



## Birklands Primary School

1. Summary information					
<b>School</b>	Birklands Primary School				
<b>Academic Year</b>	2015/16	<b>Total PP budget</b>	£93,600	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	127 (Y1-6)	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	May 2017

2. Current attainment				
7 children in the cohort	<i>Pupils eligible for PP (your school Scaled score 100+) % of the 7</i>	<i>Pupils not eligible for PP of a scale of 100+</i>	<i>All pupils</i>	<i>National All</i>
<b>% Achieving R/W/M</b>	43%	59%	65%	53%
<b>% At Expected Reading</b>	57% Progress Score 1.29 Scaled Score 98.2	71%	76%	66%
<b>% At Expected Maths</b>	57% Progress Score 3.42 Scaled Score 101.3	75%	71%	70%
<b>% At Expected Writing</b>	43% Progress Score -0.50 Scaled Score N/A	78%	76%	74%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.

<b>C.</b>	Behaviour issues for a group of pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
<b>D.</b>	Poor self-esteem and lack of aspiration
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their school hours and causes them to fall behind on average.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. SALT Intervention
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	Behavioural issues of pupils to be addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Poor self-esteem and lack of aspiration	Pupils esteem improves and improves progress
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from xx% to 96% in line with 'other' pupils.

5. Review of expenditure 2015-16				
Previous Academic Year		2015-16		
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
Improved KS 1 & 2 Results	1-1 Tuition Additional Phonics	Key Stage 1 & 2 results were above the national average for all pupils. Due to the change in test we await comparisons nationally for PP students.	The approaches improved outcomes tremendously. The 1 to 1 tuition worked well with 2-1 and will be used in this format for 2016-17.	1-1 Tuition £3800
Year 6 to be taught as one cohort rather than be mixed.	Small Class size	Enabling pupils to be taught specifically as a Year 6 group ensured that they met all of the targets within the new curriculum.	EEF shows that small class sizes improve outcomes by + 3 Months. Progress in this year group was outstanding and the vast majority of PP pupils made more than expected progress from their baseline.	Class Sizes £26,000
Improved KS 1 & 2 Results	Booster Sessions & Easter School	Key Stage 1 & 2 results were above the national average for all pupils. Due to the change in test we await comparisons nationally for PP students.	The Easter School worked well for Year 6 pupils and summer school was mixed, due to pupil holidays.	Boosters £1300 Easter/Summer £850/£1420

Improved KS 1 & Phonics results	Additional Phonics	PP pupils and all pupils will improve phonics so that it is in line with the national picture	Data shows that the % achieving the expected standard for phonics almost double and is broadly in line with the National Picture in Y1 and in line at Y2	Phonics £2650
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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
Improved behaviour/ Esteem	Nurture & SF for kids	Pupils behaviour improved throughout the year, fewer red cards were implemented. Nurture gave pupils the skills to regulate behaviour/s	A lead is required to pull together impact of Nurture. TC appointed as PP lead on this. Both interventions impacted positively across the school.	Nurture £30,450 SF4Kids £3,000

### 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
Improved concentration/alertness of pupils	Breakfast Club	Pupils are engaged and alert in lessons.	Target pupils more regularly than half termly as key pupils perhaps overlooked over this period.	£4300

## 6. Planned expenditure 2016-17

<b>Academic year</b>	<b>2016/17 £79,200</b>
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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?
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<p>Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2</p> <p><b>Costs:</b> 1:1, 1 to small group, additional teacher input Y6 £35,000</p>	<p>Pupils below expected levels in Years 2 and 6 will have increased English/ Maths time on their timetable.</p> <p>Pupils across KS2 will be given additional maths and English lessons when possible and applicable.</p> <p>1:1 and small group Literacy and numeracy lessons to take place during the school day and after school</p>	<p>A number of pupils are not gaining the very basic skills. These will include:</p> <ul style="list-style-type: none"> <li>- Switch on reading <b>+4 months</b></li> <li>- Reading Comprehension Strategies <b>+5 Months</b></li> <li>- Success at Arithmetic</li> <li>- Success at Writing</li> </ul> <p>Increased EM provision will enable pupils to be KS 2 and Secondary ready</p> <p>1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement <b>+5 Months.</b></p>	<p>Key stage 1 and 2 English and maths attainment to be closely tracked and RAG rated</p> <p>Additional sessions to be attended on a weekly basis by pupils as part of their timetable giving increased subject provision. English and Maths intervention lunch sessions and after school.</p> <p>Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress.</p>	<p>CS/LL/ET</p> <p>CS</p> <p>ET/NE</p> <p>CS</p>	<p>Each assessment point 6 x per year</p>
<p>Improved behaviour for learning</p> <p>Costs: SF 4 Kids £6,000 £5,000 Nurture TA time, resources</p>	<p>Nurture time, SF for kids</p>	<p>Nurture has proven to aid pupil's self-regulation within the classroom and SF for kids has promoted self-discipline and built upon esteem. EEF shows that behaviour intervention increases attainment <b>by +4 Months</b></p>	<p>Review of behavioural incidents, observations of the intervention focusing on specific pupil outcomes</p>	<p>CS</p>	<p>Half termly review</p>
<p><b>Budgeted cost</b></p>					<p>£46,000</p>

## 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?
<p>Improved Phonics in EYFS and KS 1</p> <p>Costs: £100/wk x39 £3900</p>	<p>Additional phonics sessions after school</p>	<p>EEF shows impact of phonics increases attainment in reading by <b>+4 Months</b></p>	<p>5 weekly tracking of phonics scores and phases to demonstrate impact</p>	<p>GB</p>	<p>Each assessment point 6 x per year</p>

Improved Speech and Language EYFS and KS 1  Costs: SATL with Notts CC £2,000 plus release TA time x 2 TAS x4 x39 £7,800	SALT – Talk Boost intervention	EEF shows impact of SP & Language intervention increases outcomes <b>by +5 Months</b>	5 weekly tracking of progress from start point	HC	Each assessment point 6 x per year
Improved attainment in Years 2 & 6  Costs: Booster sessions after school £4,000 Easter/Summer £1,500	Easter/ Summer School/ Half Term sessions	EEF shows that attainment is improve by + 2 months for Summer School/ +4 Small Group targeted intervention to aid pupils reach expected levels in Key Stage 1 and 2	Improvement in very specific skills	ET/NE	Start and End of the week
<b>Total budgeted cost</b>					£17,200

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved esteem and improved mental health Costs: £200/day x 39	Counselling	Pupils need support with emotional well-being and the gap need to be healed before it can impact upon attainment	Improved well being	CS	8 weekly intervention review per pupil
Children are alert and ready to learn  £3,000	Breakfast Club	A large number of pupils come to school without breakfast or having eaten sweets	Review three weekly with class teachers for targeting key pupils	CS	Every 3 weeks
Raise attendance for pupil premium students to 96%  Costs: Attendance officer, Rewards £4,600	Review roles of staff member to introduce more rigorous monitoring and tracking systems.  Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students.  First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance.	Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Attendance lead JH/CS/HD and TSupport	Jan 2017

Uniform £1,000	Uniform	PP students will come to school in the correct uniform			
<b>Budgeted cost</b>					£16420

**Total Budgeted Cost: £79,620**