

The Pupil Premium: Using it to diminish the difference at Birchfield Community Primary School

September 2017 – September 2018

What is the Pupil Premium?

The Pupil Premium is additional funding introduced in 2011 to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Schools are free to spend the Pupil Premium as they see fit. At Birchfield, this funding isn't allocated to the child; it is allocated to the school and as such is used on a variety of interventions and resources.

Context

Birchfield Community Primary School is a larger than average 2-form entry school with around 408 pupils role and the preschool caters for a further 70 2-4 year olds. The school serves an area of deprivation, being in the 60th percentile, and the pupils are increasingly coming from a range of ethnic minority backgrounds, particularly through the preschool.

A large number of pupils enter school with delayed language and reading skills and the 15% SEN children (above national average of 12%) have a broad and diverse range of needs. Currently, the percentage of pupils eligible for Pupil Premium funding is 34% (Spring 2018).

Rationale

Birchfield Community Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Barriers

The barriers and challenges disadvantaged pupils face at Birchfield are complex and varied – there is no single difficulty faced by all. Some of the barriers that can exist may be -

- **Engaging parents in their children's learning and wider school life** - some parents have a negative view of school and education. "Two recent meta-analysis from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact." The Sutton Trust-EEF Teaching and Learning Toolkit, Sutton Trust, 2016

At Birchfield we try and involve our parents in the children's learning. We have regular parent's evenings and have open days where we invite parents to come in and share their children's learning. We have parent helpers who help with reading and school trips and we have weekly assemblies where parents are invited in to share their children's successes. Our PFSAs also work closely with families and offer parenting courses and advice.

- **Attendance** – school attendance is currently at 94%. Occasionally, for a small number of children, attendance is an issue and this has a direct correlation on their learning and outcomes. This particularly relates to those who are consistently late and miss the teacher led input.

Birchfield has its own attendance officer who works closely with families to support children coming in to school, regularly, on time and ready to learn. This close relationships means we can tailor support where needed.

- **Value of education** - the community factor regarding the value and importance of education seem to affect the children's own sense of achievement. Some children have a fixed mind-set about learning, believing that effort and perseverance is irrelevant in the classroom. Children in receipt of the pupil premium are sometimes less involved in their learning and as a result are reluctant yet passive recipients of teaching. These children may rarely take risks with activities, and worry about making mistakes, preferring to remain silent than take a chance on participating.

Birchfield prides itself on its quality first teaching and our hands-on and engaging school curriculum which enables all children, even those who are dis-affected, to become more involved in their learning.

- **Opportunities for extra curricula activities** – we have found that our pupil premium children sometimes aren't able to access additional activities and extra curricula clubs. These are clubs that build team work, independence, social and physical skills. They are also places where the children are a member and develop the feelings of belonging and being valued.

We have two full time sports coaches and each half term Birchfield offers 10-15 different after school clubs. These range from team and individual sports to art clubs, knitting clubs and healthy living. Some of the activities lead to competition but all foster and develop skills and opportunities which can be transferred into class.

- **Delayed language and vocabulary skills** – increasingly we are finding that children are joining us in our reception class with poor language and speech skills. These skills form the basis of the children's ability to learn, communicate and thrive in the school environment. Without these skills are children struggle to learn to read, make friendships and develop along the path we would like them to.

At Birchfield we have a dedicated speech and language LSA who works five mornings with the reception children following speech and language care plans and doing small group phonics work. We also have an intervention LSA working across both classes using the Talk Boost intervention specifically for communication skills.

- **School readiness** – our Reception teachers are finding it increasingly challenging to ensure all children reach their early learning goals due to the amount of children who are lacking on basic skills on entry. This is with regard to not only their academic skills but socially and emotionally.

Our expansion plans have led to the management of another local preschool to ensure that a large percentage of the children that join us are school ready. We have an established list of skills and criteria which we share with parents and we work hard within our preschool environment, planning and observations to ensure that children move to school 'ready'.

High-quality inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist students in overcoming social, emotional and behavioural barriers to success.

Action Plan for Pupil Premium provision September 2017 – September 2018

| | | Success Criteria |
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| A | To track and monitor PP children and review at least half termly through stringent PPM meetings | All staff will know who their Pupil Premium children are and the children will work to their capacity. |
| B | To gain and use expertise from the Beech project and transfer to all staff in school. | More educated and informed staff, new initiatives, closing the gap evidence in data. |
| C | Continue to support families and pupils' social, emotional and health needs through nurture activities and PFSA support | Closing the gap evidence in data due to being school ready and having needs met. |
| D | Allowed teachers to be released from class to accelerate the children's learning in English and Maths | Closing the gap evidence in data. |
| E | To plan, teach and monitor a range of interventions to accelerate children's learning in English and Maths | Closing the gap evidence in data. |
| F | Work in partnership to support pupils and families with low attendance | Reduced levels of low attendance, children coming to school ready to learn. |
| G | Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers | Children entering school with desired age appropriate skills. |
| H | Increase vocabulary, reading and phonics achievement in EYFS & KS1 | Increase in the children's speech and language skills. |
| I | Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips, providing clothing and equipment etc. | Closing the gap evidence in data due to being school ready and having needs met. |

| Amount of Pupil Premium Funding /financial year | | |
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| | FSM/LAC/E6 | Total PPG |
| 2017-2018 | £162,360 | £169,260 |
| 2016-2017 | £158,400 | £165,300 |
| 2015-2016 | £157,080 | £164,580 |
| 2014-2015 | £117,900 | £123,000 |

| | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Total number of children on roll | 408 | 408 | 387 | 366 |
| Number of FSM/E6 | 123 | 120 | 119 | 131 |
| Number of LAC | 3 | 6 | 4 | 4 |
| Number of Service Pupils | 23 | 23 | 25 | 17 |

| Action plan for Pupil Premium Grant 2017-2018 | | | | | | |
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| Outcome | Action | Amount | Target Group | Outcomes | Monitored | Impact |
| C & I | Parent Family Support Advisor (PFSA) | £29,138 | Whole School | Families to have increased confidence and feel supported through to overcome a range of issues which results in increased attendance and more focused learning from the children. | Regular safeguarding meetings SLT | <i>EEF Toolkit – Social and Emotional Learning can lead to an increase of +4 months in learning and Parental Involvement can lead to an increase of +3 months in learning</i> |
| C & I | Theraplay and ELSA – 1:1 and small group work for a set number of sessions. | £7,777 | Specific identified children – proposed by PFSAs, ELSA and other school staff | Children to have the outlet to speak freely and tackle issues they are facing. To enable them to have regular direct time with adult opening up their lesson time for learning. | Regular safeguarding meetings SLT | <i>EEF Toolkit – meta-cognition and self-regulation can lead to an increase of +8 months in learning</i> |
| I | Healthy Schools | | Whole School | | | |
| D & E | Year 6 support staff – additional LSA in Year 6 to enable small group targeted teaching by the class teacher. | £12,145 | Year 6 -targeted at Pupil Premium children and other vulnerable groups | More children reaching age related expectation by the end of Year 6. | Half termly PPMs Year 6 teachers SLT | <i>EEF Toolkit – Small group tuition can lead to an increase of +4 months in learning</i> |
| D & E | Intervention support in Years 1, 2, 3, 4, 5 and 6 | £23,288 | Targeted at pupil premium and vulnerable children. | To boost the learning of children who are in danger of falling behind and to accelerate those who are currently behind. To support more children in becoming age related by the end of the year. | Half termly PPMs SLT | <i>EEF Toolkit – Small group tuition can lead to an increase of +4 months in learning</i> |
| D & E | 1:1 tutoring of literacy and numeracy | £10,763 | Targeted at pupil premium and vulnerable children. | To boost the learning of children who are in danger of falling behind and to accelerate those who are currently behind. To support more children in becoming age related by the end of the year by using teachers to conduct 1:1 tutoring and feedback. | Half termly PPMs SLT | <i>EEF Toolkit – 1:1 tuition can lead to an increase of +5 months in learning</i> |

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| G & H | Language and communication interventions in Year R – using 1 x LSA each morning for speech and language programmes and also the purchase and roll out of Talk Boost intervention. | £11,059 | Both reception classes – targeted at vulnerable children and those with poor communication skills. | Improve communication skills to enable the children to access the foundation stage curriculum and make progress towards Early Learning Goals. | Half termly PPMs SLT Reception teachers SENCO | <i>EEF Toolkit – Oral language interventions can lead to an increase of +5 months in learning and Early Years Intervention can lead to an increase of +5 months in learning</i> |
| H | Language and communication interventions in KS1 | £467 | Targeted at pupil premium and vulnerable children. | Improve communication skills to enable the children to access the KS1 curriculum and make progress towards the end of KS1 | Half termly PPMs SLT KS1 teacher SENCO | <i>EEF Toolkit – Oral language interventions can lead to an increase of +5 months in learning</i> |
| I | School trips, panto and residential | £3,050 | Targeted Year 3 and Year 5 residential, KS1 panto and at pupil premium and vulnerable children school journeys. | Extend experiences for children, enable them to have first hand | Regular safeguarding meetings SLT SENCO PFSA | <i>EEF Toolkit – Extending School Time can lead to an increase of +2 months in learning</i> |
| E | Read Write Inc | £1,460 | KS1 and Pupil premium and vulnerable children in lower KS2. | More children reaching age related expectation by the end of Year 2 in reading and writing and for those who don't to enable them to carry on the scheme so there don't have any gaps in their learning. | Half termly PPMs SLT | <i>EEF Toolkit – Small group tuition can lead to an increase of +4 months in learning</i> |
| E | Accelerated Reader and Bug Club | Accelerated Reader - £6,384 Bug Club resources - £1,409 | Targeted at all children. | Improve love for reading and progress in reading through high quality resources, incentives and quality first teaching within them. | Half termly PPMs SLT | <i>EEF Toolkit – Reading comprehension strategies can lead to an increase of +5 months in learning</i> |
| I | Outdoor and adventurous | £2,068 | Targeted at pupil premium and vulnerable children in Years 2-5. | Enable the children to work and explore outdoors, make new relationships, work as a team and build self-confidence and experiences on which to draw. | SLT SENCO PFSA | <i>EEF Toolkit – Outdoor Adventure Learning can lead to an increase of +4 months in learning</i> |
| D & E | Maths No Problem | £6,028 | Targeted at all children. | To teach all children in a mastery style to enable them to develop and consolidate mathematical skills which they can independently use and apply in a variety of situations – no child is left behind. | Half termly PPMs SLT | <i>EEF Toolkit – Mastery Learning can lead to an increase of +5 months in learning and Collaborative Learning can lead to an increase of +5 months in learning</i> |
| H & D | Subscriptions | £13,425 | Targeted at all children. | To use a range of sites and subscriptions to enhance the children's learning experience. | Half termly PPMs SLT | |
| I | Extended schools – breakfast club and after school club | £250 | Targeted at pupil premium and vulnerable children. | To enable our children time to integrate in to the school day whilst ensuring they have had breakfast along with having the opportunity to stay and have a snack, complete homework and play with their peers. | Regular safeguarding meetings SLT SENCO PFSA | <i>EEF Toolkit – Extending School Time can lead to an increase of +2 months in learning</i> |
| B | Training – CPD | £8,000 | Targeted at all staff | It is essential for us whether we are talking about quality first teaching, a planned intervention or pastoral support at lunch time that all of our children are supported by qualified and informed staff. | SLT All staff – performance management | |

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| A & B | SENCO/Inclusion | £43,837 | Targeted at all children and staff. | Supporting children and staff with a range of additional needs, identifying groups, identifying and assessing interventions and offering support and guidance to children, staff and parents. | Regular safeguarding meetings SLT | |
| F | Attendance Officer and incentives | £4,867 | Targeted at all children and families with low or falling attendance. | Working in partnership with children and families to ensure maximum attendance at school and at school events. | SLT Attendance officer | <i>EEF Toolkit – Parental Involvement can lead to an increase of +3 months in learning</i> |
| I | Sports Coaches | £8,734 | Targeted at all children. | Opportunities for children to participate in any one of 15-22 after school clubs held each half term. The opportunity to learn new skills, to gain awards, to represent the school and to work as a team. | SLT Sports Coaches | <i>EEF Toolkit – Sports Participation can lead to an increase of +2 months in learning</i> |
| I | Lunch time support/club | £650 | Targeted at pupil premium and vulnerable children. | A safe place inside for children, who may find the playground daunting for a variety of reasons, to come to during lunch time where they can play games, access activities and play with children from different year groups. | SLT SENCO PFSA | |
| I | Clothing budget | £500 | Targeted at pupil premium and vulnerable children. | Support families with school uniform, PE kits, swimming kits and clothing for school journeys to enable full participation. | SENCO PFSA | |
| I | Enrichment | £1,000 | Targeted at all KS2 children | Children to have additional opportunities to try new skills and participate in new activities on a half termly basis. Resourcing these activities is important to ensure they have the best experience. | SLT Staff | <i>EEF Toolkit – Arts Participation can lead to an increase of +4 months in learning</i> |
| I | Friendship Group | £2,079 | Targeted at pupil premium and vulnerable children. | Supporting children in their friendships, developing and modelling skills and working as a team. | SLT SENCO PFSA | <i>EEF Toolkit – Social and Emotional Learning can lead to an increase of +4 in learning</i> |
| B & C | SEMH support | £5,400 | Targeted at pupil premium and vulnerable children. | Working with identified children, their adults and their families to help secure the whilst at school. Using Thrive as a method of emotional measurement and target setting on a 1:1 basis. | SLT SENCO PFSA | <i>EEF Toolkit – Social and Emotional Learning can lead to an increase of +4 in learning</i> |
| I | Incentives – badges, stickers, awards | £1,200 | Targeted at all children. | Provide a selection of incentives from stickers, to badges, to gift vouchers to reward children for meeting their own personal, class and school targets. | SLT | |
| E | Beanstalk | £214 | Targeted at pupil premium and vulnerable children in Year 3 and Year 6. | Small number of children reading regularly on a 1:1 basis with an adult. Children to explore their reading through games and different reading materials whilst exploring new vocabulary. | SENCO PFSA | <i>EEF Toolkit – Reading comprehension strategies can lead to an increase of +5 months in learning</i> |
| C | Translator | £625 | Targeted at EAL pupils and their families. | Support communication with parents of EAL children in turn supporting their educational outcomes. | SENCO | |