

Birkbeck Primary School Pupil premium strategy statement

1. Summary information					
School	Birkbeck Primary School				
Academic Year	2018/19	Total PP budget	£73,920	Date of most recent PP Review	7/6/17
Total number of pupils	416	Number of pupils eligible for PP	44	Date for next internal review of this strategy	March 2019

2. Current attainment			
KS2	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average 2017)</i>
	2017	2018	
% achieving the expected standard or above in reading, writing & maths (or equivalent)	50%	30%	61%
% making at least expected progress in reading (or equivalent)	75%	60%	77%
% making at least expected progress in writing (or equivalent)	62.5%	50%	81%
% making at least expected progress in mathematics (or equivalent)	62.5%	40%	80%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Ensure that PP children make the same progress and attainment or better in RWM throughout KS2, regardless of starting points.	
B.	% of PP pupils with SEND needs.	
C.	PP pupils made less progress in mathematics than other pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance of pupils eligible for PP, also due to taking holidays during term time.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure that PP children make the same progress and attainment or better in RWM throughout KS2, regardless of starting points	Pupils eligible for PP to make increased progress and attainment as 'other' pupils identified across Key Stage in maths, reading and writing. Measured by teacher assessments and successful moderation practices within school and across the partnership schools.
B.	Pupils who are also SEND to receive specific support, being fully inclusive, meaning that they make expected progress from their starting points.	PP-SEND pupils make school expected progress or better. Based on half TA and termly assessments.
C.	Close the gaps between PP pupils and non- PP pupils.	Pupils eligible for PP make accelerated progress so that the gaps between PP pupils and Non-PP pupils close.
D.	Increased attendance rates for pupils eligible for PP. The HT is working with the EWO on fast tracking absenteeism.	Reduce the number of persistent absentees among pupils eligible for PP. All PP low attendanc/punctuality improves to reach the minimum of the expected standard of 90% attendance.

5. Planned expenditure

Academic year

2018/19

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
A, C. Raise the attainment and progress measures of children in receipt of PP	Targeted group support on key learning outcomes.	There are large gender gaps in some areas, particularly writing, but also mathematics.	Pupil Progress reviews to monitor progress.	DHT	Half termly monitoring of the interventions.
	Gap filling within and as a PiXL intervention facilitated by GS and LSAs	Staff will be trained to use PiXL and have the knowledge and skills to work in partnership with the Deputy Head Teacher to plan the sessions using PiXL resources.	Monitoring the effectiveness and quality of interventions and gap filing.	DHT	End of every PiXL intervention therapy.
	Intervention and Booster Groups Years 5 and 6.	Pupils thought to be on the cusp of gaining expected and also greater depth will be focus groups.	Teachers/HT/DHT to lead Booster groups and measure the impact.	HT/DHT	Half termly.
Data - Every half term as part of Pupil Progress Reviews.	Pupil Progress Reviews	Teachers' accountability for tracking of pupils' progress to ensure on they are track.	Timetable for meetings, tracking of progress through data. (target Tracker)	DHT/Core subject/ EYFS/ Inco leads	Half termly.
B. Monitoring the effectiveness and quality of interventions and gap filling.	Wave 3 Year 1 Phonics Years R/1/2	LSAs to work with specific identified pupils on Wave 3 to raise reading skills to turquoise level.	LSAs have been trained well and carry out baseline and exit data.	Inclusion Manager English Lead	Half termly.

D. Improve attendance rates of PP pupils with the introduction of more rigorous systems such as fast-track.	Fast Track, attendance surgeries, holiday surgeries.	Attendance of pupils eligible for Pupil Premium is shown to be lower that of non-PP pupils. A number of pupils from this group have also taken holidays during term time in the past.	The Head Teacher will work in close partnership with the EWO, checking attendance, arranging meetings.	HT (EC supporting)	Weekly
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Total budgeted cost	Target Tracker £1400 PiXL programme £2600 Staff Training £1500 LSA Interventions £30000				
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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
Ensure expected progress in writing, reading and GPS – scores for PP children to be closer to the National average	Interventions, first quality teaching in Reciprocal Reading lessons; booster groups for Year 6 and year 2.	Writing progress across Key Stage 2 is low particularly for PP children.	Staff training given on Reciprocal Reading to new staff. Booster reading groups	English Lead	Half termly
Ensure expected progress in Maths scores for PP children to be closer to the National average	Interventions, (including PiXL) first quality teaching in mathematics lessons; booster groups for year 6.	Maths progress across Key Stage 2 is low for PP children.	Gap in average progress to diminish between PP children and the National average.	Maths Lead	Half termly

Support for pupils during unstructured times.	Social skills lunch time club	Some identified pupils need to develop more focus and improve social skills during unstructured times. Restorative Justice approach to be used as appropriate.	Monitor incidents to ensure a lower number at unstructured times and transition times. Monitor incidents of positive and negative behaviour on Sleuth; staff trained on the Sleuth system and also for Restorative Justice.	Learning Mentor	Half termly
Total budgeted cost		Learning Mentor - £25,500 LSA support for Nurture Room at play and lunchtimes £7088 Social skills lunch time club £2000 Sleuth £600 Restorative Justice Training £840 MyConcern £895			
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils and families to have a point of call. Specific learning support for PPG pupils (including LAC children)	Learning Mentor to support therapeutic interventions.	Need to incorporate PPG families into school life. Attendance issues. Specific learning support.	Monitor attendance and wellbeing. Learning Mentor to work closely with the Inclusion manager and Head Teacher.	Learning Mentor – Mrs Taylor HT/Inco	Half termly.

Behaviour to be supported and managed to allow maximum learning opportunities in class and unstructured times.	Sleuth	Support needed to manage behaviour to maximise learning and supporting transition from unstructured times.	Pupils with behaviour issues to have more access to the curriculum and supported play. Restorative Justice is used to repair harm and allow pupils to see the impact of their behaviour. On others	DHT/HT Learning Mentor (for vulnerable pupils)	Weekly via Sleuth, then half termly
Raise expectation and aspiration. More opportunities to develop social skills and acquire new skills.	Funding for school residentials and music lessons.	Opportunities should not be limited due to financial constraints. Developing social skills. Focus on attendance.	All PP children have access to school residentials and the opportunity to learn an instrument. More pupils say they enjoy the learning at Birkbeck and that they are inspired to achieve more.	HT/SBM	Termly
School to have evaluated its use of PP funding and approach to support of the PPG children.	LA Pupil Premium Review	School needing a greater focus on PP pupils.	PP review to inform action plan for 2018-2019.	HT	
Total budgeted cost		Funding for Year 6 residential school visit activities £975 Cost of music tuition £500 Sleuth and Learning Mentor see costings above			

6. Review of expenditure				
Previous Academic Year		Review for 2018-2019 to take place in March 2019.		
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
To improve attainment and progress of all disadvantaged children.	Learning In the Curriculum			
To increase motivation and enthusiasm for learning Subsidised.	Curriculum Weeks			
To ensure that learning needs are appropriately diagnosed and support in provided.	SENCO Assessments SpLd assessments ½ day a week S and L therapist potentially including S&L assessments/ diagnosis for PPG children must faster than normal.			
Help close the attainment gaps.	Booster Groups To provide 1:2:1 or			

	small group tuition by SLT			
ii. Targeted support				
In this section you can annex or refer to additional information which you have used to support	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
Support learning, accelerate progress and close key gaps.	LSA interventions for specific pupils in the afternoons.			
PPG lead appointed	PPG Lead monitors the attainment of PPG pupils, providing support to teachers/ pupils where appropriate, tracks attendance, attainment and attitude of PPG children as well as liaise with staff and families to provide support where necessary.			

To reduce the number of lunch time PHSE incidents and provide opportunities for extra pastoral support.	Nurture Room Lunch Time sessions			
iii. Other approaches				
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
Positive outcomes in terms of attitude, attainment and attendance.	Learning Mentor supports the behaviour, social and emotional needs of PPG pupils; meets with families and discuss any barriers to learning, attendance issues.			
Increased motivation and enthusiasm for learning.	Trips/ Residential/ External visitors to provide access to a range of resources and learning environments.			
To ensure that all children have equal access to developing music skills.	Music Lessons			
To ensure that all children have equal access to a broad	After school clubs			

and balanced curriculum including external sports clubs.				
To support the Learning Mentor and Birkbeck families.	Social Worker			

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Our full strategy document can be found online at: www.aschool.sch.uk