3.1	3.1	3
4 (6 PP children)	5.9	5.9	6
5 (4 PP children)	8.5	8.6	9
6 (4 PP children)	11.8	12.4	12

Reading	2016/17 Progress steps	2016/17 Progress steps	Target
Year Group	Pupil Premium	Non Pupil Premium	
1 (4 PP children)	3.3	2.9	3
2 (2 PP children)	6.0	5.9	6
	2016/17 Progress steps from year 2	2016/17 Progress steps from year 2	
3 (8 PP children)	2.6	2.9	3
4 (6 PP children)	6.1	5.5	6
5 (4 PP children)	8.5	8.7	9
6 (4 PP children)	12.4	12.2	12

Writing	2016/17 Progress steps	2016/17 Progress steps	Target
Year Group	Pupil Premium	Non Pupil Premium	
1 (4 PP children)	2.8	2.8	3
2 (2 PP children)	5.5	5.9	6

	2016/17 Progress steps from year 2	2016/17 Progress steps from year 2	
3 (8 PP children)	3.1	3.0	3
4 (6 PP children)	5.4	5.6	6
5 (4 PP children)	9.0	8.8	9
6 (4 PP children)	12.8	12.2	12