



Birch Copse Primary School Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Birch Copse Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £55,955 | Date of most recent PP Review(internal) | July 2019 |
| Total number of pupils | 421 | Number of pupils eligible for PP | 27 (at Sept. 2019) | Date for next internal review of this strategy | Jan 2020 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (Birch Copse)</i> | <i>Pupils <u>NOT</u> eligible for PP (National Average)</i> |
| % Achieving GLD | 3 Children 67% achieved GLD | 74% (2018) NOTE: Information not currently available for 2019 |
| % Achieving Phonics | 1 Child 100% | 84.8% (2018) NOTE: Information not currently available for 2019 |
| % achieving Expected or above in KS1 RWM | 5 Children 60 % achieved Expected or Above | 69.3% (2018) NOTE: Information not currently available for 2019 |
| % achieving Expected or above in KS1: | 5 Children Reading: 80% Writing: 60% Maths: 80% | Reading: 79% (2018) Writing: 74% (2018) Maths: 80% (2018) NOTE: Information not currently available for 2019 |
| % achieving Expected or above in KS2 RWM | 10 Children 50% | 70.4% (2018) NOTE: Information not currently available for 2019 |
| % achieving Expected or above in KS2: | 10 Children Reading: 60% Writing: 80% Maths: 90% | Reading: 80% (2018) Writing: 83% (2018) Maths: 81% (2018) NOTE: Information not currently available for 2019 |
| Progress R/W/M at the End of the Key Stage 2 from KS1 (Difference between PP and Non PP children progress rates) | 10 Children Reading: -0.4 Writing: +0.6 Maths: +2.9 | Reading: +0.3 (2018) Writing: +0.2 (2018) Maths: +0.3 (2018) NOTE: Information not currently available for 2019 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Some of the PP children’s personal experiences have had a detrimental effect on their academic, social and emotional development. | |
| B. | Gaps in PP children’s learning affects their ability to understand and apply mathematical concepts, particularly at KS2. | |
| C. | Pupils eligible for PP tend to lack fluency in reading and find inferring meaning a challenge when answering questions on texts. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance of some children is below expected level (3 children) | |
| E. | The parents of some children require additional support with behaviour, homework and ensuring their child’s attendance at school meets expectations | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Each child receives the appropriate emotional and social support in school and their foster families/adopted families also feel supported by the school, thereby enabling the child to focus on his/her learning. Measured through qualitative interviews with children and questionnaires to family members. | All PP children will have been able to focus on their learning and have felt supported with any social or emotional issues they had. They will also have gained in confidence and 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 had 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 have felt supported with any social, emotional or financial worries so that their children were able to attend school, wear the appropriate uniform and able to focus on their learning rather than on any worries they have. |
| B. | At the end of KS2 the majority of PP children will be working at least at the expected level after completing their KS2 maths test. | At least 83% of PP children achieve the expected level or greater depth in maths (5 out of 6 children). |
| C. | Increased number of children will be working at least at the expected level for reading by the end of each key stage, as demonstrated through teacher assessment and SATs. | Foundation: PP children achieve ELG in literacy KS1: 80% of PP children achieve at least expected level for reading (4 out of 5 children) KS2: 84% of PP children achieve at least expected level for reading (16 out of 19 children) |
| D. | Increased attendance rates for the targeted group of pupils eligible for PP (4 children) | Reduction in the number of persistent absentees among pupils eligible for PP (4 targeted children). The targeted group of pupils’ attendance improves (the lowest attendance currently is 83.4%) so that each of them will no longer be a persistent absentee (which is 90% or below), aiming for them to have an attendance of at least 96.4%, which is the school’s attendance target. |
| E. | Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school. Measured through questionnaires to family members. | Parents have felt supported socially, emotionally and practically by the school. They report higher levels of confidence in their ability to support their children at home and at school. Parents have felt supported with any financial worries so that their children have been able to attend school, wear the appropriate uniform and access educational and extra-curricular activities. Children have completed homework set by the class teacher. |

| Planned expenditure | | | | | |
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| Academic year | | 2019/20 | | | |
| 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? |
| <p>B. At the end of KS2 the majority of PP children will be working at least at the expected level after completing their KS2 maths test.</p> | <p>The appropriate maths interventions of support and challenge are implemented for individuals and groups of targeted children.</p> <p>Children will receive additional tutoring in maths</p> <p>Specific training for PP TAs and other staff</p> <p>The tracking of maths data, especially the % of children achieving the expected level in maths, is monitored each term. The data is analysed and relevant interventions are implemented.</p> <p>Link to teachers' performance management.</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 progress and attainment of PP children are tracked and monitored so that the difference between them and non-PP children is closing.</p> | <p>Review the impact of each child's intervention termly and change as and when needed.</p> <p>Each half term the data and results are analysed and a new intervention timetable of support is implemented.</p> <p>As part of the PP TA performance management process, an observation has taken place of one of the maths intervention groups.</p> <p>Teachers, LSAs and TAs have received the appropriate training and are kept up to date with any changes in the curriculum or with the assessments.</p> <p>Each half term the PP data is collected and analysed, then shared with staff and the governing body. Strengths and weaknesses are identified and the weaknesses are addressed through extra support and intervention.</p> | <p>PP co-ordinator</p> <p>Maths co-coordinator</p> <p>PP Maths TA</p> <p>Deputy Head</p> | <p>Termly with final review in the summer term</p> |
| <p>C. Increased number of children will be working at least at the expected level for reading by the end of each key stage, as demonstrated through teacher assessment and SATs.</p> | <p>The appropriate reading interventions of support and challenge are implemented for individuals and groups of targeted children.</p> <p>Specific training for PP TAs and other staff</p> <p>The tracking of reading data especially the % of children achieving the expected level in reading is monitored each term, the data is analysed and relevant interventions are implemented.</p> <p>Link to teachers' performance management.</p> | <p>For the children to be challenged and to ensure that they are given opportunities to develop their reading skills, especially to develop their reading comprehension skills.</p> <p>Reading has been highlighted as an area that needs further development at our school so that a greater number of children can achieve ARE in reading.</p> <p>Teachers and TAs have the necessary training so that they are able to implement new reading strategies.</p> <p>To ensure the progress and attainment of PP children are tracked and monitored so that the difference between them and non-PP children closes.</p> | <p>A greater number of children achieve ARE in reading and it is evident in the school's internal assessment grids that there has been an improvement in reading.</p> <p>As part of the PP TA performance management process, an observation has taken place of a child receiving reading support in class, ensuring there were opportunities provided for the child to use their knowledge and be challenged and supported by the PP TA appropriately.</p> <p>Review the impact of each child's intervention termly and change as and when needed.</p> <p>Each half term the data and results are analysed and a new intervention timetable of support is implemented.</p> | <p>PP co-ordinator</p> <p>English co-coordinator</p> <p>PP English TA</p> <p>Deputy Head</p> | <p>Termly with final review in the summer term</p> |

| | Reading is a high priority on the school SDP for 2019-20: to continue to develop and embed teaching of reading throughout the school so that children will have a greater level of reading, their reading skills will increase leading to better reading outcomes. | | Teachers, LSAs and TAs have received the appropriate training and are kept up to date with any changes in the curriculum or with the assessments. Each half term the PP data is collected and analysed, then shared with staff and the governing body. Strengths and weaknesses are identified and the weaknesses are addressed through extra support and intervention. | | |
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| Budgeted costs breakdown: | | | | | Total budgeted cost: £10,250 |
| £150 training, £600 stationery and photocopying, £1,000 ICT laptops, £8,500 PP TA intervention support | | | | | |
| 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. Each child receives the appropriate emotional and social support in school and their foster families/adopted families also feel supported by the school, thereby enabling the child to focus on his/her learning. | 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 and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school. 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, once a term. 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, | 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. 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. The emotional and social needs are negatively impacting their learning mainly due 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. | 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. Each child feels happy and supported at school and that they have a safe person at school they can confide in and a good 'buddy' or a group of friends to play with. They will be able to talk about their feelings and be able to use a range of strategies to cope with and manage their behaviour and/or emotions. They will then be able to focus more on their learning and not on their emotional or social concerns. Children will be encouraged to share their feelings in one-to-one interviews. There is a strong link between home and school. Any behaviour at school or at home has been shared and addressed, so that the child now uses appropriate strategies to manage his/her emotions and behaviour. Also, a close link between home and the school ELSA and Play Therapist has been forged and any relevant information shared. A questionnaire will have been sent home to the children's parents and carers asking their opinions about the PP support offered at our school. The children have attended the educational and residential visits offered and it has inspired their learning and helped them to engage with the topic they are studying, having a positive effect on their learning and academic progress. | PP Co-ordinator PP TAs Class teachers ELSA TA | Ongoing with a final review in July |

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| | <p>ELSA, school inclusion, social skills groups.</p> <p>As a school provide educational and residential visits to inspire the children's learning. Also, provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships.</p> <p>Provide 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> | | All PP children are dressed appropriately for school and PE lessons. | | |
| <p>B. At the end of KS2 the majority of PP children will be working at least at the expected level after completing their KS2 maths test.</p> | <p>Analyse termly data to establish which children need to be targeted and which interventions they need.</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 increased 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.</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 PP children to reach their full potential in maths.</p> <p>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, both of which have been shown to be effective at our school in the past.</p> | <p>Maths data has been tracked. The % of children achieving the expected level 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 TA 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 with a final review in the summer term</p> |

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| <p>C. Increased number of children will be working at least at the expected level for reading by the end of each key stage, as demonstrated through teacher assessment and SATs.</p> | <p>To analyse termly data to establish which children need to be targeted and which interventions they need.</p> <p>Children to receive one-to-one support in class developing their reading skills, with a focus on comprehension.</p> <p>Children to receive small group work on reading and comprehension.</p> <p>Link to teachers' performance management.</p> | <p>Reading has been highlighted as an area that needs further development at our school so that a greater number of children can achieve ARE in reading.</p> | <p>A greater number of children are achieving ARE in reading and it is evident in the schools internal assessment grids that there has been an improvement in reading.</p> <p>Ensure appropriate time is given for preparation for the interventions and that 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 reading support in class ensuring there were opportunities provided for the child to use strategies in their reading and be 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 with a final review in the summer term</p> |
| <p>D. Increased attendance rates for the targeted group of pupils eligible for PP (4 children)</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. Any issues of persistent absentees are followed up and individual cases reviewed regularly. 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 four PP children with an attendance less than 96.4% (the school's target for attendance).</p> <p>These families require additional support from the school to ensure their child/ren attend school promptly and regularly.</p> <p>Attainment for these children cannot be improved if the children are not attending school or are getting to school late.</p> | <p>Target this group of pupils' attendance 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 recorded.</p> <p>Hold any necessary meetings with the parent and the child to engage with them, highlighting the importance of an education.</p> <p>Hold any other necessary meetings with the class teacher, the PP Co-ordinator and Parent Liaison Officer about any issues with any PP child's attendance. Liaise with the EWO and Head Teacher where necessary.</p> | <p>PP Co-ordinator</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><u>Budgeted costs breakdown::</u> £1,360 FSW, £4,700 ELSA/ / Parent Liaison Officer, £2,590 PP TA, £1,500 Play Therapy, £4,500 Educational and residential visits</p> | | | | | <p>Total budgeted cost: £16,950</p> |

| iii. Other approaches | | | | | |
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| 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>E. Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school.</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 and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school.</p> <p>Parents are offered support from the PP Co-ordinator, Inclusion Manager, FSW and Parent Liaison Officer when needed.</p> <p>To support parents and carers financially by providing the funds to cover educational and residential visits to inspire the children's learning. Also to provide a range of extra-curricular opportunities to develop the children's skills, build self-esteem/confidence and help to build new friendships. Parents and carers are also offered 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, that the 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 parents and carers emotional and social needs are supported by the school so that they are more able to support their child/ren in school and at home.</p> | <p>Each PP parent or carer feels that they have received the appropriate support at school and at home and feel more able to support their child at home and at school.</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 the school ELSA and Play Therapist has been forged and any relevant information shared. A questionnaire will be sent home to the children's parents and carers asking their opinions about the PP support offered at our school.</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, 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>Ongoing and the final review in July</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; any other needs.</p> <p>To monitor the PP children to ensure they are making expected</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>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</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>Termly and bi-annually</p> |

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| | <p>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 bi-annually about the provisions provided for the PP children as a whole and to report on the assessment data of the PP children.</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>meetings held with class teachers, PP children, parents, SENCo etc. and data collected. A new timetable of interventions will have been created for the next term, which is 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 governors' agendas, minutes and documentation.</p> <p>PP Co-ordinator to have received allocated non-contact time to:</p> <ul style="list-style-type: none"> • oversee: <ul style="list-style-type: none"> ○ PP children and their needs ○ spending of the PPG ○ management of the team of PP TAs • have held meetings with children/parents/TAs • have liaised with the School Bursar about the PP funding • have written bi-annual reports for governors • ensure that tutoring was organised, staff meetings and PEP meetings were held and all EPEPs were completed on time and accurately. | Bursar | |
| <p>To continue to increase the number of children who attain ARE or above in writing</p> | <p>Analyse termly data to establish which children need to be targeted and which interventions they need. Identify and personalise one-to-one and small group provision to provide:</p> <ul style="list-style-type: none"> • a range of writing opportunities for the PP children to complete and discuss. • strategies for children to plan their writing • improvement in children's spelling, punctuation and grammar. <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 above in writing at the end of the year.</p> <p>The use of one-to-one targeted support programmes which have been shown to be effective in other schools; small group interventions and in-class support with highly qualified staff.</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 above at the end of the year in writing.</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 with a final review in the summer term</p> |
| <p><u>Budgeted costs breakdown:</u> £9,155 Maths tutoring, £9,335 PP co-ordinator role and non-contact time, £8,500 PP TA intervention support</p> | | | | | <p>Total budgeted cost: £26,990</p> |
| <p><u>Contingency Unallocated Budget</u> £1,765</p> | | | | | <p>Total budgeted cost: £1,765</p> |

| 5. Review of expenditure | | | | |
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| Previous Academic Year 2018/19 | | | | |
| 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. | <p>PP TAs to receive training and support for implementing Speech and Language and social skills intervention.</p> <p>ELSA support weekly</p> <p>TAs to deliver one to one and small group Speech and Language and social skills provision with the PP children.</p> | <p>This year there was a significant impact with improving the children's social skills for the targeted PP children (see below for additional information). As a result the children were then able to develop friendships with their peers and have a better understanding of their own and others emotions.</p> <p>The children benefitted from ELSA support to further develop their own emotional and social skills, gaining a greater understanding of sharing and how to communicate in a situation they might find difficult – giving the children strategies to use when they are faced with new and challenging situations for them.</p> <p>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.</p> <p>The PP co-ordinator and the ELSA/Parent Liaison Officer completed a year course on Touch Base training paid for by the Local Authority. Throughout the course their own knowledge and understanding of children and families that have attachment difficulties further developed and many of the new strategies learnt, was immediately used within classroom practise with a variety of children. Specifically with one child that required emotional support and that had severe trauma in their life. Some of the learnt strategies for Play Theraplay were very therapeutic and helpful for this child, so much so, that they were able to manage their emotions and behaviour with support and was able to complete their SATs tests.</p> | <p>The PP TAs will be able to use their training and their skills with other PP children next year when necessary.</p> <p>Continue to meet with SENCo and ELSA TA at least termly to evaluate which PP children require ELSA support and monitor the impact of the support.</p> <p>Continue to use the strategies and Theraplay learnt on the Touch Base course and share good practise with other staff.</p> | £150 training |
| <p>B. Higher rates of progress in mathematics for the targeted group or individuals.</p> <p>C. A greater percentage of PP children in Maths who achieve above ARE at the end of the year.</p> | <p>Teachers and TAs to receive training on new approaches to maths e.g. bar model training.</p> <p>PP TA to receive training on Catch Up Maths so that she will be able to effectively carry out the programme.</p> | <p>Teachers and TAs received the appropriate maths training and were able to explore and use a range of new equipment/resources.</p> <p>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.</p> <p>PP progress rates in maths since Foundation Stage: is similar to (within 0.3 progress points) or better than non-PP progress in all year groups at the end of the summer term 2019 (data taken from School Data Report Summer 2019)</p> <p>PP progress rates in maths across this academic year: is similar to (within 0.3 progress points) or higher than non-PP in most year groups with the exception of year 5 at the end of the summer term 2019 (data taken from School Data Report Summer 2019).</p> <p>PP % of attainment at ARE in maths is similar to (within 1 pupil) or higher than non-PP in most year groups with the exception of year 5 at the end of the summer term 2019 (data taken from School Data Report Summer 2019). In year 5, two of the children did achieve ARE at the end of the summer term. One of these children is PP Plus and has considerable emotional needs which she has been supported with this year. However, this has impacted on her learning.</p> | <p>PP TAs to continue to use a range of maths interventions to support and challenge each child, monitoring the impact of the interventions.</p> <p>Continue to track the levels or attainment and progress for the PP children compared to non-PP children, especially the greater depth data in maths.</p> <p>PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise.</p> | No cost due to in-house training |

| | | <p>PP % of attainment above ARE in maths is still an area that needs further developing. However, in Year 6, PP children outperformed non-PP children in maths (data taken from School Data Report Summer 2019).</p> <p>50% of PP (10 children) achieved a greater depth in maths compared to 33% of non-PP children (54 children). In other year groups PP children performed lower than non-PP children by 1 child or less apart from in year 5 (see above).</p> | | |
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| 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 |
| A) Improve language skills and social skills for the small group of LAC pupils that have recently joined our school. | <p>One-to-one and small group provision</p> <p>ELSA support weekly</p> | <p>This year there was a significant impact with improving the children's language and social skills for the targeted PP children:</p> <ul style="list-style-type: none"> • A variety of children, throughout the school, have benefited from one-to-one Speech and Language support, ELSA support and social skills in a small group and parent liaison. • One child was taken off the speech and language register because they had progressed so much. • Another child had a very difficult home life and their circumstances had changed considerably over a short period of time. They were made homeless due to the parents separating, was put into emergency housing and moved house three times in six months. This obviously had a huge impact on their ability to learn. Their mum also required and asked for support with her own emotional wellbeing and with her home circumstances. As a school we ensured the child always had a voice at school and was supported emotionally and academically, due to her circumstances and their anxiety. • 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 on the children's confidence, participation in class and the ability to make and maintain friendships which had been an issue before. • One child needed regular Theraplay and mentoring to help them remain in school and to help them learn acceptance, build trust and begin to build relationships with their peers and with adults. This emotional support also enabled them to develop their academic learning on a much altered timetable specifically designed to support the child and their needs whilst being in year 6. | <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 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. Review the needs of PP children and continue to use ELSA and other emotional support practises, also introduce Theraplay and mentoring to other pupils that may need this additional support.</p> | <p>£1,600 ELSA</p> <p>£1,080 Play Therapy</p> <p>£7,833 LSA one-to-one support</p> |
| B) Higher rates of progress in mathematics for the targeted group or individuals. | <p>Personalised one-to-one and small group provision e.g.</p> <ul style="list-style-type: none"> • Maths Catch Up programme • Precision teaching • targeted support • ICT programmes • tutoring | <p>Each term the collected assessment data was analysed and the appropriate interventions were put in place for each PP child. The PP team meet weekly to review the week's provision of support, share information and discuss any concerns/successes that week. The impact of the interventions and support provided by the PP TAs is reviewed and then altered if necessary, to ensure each PP child is receiving the appropriate support.</p> <p>Maths tutoring was offered to PP Plus in the autumn term and Year 6 PP children. Then in the spring term, all PP children in years 2-6 were offered tutoring and in the summer term years 1- 6 were offered tutoring in maths. There was a very high uptake of these tutoring sessions after school and the feedback from the children and parents was that it was very effective. For example, during the summer term, 22 PP children received extra tutoring funded by the PPG and a further 85 non-PP children received tutoring as a result of 'piggy-backing', which is promoted by the Department of Education.</p> <p>PP progress rates in maths since Foundation Stage: is similar to (within 0.3 progress points) or better than non-PP progress in all year groups at the end of the summer term 2019 (data taken from School Data Report Summer 2019)</p> | <p>PP TAs to continue to use a range of maths interventions to support and challenge each child. Reviewing the impact of each intervention and each child.</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>Times tables focussed sessions (groups in ICT suites, focus in Years 3, 4 and 5) and number bonds (focus in Y1 and Y2).</p> | <p>£4,250 PP TA</p> <p>£3,904 maths tutoring</p> |

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| | | <p>PP progress rates in maths across this academic year: is similar to (within 0.3 progress points) or higher than non-PP in most year groups with the exception of year 5 at the end of the summer term 2019 (data taken from School Data Report Summer 2019). One of these children is PP Plus and has considerable emotional needs which she has been supported with this year, however, this has impacted on her learning and the progress she has made.</p> | <p>This came from the children's voice in their learning questionnaire, and from reviewing the maths tests.</p> | |
| C) A greater percentage of children who are PP achieve above ARE in Maths at the end of the academic year. | <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>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>PP % of attainment at ARE in maths is similar to (within 1 pupil) or higher than non-PP in most year groups with the exception of year 5 at the end of the summer term 2019 (data taken from School Data Report Summer 2019). In year 5, two of the children did achieve ARE at the end of the summer term. One of these children is PP Plus and has considerable emotional needs which she has been supported with this year. However, this has impacted on her learning.</p> <p>PP % of attainment above ARE in maths is still an area that needs further developing. However, in Year 6, PP children outperformed non-PP children in maths. (Data taken from School Data Report Summer 2019). 50% of PP (10 children) achieved a greater depth in maths compared to 33% of non-PP children (54 children). In other year groups PP children performed lower than non-PP children by 1 child or less apart from in year 5 (see above).</p> <p>Maths tutoring was offered to PP Plus in the autumn term and Year 6 PP children. Then in the spring term, all PP children in years 2-6 were offered tutoring and in the summer term years 1- 6 were offered tutoring in maths. There was a very high uptake of these tutoring sessions after school and the feedback from the children and parents was that it was very effective. (See above for additional information about tutoring).</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 the timetable allowed. Continue to monitor and review the support provided for each PP child.</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>£4,250 PP TA</p> <p>£3,905 maths tutoring</p> <p>£87 stationery</p> |
| D) Higher rates of progress in Reading for the targeted group or individuals in KS2. | <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>PP progress rates in reading since Foundation Stage: is similar to (within 0.3 progress points) or better than non-PP progress in most year groups at the end of the summer term 2019 with the exception of Year 1 and Year 5. In Year 1 there is only one PP child and in Year 5 two of the six PP children are dual needs and on the SEND register. One of them has not made good progress in reading due to their needs. (Data taken from School Data Report Summer 2019)</p> <p>PP progress rates in reading across this academic year: is similar to (within 0.3 progress points) or higher than non-PP in most year groups with the exception of year 5 at the end of the summer term 2019. See above for further explanation. (Data taken from School Data Report Summer 2019).</p> <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 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 with their reading skills and comprehension.</p> <p>PP TA to attend the refresher course for Catch Up Literacy</p> <p>Continue to monitor PP data and provide the support needed for individual children.</p> <p>Reading to be focus on the schools SDP next academic year.</p> | <p>£4,443 PP TA</p> |

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| <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>PP % of attainment at ARE in reading is similar to (within 1 pupil) or higher than non-PP in most year groups with the exception of year 5 and year 6 at the end of the summer term 2019. In year 5, three of the children did achieve ARE at the end of the summer term. Two of them are dual needs and are on the SEND register. Two of them have made good progress and additional support will continue to be put in place to try and close the gap in year 6.</p> <p>In year 6, four PP children did not achieve the expected standard in reading. One of these is dual needs and on the SEND register, another has severe emotional needs which has affected their learning. Two other PP children were 1 and 3 marks away from achieving above ARE (greater depth) in the reading paper. (Data taken from School Data Report Summer 2019)</p> <p>PP % of attainment above ARE in reading is similar to (within 1 pupil) or higher than non-PP in most year groups with the exception of year 5 and year 6 at the end of the summer term 2019. (See above for additional information). Reading is still an area that needs further developing.</p> <p>Children were identified by their ability and received the appropriate reading intervention based on their needs. 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>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 with their reading skills and comprehension.</p> <p>PP TA to attend the refresher course for Catch Up Literacy</p> <p>Continue to monitor PP data and provide the support needed for individual children.</p> <p>Reading to be focus on the schools SDP next academic year.</p> | <p>£4,250 PP TA</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.</p> <ul style="list-style-type: none"> ELSA school inclusion counselling play therapy support with EAL support from Family Support Worker (FSW) <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.</p> <p>71% of the PP children attended an after-school club in the 2018-2019 academic year: from sports clubs to drama club, from Street dance to Lego and ICT club. The children have had the opportunity to attend a wide variety of clubs, many of which have been funded by the PPG otherwise they would possibly not be able to attend due to some costs.</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 it is 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, and social workers) ensuring an excellent home school link.</p> <p>Organise attachment training for the new staff (teachers, TAs and LSAs) at our school to learn how we can further support our disadvantaged children at school and at home.</p> | <p>£1,000 ELSA</p> <p>£4,272 Educational visits</p> <p>£1,386 Clubs and extra-curricular activities/ opportunities</p> <p>£595 Uniform Funding</p> |

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| <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>The attendance of PP children is consistently high. This year the attendance was 96% which is similar to non-PP children at 96.6%.The difference has been 0.5-0.6% over the past three years. (Data taken from the attendance report 2018-2019)</p> <p>Of the 32 PP children, four had an attendance of below 90%. One was largely due to a medical condition. Two were siblings who had two holidays (only 10 days were authorised). Their attendance otherwise was above 98%. The fourth child had difficulties at home and had a lot of support and intervention from our Parent Liaison Officer and the Local Authority EWO. The other 28 PP children had an average attendance of 96.7% - which is slightly higher than non-PP children (96.6%) (Data taken from the attendance report 2018-2019)</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 Teacher 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>Regular liaison occurred between class teachers, PP Co-ordinator and Parent Liaison Officer about any issues with PP children attendance.</p> | <p>Continue to work with parents/ carers and the children, to ensure they do attend school regularly and are punctual in the next academic year.</p> <p>Continue to liaise with class teachers, Parent Liaison Officer and the Local Authority EWO.</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 a lot 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>1,345 FSW</p> <p>£1,768 Parent Liaison Officer</p> |
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iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (whether you will continue with this approach?) | Cost |
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| <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 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>Teachers maintained and kept the Pupil Premium Profiles up to date.</p> <p>PP Co-ordinator met with the Assessment Co-ordinator, analysed the assessment data and identified specific groups to support and/or challenge</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. together with the collected data. 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 bi-termly report from the PP Co-ordinator and the Assessment Co-ordinator.</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 the 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 bi-termly reports.</p> <p>A questionnaire to be given to both the PP children and their parents with the focus being on the PP provision and the support provided at school.</p> | <p>£7,570</p> <p>PP co-ordinator role and non-contact expenses</p> |

PPG Financial breakdown:

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| Carry forward from 17/18 | £601 |
| PP funding 18/19 | £57,542 |
| Total for 18/19 | £58,144 |
| Expenditure for 18/19 | £53,688 |
| Carry Forward for 19/20 | £4,455 |
| PP Funding 19/20 | £51,500 |
| Total for 19/20 | £55,955 |