

Pupil Premium Statement: Birchwood Junior School



1. Summary information

School	Birchwood Junior School				
Academic Year	2018/2019	Total PP budget + Carry Forward (From April 2019)	£186,337 + £32,475 = £218,812	Date of most recent PP Review	10.05.2019
Total number of pupils	308	Number of pupils eligible for PP	148	Date for next internal review of this strategy	July 2019

2. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Reading	68%	73%
% achieving expected standard or above in Writing	71%	78%
% achieving expected standard or above in Mathematics	80%	79%
% achieving expected standard or above in Reading, Writing and Mathematics combined	63%	64%

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

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

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| A. | Oral language and communication skills are lower for pupils eligible for PP than for other pupils. This impacts on Reading & Writing progress in subsequent years. Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling across the curriculum. |
| B. | Social communication and behavioural difficulties for a small group of children across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. |
| C. | Pupils lacking self-esteem, confidence, independence and resilience. Pupils have difficulty managing their own emotions and well-being. |
| D. | On entry data lower than non-pp children, with slower progress in basic skills as children progress through school. |
| E. | Aspiration and attitudes towards learning, parental involvement, lack of resilience and failing concentration (Possibly due to routines and support at home) |

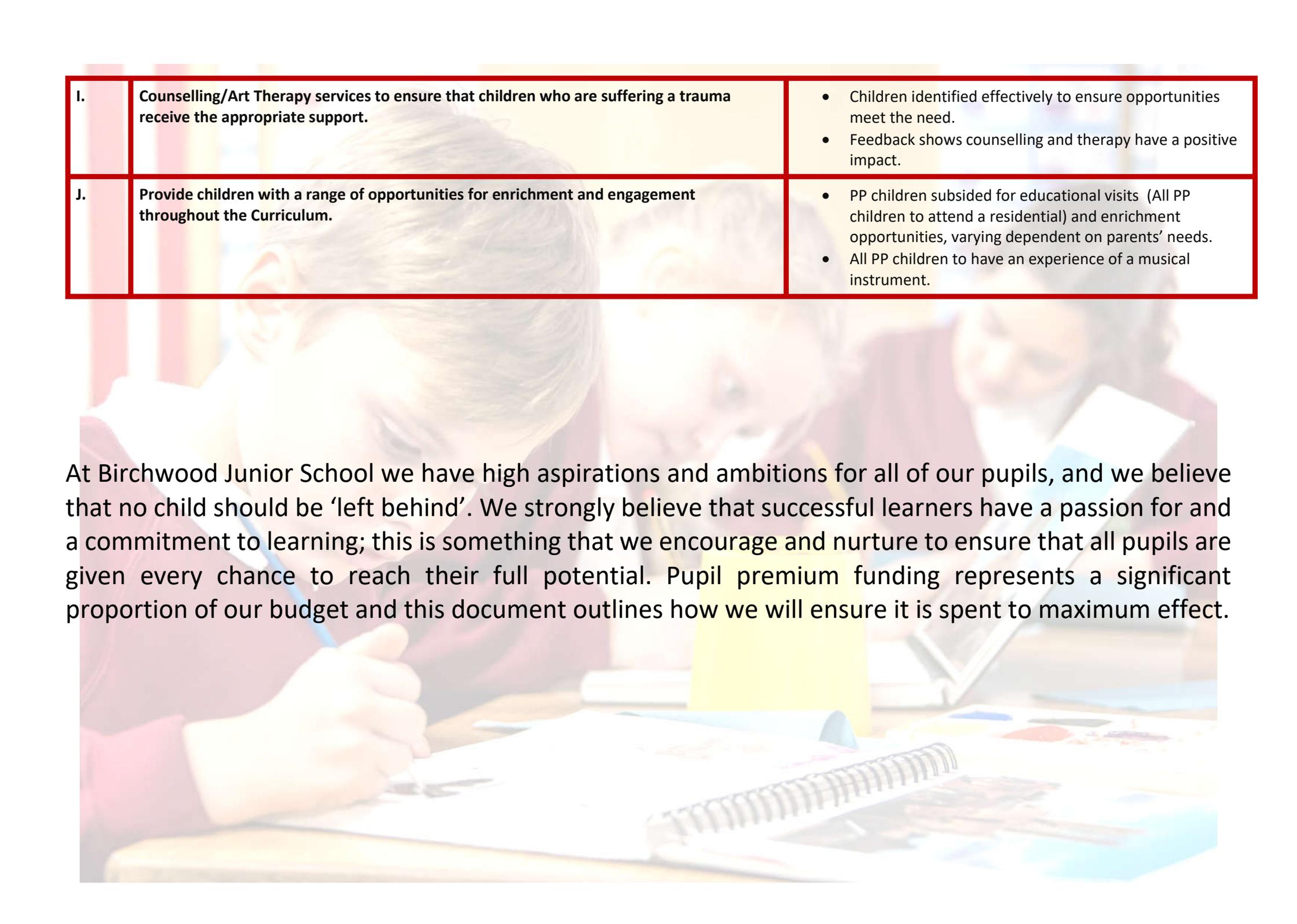
External barriers (issues which also require action outside school, such as low attendance rates)

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| F. | Low attendance, punctuality and persistent absenteeism. This reduces their school hours or prevents them accessing the start of lessons to fall behind on average. |
| G. | Family issues such as domestic violence, single parenthood, worklessness etc |
| H. | Poor nutrition and health attributed to many children not accessing a balanced diet |
| I. | Trauma and other mental health issues in the family and/ or child including loss and bereavement of loved ones |
| J. | Lack of life experience and lack of support / ability to support learning and home |
| K. | Safeguarding and welfare issues, sometimes with social services involvement |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A larger number of disadvantaged pupils will achieve the expected level of development in writing & Reading at the end of key stage 2.	<ul style="list-style-type: none"> • At least 70% of disadvantaged pupils reach age related outcomes in writing & reading by the end of Key Stage 2. • Attainment of disadvantaged pupils is within 10% of all other pupils. • Progress of disadvantaged pupils at least matches that of all other pupils.

B.	<p>Social communication and behavioural difficulties of all children across the school to be addressed.</p>	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded on CPOMS. • Reduction in Physical Interventions • Pupils perform in line with peers. • Metacognition & growth Mindset to be implemented.
C.	<p>The social and emotional behaviour and well-being of Pupil Premium children improves.</p>	<ul style="list-style-type: none"> • Children's self-esteem and self-confidence will increase. • Teachers will observe an improved attitude in children's Growth Mindset to approach tasks with resilience and positivity allowing them to access the curriculum and learning more readily. • Children will be observed showing increased confidence to be independent, better able to problem solve and able to extend their own learning. • Children able to identify and celebrate their own achievements.
D.	<p>Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth especially in writing.</p>	<ul style="list-style-type: none"> • Pupils eligible for PP name accelerated progress as 'other' pupils identified, across Key Stage 2 in Reading, Writing and Maths. • MOTM initiated to support working memory of eligible PP children.
E.	<p>Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school.</p>	<ul style="list-style-type: none"> • Parents of pupils eligible for PP to meetings. • Homework workshops for parents • Writing, Reading & Maths support workshops for parents.
F.	<p>Attendance & punctuality of PP children to increase and be in line with National Average of 96.6%</p>	<ul style="list-style-type: none"> • Reduce the number of persistent absentees/lateness among pupils eligible for PP to 5% or below. • Use of Family Support Worker to support attendance matters (Leaflets, home visits, leading TACs). • Termly attendance letters to parents
G & K.	<p>Family issues such as domestic violence, single parenthood, worklessness identified and supported. Welfare issues identified and families supported.</p>	<ul style="list-style-type: none"> • Family Support Worker to support families who are vulnerable (offering, signposting to services, working proactively to support families with the EHA process within TAC and beyond).



I.	Counselling/Art Therapy services to ensure that children who are suffering a trauma receive the appropriate support.	<ul style="list-style-type: none">• Children identified effectively to ensure opportunities meet the need.• Feedback shows counselling and therapy have a positive impact.
J.	Provide children with a range of opportunities for enrichment and engagement throughout the Curriculum.	<ul style="list-style-type: none">• PP children subsidised for educational visits (All PP children to attend a residential) and enrichment opportunities, varying dependent on parents' needs.• All PP children to have an experience of a musical instrument.

At Birchwood Junior School we have high aspirations and ambitions for all of our pupils, and we believe that no child should be 'left behind'. We strongly believe that successful learners have a passion for and a commitment to learning; this is something that we encourage and nurture to ensure that all pupils are given every chance to reach their full potential. Pupil premium funding represents a significant proportion of our budget and this document outlines how we will ensure it is spent to maximum effect.

Intervention	Description of in school use	Amount Allocated Total	Impact Summary 2018/19
Teaching and Learning	<p>Employment of two fully qualified teachers of KS2 and to provide quality first teaching for the Pupil Premium group in order to help children make accelerated progress by reducing class size.</p> <p><u>EEF Guidance: Progress +3 Months.</u> <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p>	£75,412	<p>Data shows increased progress and attainment of PP children throughout KS2. Data measured against progress and outcomes is approximately 5% higher than that of nonPP children and 2% below the national average of all children.</p> <p>Children re-grouped, targeted support and planning as part of clear assessment and monitoring.</p>
Employment of SENCo	<p>50% of SENCo time allocated to PP children.</p> <p><u>Reason Why:</u> <i>Allows the SENCo to focus on barriers to learning for PP children ensuring that the barriers to learning are addressed through the right level of support. This further supports staff to develop their pedagogy therefore furthering the learning of all PP children.</i></p>	£25,436	<p>Clear support put in place for FSM SEN children where 100% of children with EHCP reached the expected standard of reading, writing & Maths. By the end of KS2 there is 3% progress of FSM SEN children compared to NonSEN children.</p>
Employment of FSW	<p>FSW employed 10 hpw leading to increased attendance and punctuality rates for pupils eligible for PP. Provide increased support for parents at beginning and end of the day. Increasing parental engagement.</p> <p><u>EEF Guidance: Progress +3 Months.</u> <i>Parental engagement is the involvement of parents in supporting their children's academic learning through a variety of approaches.</i></p>	£6,465	<p>Improved attendance throughout the school for majority of PP children. FSW has worked to improve punctuality and attendance of children. Reviewed job role and recent appointment of a Parental Support Advisor will support more children having access to all support networks, clear, robust policy to be followed.</p>
HLTA/TA Interventions	<p>HLTA in Year 3 working with PP children to support with well-being, Lego-Therapy, transition from Year 2 to support good progress.</p> <p>TA in Year 6 working with PP children to support good progress.</p> <p><u>EEF Guidance: Progress +4 Months.</u> <i>Small group tuition is defined as one teacher/professional educator working with two to five pupils together in a group. The arrangement allows the professional to focus</i></p>	£35,144	<p>Focused approach to intervention- ensuring groups are identified based on data and what they require for further development. Offer further training for all Teaching Assistants fully on delivering tailored programmes specific for groups in Reading & writing. Ensure they are able to successfully (with class teacher) to assess children on entry and exit of the interventions, showing progress. Majority of PP children on</p>

	<p><i>exclusively on the small number of learners. Overall, evidence shows that small group tuition is effective.</i></p>		<p>entry and exit point data showed an increased level of attainment and progress.</p>
<p>Curriculum and Enrichment</p>	<p>Easter School for PP children. <u>EEF Guidance: Progress 2+ Months.</u> <i>They are designed as catch-up programmes. On average, evidence suggests that pupils who attend an Easter School make approximately two additional months' progress compared to similar pupils who do not.</i></p>	<p>£4,730</p>	<p>Providing children with rich, purposeful and engaging experiences plays a pivot role in the curriculum, values and ethos at Birchwood Junior School. This allocation of the PP budget will continue due to the impact that we see from such experiences on the children's enthusiasm for learning and the work that they produce.</p>
<p>Inclusion</p>	<p>1:1 Booster Sessions Jan – Apr for PP children to booster learning by a qualified teacher. <u>EEF Guidance: Progress +5 Months.</u> <i>1:1 tuition is where a qualified teacher gives a pupil intensive individual support. This is often undertaken outside of normal lesson. Research suggests that an hour a week over a set period such as 6-12weeks, appear to result in optimum impact.</i></p>	<p>784</p>	<p>Increased attainment of PP children based on interventions with a particular focus on Maths & Reading expected standard. More PP children reached the expected standard in Maths, Reading & Writing compared to Non PP children.</p>
<p>Nutrition</p>	<p>Milk provided free of charge for PP children. <u>Reason Why:</u> <i>To ensure all PP children have the right nutrition to support with their development and to support with their academic learning.</i></p>	<p>£1,183</p>	<p>Children given a good start nutritionally and enabling them to learn and concentrate better. Impact on attainment, Healthy lifestyle is being promoted. Increased concentration and implication on attainment has been evidenced and reviewed.</p>
<p>Inclusion and Behaviour</p>	<p>1:1 Sport coaching across the school week to work with PP children in Key Stage 2 on self-esteem, social skills and attitude to learning. <u>EEF Guidance: Progress +3 Months.</u></p>	<p>11,450</p>	<p>Vulnerable children are more confident and have developed strategies to support them with various anxiety issues.</p>

	<i>Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>		PIs (Physical Interventions) have decreased from 148 to 43.
Teaching and Learning/Inclusion	<p>Maths on the Move (Working memory, Maths & P.E). <u>EEF Guidance: Progress +3 Months.</u> <i>Individual instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs and therefore approach that is personally tailored. On average, individualised instruction has a positive effect on learners.</i></p>	4,725	<p>Through careful monitoring throughout the year, the impact of spending on developing the working memory captured through the analysis of data, pupil progress meetings and scrutiny of work. There is clear evidence of the impact of this cost when looking at the progress of our PP children across the school.</p> <p>Once again, the percentage of children achieving the expected standard in Maths was slightly above the national average</p>
Inclusion	<p>Art Therapy: Provide counselling and therapy to support with well-being/ self-esteem and self-strategies. <u>EEF Guidance: Progress +4 Months.</u> <i>Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	£3,145	Vulnerable children felt supported. Anxiety levels in school reduced, children were able to be listened to and work through any issues, for example parental separation, self-harming, self-esteem, friendships and attachment worries.
Inclusion and Enrichment	<p>Music Tuition provided free of charge for PP children. Dan The Guitar Man employed for three days. <u>EEF Guidance: Progress +2 Months.</u> <i>Arts participation is defined as involvement in artistic and creative activities, such as music. Overall, the impact of arts participation on academic learning have shown improvement in Maths & Science.</i></p>	£7.683	Children have more access to creative curriculum through music and have had the opportunity to nurture their aspirations.
Inclusion and Enrichment	Outdoor Adventure Learning: Financial support for parents of PP children for residential visits in Y4 and Y6.	£6.540	Children are given the opportunity to develop their learning through different experiences.

	<p><u>EEF Guidance: Progress +4 Months.</u> <i>Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, orienteering, or sailing. These can be organised as intensive residential courses at local outdoor centres.</i> <i>Adventure education usually involves collaborative learning experiences with high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion are also involved.</i></p>		Experiences are carefully selected to ensure that the children receive a broad and balanced curriculum that stimulates profound learning through the school's DREAM BIG initiative.
Inclusion and Enrichment	<p>Financial support for parents of PP children for educational visits in all year groups. <u>Reason Why:</u> <i>At Birchwood Junior School we ensure that all children have the opportunity to learn from different experiences such as museums, outdoor activity centres, heritage sites and religious buildings. This further supports all children with their learning linked to these experiences.</i></p>	£2,890	Children are given a broad and balanced curriculum where no barrier narrows the children's experience- opportunity to develop and nurture the Birchwood Junior Child.
Inclusion and Enrichment	<p>Able writer's day allowing PP children to work with author developing reading comprehension strategies. <u>EEF Guidance: Progress +6 Months.</u> <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of texts which enable them to comprehend the meaning of what they read. Pupils begin to understand the text from the author's point of view.</i></p>	£350	Enhanced the learning opportunities for PP children through the use of high-quality experiences and resources.
Inclusion and Enrichment	<p>Mini-Police project to support with Peer tutoring and Social Emotional behaviour of the children. <u>EEF Guidance: Progress +5 Months.</u> <i>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning and social emotional behaviour.</i></p>	£400	Improved social skills, confidence and attitude to learning with all PP children. Children understand the fundamental British Value – The Rule of The Law.

<p>Teaching Learning & Recruitment</p>	<p>TLR to retain outstanding teacher and lead initiative of Mastery Learning to benefit PP children in school. <u>EEF Guidance: Progress +5 Months.</u> <i>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning appears to be promising strategy for narrowing the attainment gap. Lower attaining pupils gain more than higher attaining pupils.</i></p>	<p>£1000</p>	<p>All children have received a rich diet of fluency and mastering mathematical skills. End of KS2 data has remained for the second year above national average, 81% compared to 79%. 81% of FSM(Ever) have achieved the expected standard or higher in Maths, 2% above the National Average.</p>
<p>Teaching Learning & Recruitment</p>	<p>TLR to retain outstanding teacher and lead initiative of Spelling and Writing skills to benefit PP children in school. <u>EEF Guidance: Progress +4 Months.</u> <i>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns. Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading and spelling.</i></p>	<p>£1000</p>	<p>On external writing moderation, Year 6 data showed improved use of grammar, spelling and punctuation skills. 71% of FSM(ever) reached the expected standard or higher for writing 6 % below national average yet 1 % about school average.</p>
<p>Total Spend:</p>	<p>£188,337</p>		

