



Pupil premium strategy statement: Birchanger Primary School September 2016

1. Summary information					
School	Birchanger Primary School				
Academic Year	2016/17	Total PP budget	April 15 - April 16 £21040 April 16 - April 17 £18900 estimated	Date of most recent PP Review	External Review April 2015 Follow Up External Review – February 2016
Total number of pupils	110 (Sept 2016)	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Spring 2017

2. Current Achievement				
Progress over Year 2015-16 Y1-6	Below expected progress eg less than 6 TT steps	Expected Progress eg 6 TT steps	Above expected progress eg 7+ TT steps	
Reading	PP 13 pupils Not PP 76 pupils	23% 26%	31% 25%	46% 49%
Writing	PP 13 pupils Not PP 76 pupils	23% 32%	54% 37%	23% 31%
Maths	PP 13 pupils Not PP 76 pupils	46% 36%	31% 15%	23% 49%

- In Reading PP pupils have made progress broadly in line with 'other pupils' in school. 77% of PP pupils have made at least expected progress compared to 74% of other pupils with 46% of PP pupils making more than expected progress and so 'closing the gap' towards achieving or exceeding age related expectations.
- In writing PP pupils have made progress broadly in line with 'other pupils' in school. 77% of PP pupils have made at least expected progress compared to 68% of other pupils with 23% of PP pupils making more than expected progress and so 'closing the gap' towards achieving or exceeding age related expectations.
- Progress of PP pupils in Maths PP is below progress of 'other pupils' in school. 54% of PP pupils have made at least expected progress compared to 64% of other pupils. 23% of PP pupils have made accelerated progress, so closing the gap towards age related expectations.

Attainment - July 2016 Y1-6		Below age related Expectations	Working Towards Age Related Expectations	Meeting Age Related Expectations	Exceeding Age Related Expectations
Reading	PP 13 pupils	46%	31%	23%	0
	Not PP 76 pupils	16%	14%	53%	17%
Writing	PP 13 pupils	38%	38%	23%	0
	Not PP 76 pupils	19%	19%	45%	16%
Maths	PP 13 pupils	54%	23%	23%	0
	Not PP 76 pupils	17%	13%	58%	12%

- Attainment of PP pupils is below attainment of 'other pupils' in all 3 areas however progress, shown above, shows PP pupils are making accelerated progress and 'closing the gap.'
- Low attainment is due to 5 of the 13 PP pupils also having SEN - attaining below ARE.
- One PP pupil has English as an Additional Language and is only recently developing stage in English speaking - attaining below ARE.
- 10 of the 13 PP pupils joined Birchanger School after standard entry in Reception. In a number of cases PP pupils arrived at Birchanger below ARE, have made progress since joining Birchanger but achievement is still below ARE.
- With new curriculum expectations, small numbers of pupils across school are exceeding ARE however no PP pupils are exceeding and this is an area that the school is monitoring.

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.	Small number of pupils eligible for Pupil Premium – pupils have individual and diverse needs. 50% of current pupils entitled to pupil premium also identified as having Special Educational Needs.	
B.	Mobility of pupils: Current pupils entitled to Pupil Premium - 50% joined Birchanger after Reception Pupils entitled to pupils premium 2015-16 – 70% joined Birchanger after Reception	
C.	Historic instability in leadership and teaching - <i>underachievement and gaps in learning for disadvantaged pupils due to expectations not being consistently high (OFSTED 0215)</i> This is now improving rapidly <i>'The quality of teaching and learning is improving, you are raising staff expectation of what individual pupils can achieve. Teachers are planning more carefully to provide challenging tasks for all pupils, including those identified as disadvantaged.'</i> HMI July 2015	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	There is increased mobility of pupils in the local area with many pupils joining mid-year and after Reception.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increased proportion of Pupil Premium pupils achieving and exceeding expected standards. Almost all pupil premium pupils achieving at least expected progress.	Pupils eligible for PP make as much progress as 'other' pupils Higher attaining PP pupils make as much progress as other higher attaining pupils. Measured through pupil assessment grids, PIRA / PUMA assessments and analysed in Target Tracker
B.	Personalised provision meets the individual barriers to learning of pupil premium pupils	Individual 'Pupil Passports' identify needs and provision maps show clear interventions. Interventions are evaluated and show clear impact on pupil achievement.
C.	Improved learning behaviour and high expectations for all pupils	Monitoring shows pupils demonstrate a positive approach to learning challenges and have high aspirations Lesson observation, planning and work scrutiny show adult expectations are high for all pupils.

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.					
Leadership					
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?
To provide leadership in developing and evaluating provision for vulnerable children	Employment of Inclusion Leader with ½ day per week focus on raising attainment of children eligible for Pupil Premium Teacher release time to plan and evaluate interventions with Inclusion Lead.	Increasing leadership capacity was identified in our Pupil Premium review 0415 as a priority. This position will continue to strengthen the focus on achievement of Pupil Premium children, provide strategic leadership and support staff in the day to day planning, monitoring and evaluation of provision.	Pupil progress meetings, monitoring activities and individual pupil provision records will show clear focus on improving outcomes for pupil premium children.	Angela Cook	Termly review with Governor - December, April, July
Total budgeted cost					£5000
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?
Consistency in teaching and learning including: Developing Growth Mindset High expectations and challenge for all pupils	Staff Training and Induction of new staff	To ensure the progress made in developing teaching and learning is sustained when new staff join.	Staff induction, PMR and monitoring of teaching and learning	Helen Coop	Termly review of school improvement plan
Total budgeted cost					From core budget

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?
To narrow identified gaps in learning in Maths and English for target pupils.	One to one tuition delivered by qualified teacher	Some pupils have identified needs which need targeted support to catch up. Interventions delivered by qualified teachers with clear links to classroom learning have proved to be effective. (EEF Toolkit)	<ul style="list-style-type: none"> • set clear targets • timetable of sessions carefully (not missing learning in core subjects) • regular sessions • effective teacher / tutor feedback 	Angela Cook	Half Termly
Improved progress in identified areas of need for individual Pupil Premium pupils.	LSA led interventions including: <ul style="list-style-type: none"> • EPS maths • Catch Up maths • Speech and Language Programmes • Learning Mentoring 	Some pupils have identified needs which need targeted support to catch up. Programmes chosen for LSAs to deliver have been evidenced to be effective (EEF Toolkit) or have been set by external professionals (eg Speech and Language Therapist)	<ul style="list-style-type: none"> • set clear targets • timetable of sessions carefully (not missing learning in core subjects) • regular sessions • effective teacher / LSA feedback • reviewed and redirected half termly 	Angela Cook	Half Termly
Improve progress for average and higher attaining pupil premium pupils	Focussed Feedback: allocating quality teacher time to work with pupil premium pupils giving feedback, addressing misconceptions, setting next steps and pre-teaching	To ensure pupils who are meeting expected standards are challenged to develop further.	<ul style="list-style-type: none"> • Timetabling sessions • Monitoring books for evidence of feedback and impact 	Angela Cook	Half Termly
Total budgeted cost					£13000

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?
For children who join the school mid- year or after Reception to make sustained progress and achieve expected standards.	To formally review needs of new starters on joining the school mid-year.	Increasing mobility in the school community. A large proportion of Pupil Premium children have joined mid-year and progress sometimes is uneven or difficult to track.	Create checklist for new starters. Engage with parents to gather information before child starts. Assess within first week and review progress after a short settling in period.	Angela Cook	Termly
To support opportunities for enrichment and challenge outside the formal curriculum for individual pupils.	On an individual basis, support agreed to provide home learning resources and enable pupil premium pupils to take part in instrumental lessons, and educational and residential visits.	Extra-curricular and enrichment activities support the wider growth of pupils and enhance formal learning. These experiences and activities create opportunities to develop confidence, social skills, concentration, self-esteem and resilience and they support positive approach to school.	Agree on an individual basis where support is required. Monitor attendance, learning behaviour and participation of PP pupils in wider curriculum.	Angela Cook	Termly
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year		2015- 16		
Leadership				
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
To provide leadership in developing and evaluating provision for vulnerable children	<p>Employment of Inclusion Leader with ½ day per week focus on raising attainment of children eligible for Pupil Premium</p> <p>Teacher release time to plan and evaluate interventions with Inclusion Lead.</p>	Stronger focus and strategic leadership of Pupil Premium funding. The Inclusion Lead supports teachers in identifying appropriate strategies and providing ongoing guidance and maintaining focus on the attainment of these pupils. Individual pupil passports drawn up	Senco/Inclusion lead working 1 day per week is adequate for workload but difficult to fit in meetings and liaison when only in school weekly. Increase to two days a week in school with some teaching commitment.	<p>£4050</p> <p>£1000</p>
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
Improved achievement for all pupils through quality first teaching.	<p>Class structure, pupil numbers and staffing in classes arranged with regard to number of pupils with additional needs and pupils premium children:</p> <p>Small class sizes in Year 4 and Year 5/6</p> <p>Additional LSA support allocated to Year 2/3, Year 4 and Year 5/6</p>	Lesson observations and work scrutiny show improvement in teaching and learning across school with quality first teaching for all pupils.	With cohort numbers and pupil needs varying dramatically across the school, a strategic approach to planning class size, class structure and staff deployment is crucial.	£6000

Improve learning behaviour in order to improve achievement for all.	Implement Growth Mindset across school. Staff Training and pupil resources. Support opportunities for enrichment and challenge outside the formal curriculum for individual pupils.	Staff and pupils positive about the approach. Evidence of growth mindset visible around school in classroom display, language used in feedback and marking, pupil language and attitude to challenges. Pupil questionnaires show improved 'growth mindset' approach. On an individual basis, support agreed to provide home learning resources and enable pupil premium pupils to take part in instrumental lessons, and educational and residential visits.	Staff and pupils are positive about the approach. With new staff will repeat training 'in-house' and continue to develop.	£450
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
Improved progress in maths and English in Key Stage 2	One to one tuition delivered by qualified teacher	Seven KS2 pupils had 1-1 tuition over the year, some weekly all year, others for one or two terms. All pupils made progress within the sessions, meeting or improving performance towards termly targets Two Year 3 pupils made less than expected progress over the year in English and Maths. This may be explained by the jump from 'old Y2' to new Y3 curriculum. Five pupils made accelerated progress following 1-1 tuition.	One to one tuition effective in supporting individual pupils to meet personal targets. Worked best where good communication between tutor and teacher – difficult where tutor only in school a couple of sessions a week. Will continue with 1-1 tuition but with in-house school staff released to tutor.	£7000
Improved progress in identified areas of need for individual Pupil Premium pupils.	LSA led interventions including: <ul style="list-style-type: none"> • EPS maths • Catch Up maths • Speech and Language Programmes • Learning Mentoring 	Individual pupil records show appropriate targets set, interventions delivered and small step targets met.	Individualised approach works well with our small numbers of Pupil Premium children – targeting teaching directly at small learning steps to support success. Using well researched and effective programs works well, giving clear structure when delivered by LSA. Need to continue to develop recording and evaluation systems so impact is easy to track.	£2500

7. Additional detail

Further documents:

- Pupil Premium review 0415 and revisit 0216
- Termly spending plans