

# Birchwood Junior School

## Pupil Premium Strategy Review 2017-2018

### Birchwood Junior School:

**Number of children on role:** 308

**Number of Pupil Premium Children:** 145

**Total Budget PP Budget Spend 2017-2018:**

**Date of Internal PP Review:** September 2018

**Pupil Premium Champion:** Mr M Davies

**PP Champion Governor:** Miss N Haughton

A full and comprehensive summary of our 2017-2018 Pupil Premium spending can be found published on the school website.

<http://www.birchwood.lincs.sch.uk>

### Barriers to learning identified 2017-2018

Internal Barriers to Learning:	External Barriers to Learning:
Low self-esteem and poor emotional intelligence	Attendance of our most vulnerable learners
Understanding and transference of spelling strategies.	Deprivation (School deprivation indicator – the school indicator is 0.299 with the National indicator being 0.21)
Lack of understanding of authorial intent in reading.	



% achieved EXS+ Key Stage 2	Maths	Reading	Writing	Combined (R,W & M)
<b>Year 6 (All) 62 Children</b>	<b>85%</b>	<b>73%</b>	<b>74%</b>	<b>65%</b>
<b>Year 6 (PP) 29 Children</b>	<b>23(80%)</b>	<b>19(67%)</b>	<b>17(60%)</b>	<b>15(53%)</b>

## 1. Review of expenditure

Previous Academic Year: 2017 -2018

To be reviewed September 2018

### 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												
<p>To ensure that children receive outstanding teaching and TA support through high quality first teaching and intervention</p> <p>To invest in high quality reading/spelling strategies to support the development of reading/spelling across the school.</p>	<p>Staff CPD using different reading resources such as 'Active Learn'.</p> <p>More challenging texts purchased to support topic learning and the development of reading.</p> <p>Employment of TA with phonics specialism to support PP SEN learners.</p>	<p><b>Very high cost &amp; high impact:</b></p> <p>Internally we track progress based on use a range a data. We use Classroom Monitor as ongoing day to day assessment linked with the Rising Stars Puma and Pira assessments at three points across the year. Below is the table of end of year assessments.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading:</th> <th>Writing:</th> <th>Maths:</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>3.2</td> <td>3.2</td> <td>3.3</td> </tr> <tr> <td>PP Children</td> <td>3.1</td> <td>3.2</td> <td>3.2</td> </tr> </tbody> </table>		Reading:	Writing:	Maths:	All children	3.2	3.2	3.3	PP Children	3.1	3.2	3.2	<p>Through careful monitoring throughout the year, the impact of the spending on developing quality of teaching has been captured through a variety of monitoring forms. These include pupil progress meetings, book scrutinies, observations and lesson studies. A triangulated approach to assessment is used throughout the school where an observation of the teaching and learning takes place alongside a book scrutiny and evaluation of assessment.</p> <p>There is clear evidence impact of this high cost when looking at the progress of the PP children in comparison to all children. Although a slight gap, it is interesting that the PP children make more progress when you remove the SEN element.</p> <p>By using the PP budget to provide effective learning opportunities, allows the children to thrive and develop further their understanding of learning beyond the classroom. It is important to note that by the end of Key Sage 2 the PP children made more progress compared to that of all children.</p>	£127.992
	Reading:	Writing:	Maths:													
All children	3.2	3.2	3.3													
PP Children	3.1	3.2	3.2													

### 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>To support children with transference of spelling strategies across the curriculum. To improve social skills, attitude to learning and confidence for our vulnerable children.</p>	<p>1:1 intervention sessions delivered to targeted PP children throughout the year.</p> <p>Use of No-Nonsense Spelling scheme to be used in all year groups.</p> <p>Homework packs including spelling lists and log books provided for each child in school.</p> <p>Phonics training for all staff and intervention packages established for children requiring a</p>	<p><b>Very high cost, high impact:</b></p> <p>The use of the No Nonsense spelling programme is still very new but has in the short term impacted on the KS2 spelling results being roughly in line with national as per the table below. This included a group targeted using the No-Nonsense spelling where the children made 18% progress at the end of the programme in comparison with their baseline.</p> <table border="1" data-bbox="689 406 1227 502"> <thead> <tr> <th colspan="2" style="background-color: #800000; color: white;">KS2 Spelling:</th> </tr> </thead> <tbody> <tr> <td>All Children (National)</td> <td>16/20</td> </tr> <tr> <td>PP Children</td> <td>15/20</td> </tr> </tbody> </table> <p>All children have access to a wide variety of homework options and the online homework to support/consolidate their learning. From the recent survey and online statistics, 96% of PP children access</p>	KS2 Spelling:		All Children (National)	16/20	PP Children	15/20	<p>Throughout the year various groups of PP children were focused to ensure they had the skills necessary to support them with spelling and the transference of these skills. Using the No-Nonsense spelling scheme will be continued as it has had an impact where the PP children are able to spell most words correctly and are starting to apply these skills.</p> <p>Targeted approaches using the scheme will continue as this has proven to have impact as spelling at school is in line with national by the end of KS2.</p> <p>Having homework packs, although high cost has had high impact with 96% of PP children being able to access a coaching style homework session whenever they want.</p>	<p>£7981.46</p>
KS2 Spelling:										
All Children (National)	16/20									
PP Children	15/20									

**iii. Other approaches**

Desired outcome	Chosen action/approach	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
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**To provide rich and purposeful learning experiences for vulnerable children to raise aspirations  
To ensure that our vulnerable children receive the correct support for entitlements and increase attendance.**

Sub-contract an EWO and employ a FSW to support the inclusion of our most vulnerable families and to offer pastoral support.

Extra-curricular activities and school trips subsidised for PP children throughout the year including the Year 6 PGL residential trip & Year 4 Rand Farm trip. Employment of an additional cover teacher in Year 6. This includes milk for all PP children, 1:1 self-esteem coaching.

Sub-contracted an Art Therapist to support vulnerable children.

**High Cost, High Impact:**

The experiences and opportunities that we provide to raise aspirations for our Pupil Premium learners continues to have a significant effect on attitudes to learning. During this year we used the PP funding to pay for extra Year 6 tuition in Maths and Writing in Easter as well as 1:1 tuition in a block of six weeks. Of the 20 children that attended the sessions, 85% achieved a standardised score of 100 in their reading & Maths SATs. For all PP learners, we invested in music tuition (Guitar, drumming, piano, trumpet) therefore giving opportunities for all PP children to partake in learning a new instrument. All PP children had the opportunity to perform to a live audience. Although attendance of the school is slightly below that of national, the attendance of the PP children increased by 2%.

The Art Therapist has been an asset to the children ensuring they have an opportunity to explore different strategies to deal with trauma.

**8 out of 10** children who have received a block of 6 week art therapy have improved their attendance by an average of **10%**.

There is no quantitative way of measuring the impact of investing in trips and experiences but by providing the children with a wide range of opportunities we not only hope to inspire them in their learning whilst they are at Birchwood Junior School but we hope to provide opportunities to encourage children to become life long learners in all walks of life.

More support and work need to be completed for a PP child who is a persistent absentee. The sub-contracting of an EWO has supported the school with legal documents being formalised forcing the family to accept/receive support from the probation.

£32 039.17

