



Pupil Premium Strategy Statement & Report

1. Summary information					
School	Birch Hill Primary School				
Financial Academic Year	2016/17	Total PPG budget	£110,880	Date of most recent PPG Review	Nov 2016
Total number of pupils	416	Number of pupils eligible for PPG	84	Date for next internal review of this strategy	Jan 2017

2. Current attainment				
Year 6 (RoL Nov 2016)				
% EXS	School		National	
	PPG	All children School	PPG	Non PPG LA
Rd	59	71	71	66
Wrt	82	86	74	74
SPaG	76	86	78	72
Mths	71	86	75	70
Com	47	61	60	53
Progress	School		National	
	PPG	Non PPG	PPG	Non PPG
Rd	-0.79	0.84	-0.8	+0.3
Wrt	-0.41	0.21	-0.4	0.0
SpaG				
Mths	-0.71	0.08	-0.6	+0.2
Com		61	-	-

All PPG children

ARE Comparison End of Year Final, 2015/2016 View different data ... ▾

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 PP NOT SEN
Writing	-0.4	-1.2	-0.3	-1.2	-0.3		-0.4	-1.4	-0.3	-3.4	-0.2	-2.4	-0.1
Vocabulary Grammar Punctuation													
Reading	-0.2	-0.6	-0.1	-0.6	-0.1		-0.2	-1.1	0.0	-2.9	+0.3	-2.0	+0.1
Spoken Language	-0.1	-0.8	+0.1	-0.8	+0.1		-0.1	-1.1	0.0	-3.7	0.0	-2.1	+0.2
Mathematics	-0.2	-0.5	-0.1	-0.5	-0.1		-0.2	-0.7	-0.1	-2.0	+0.1	-2.1	+0.1
Science	0.0	-0.7	+0.1	-0.7	+0.1		0.0	-1.4	+0.1	-5.0	+0.4	-1.6	+0.3

[Download raw data](#)

Year Group	All Children	PPG	Non PPG	PPG /SEND	PPG not SEND
Reception	60	8	52	5	3
Y1	59	8	51	2	6
Y2	55	9	46	2	7
Y3	58	9	49	1	8
Y4	58	12	46	7	5
Y5	57	11	46	3	8
Y6	59	10	49	3	7

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 Reception 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) are lower than other groups
D.	Attendance for PPG children across the school – including those children on CiN & CP
E.	Attainment and Progress of PPG /SEND group significantly below 'All Children, Non PPG/SEND'

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	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 Reception class.	Pupils eligible for PPG in Reception class 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 behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Fewer exclusions.
C.	Improve outcomes (Attainment & Progress) in 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
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

5. Planned expenditure					
Academic year	2016/17				
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?
C. 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>Research into Talk for Writing</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>	Jan 2017
C 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>		<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
Improve attainment and progress	<p>Targeted/High quality Interventions (toe-toe, Powerof2, Spellings, Numicom, SNIP, Comprehension, Daily Readers</p>	<p>Successful:</p> <ul style="list-style-type: none"> We closely monitor the impact on attainment for all children, not just PPG eligible. training for interventions has informed approach in school. 	<ul style="list-style-type: none"> All staff (teachers and TAs) were positive about the support/ training and believe it has affected children's outcomes. 		

Total budgeted cost	Courses fees - £3400 Course Supply & Overtime £3568 TAs £45242
----------------------------	--

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?
A. 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 SH (Nursery staff in the PM) Inclusion Leader	Jan 2017
C 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?
D. 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 aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PPG coordinator, support worker, 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
B. 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					
Total budgeted cost					FSA - £10885 Employ Play Therapist - £6000 Funding for Breakfast - £6000 Headship Fund - £6000 Additional Resources & Equipment - £3000

6. Review of expenditure				
Previous Academic Year (Financial 2015/16)		£119,686		
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 PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment and progress	Targeted/High quality Interventions (toe-toe, Powerof2, Spellings, Numicom, SNIP, Comprehension, Daily Readers)	Successful: <ul style="list-style-type: none"> We closely monitor the impact on attainment for all children, not just PPG eligible. training for interventions has informed approach in school. 	All staff (teachers and TAs) were positive about the support/training and believe it has affected children's outcomes.	£40106 TAs
	Booster teaching	<ul style="list-style-type: none"> 1:1 teaching & small group booster 		£18467
	Training (Courses and Supply cover)	<ul style="list-style-type: none"> Course fees Supply cover and overtime 		£879 £4807
	SLT time & Inclusion Manager / SENCo	<ul style="list-style-type: none"> Leadership / monitoring from Inclusion Leader/SENCo 		£17808 & £12564 AS
ii. 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)	Cost
Work with identified parents/families to manage attendance /Social Care referral and parenting support	Employ F/T Family Support Advisor (FSA)	High: Excellent FSA who has built strong relationships with families. Works with named children 1:1 and coordinates Family Learning sessions.		£10885

iii. Other approaches				
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)	Cost
Emotional, Behavioural difficulties	1:1 TA/LSA support Lead and Supervised by Inclusion Leader and LA (Mary Curtis-Wight)	Staff confident and positive about training. However, too early to measure impact on children as staff only completed training.	Measure impact on children. Consider running training again for other TAs/LSAs	Above in staffing costs
	Play Therapist	High: All children very positive about impact of adult support Success criteria: met.	Will continue with Play Therapist next year and extend to fund ELSA training and setting up a Nurture space. Consider funding different 'types' of therapy – art/drama therapy.	£2525
	Funding for enrichment activities and trips /uniform	High: All children very positive about impact and felt 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	Clarify procedures for parenting 'applying' for funding. Look to expand to ensure Y6 children go on residential	£1736
	Funding for Breakfast Club/After School & Holiday Camps	High: All children very positive about impact of adult support Success criteria: met.	Continue to offer provision within allocated budget.	£5488
	Professional Service & Support	High: All staff positive about impact of additional services. Success criteria: met.	FSA, EWO, TASS	£4421

7. Additional detail