

Pupil Premium Strategy

| 1. Summary information | | | | | | | | | |
|----------------------------------|-------------------|----------------------------------|-------|-----|--|----|----|---------|----|
| School | Birchfield School | | | | | | | | |
| Academic Year | 2019-20 | Total PP budget | | | Date of most recent PP Review | | | | |
| PP Distribution for whole school | | Nur | Rec 1 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| | | 0 | 0 | 5 | 19 | 27 | 26 | 39 | 51 |
| Total number of pupils | 654 | Number of pupils eligible for PP | | 167 | Date for next internal review of this strategy | | | July 20 | |

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| 2. Current attainment | | | |
|------------------------------------|---|---------------------------------|---|
| EYFS | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (your school)</i> | <i>Pupils not eligible for PP (national average 2017/2018)</i> |
| % reaching the expected in Reading | 50% | 47% | 79% |
| % reaching the expected in Writing | 50% | 41% | 76% |
| % reaching the expected in Number | 75% | 54% | 82% |
| % reaching in expected GLD | 50% | 40% | 74% |
| KS1 | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (your school)</i> | <i>Pupils not eligible for PP (national average 2017/2018)</i> |
| % reaching the expected in Reading | 62% | 63% | 79% |
| % reaching the expected in Writing | 58% | 61% | 74% |
| % reaching the expected in Maths | 62% | 63% | 80% |
| KS2 | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (your school)</i> | <i>Pupils not eligible for PP (national average 2017/2018)</i> |
| % reaching the expected in SPAG | 81% | 81 % | % |
| % reaching the expected in Reading | 66% | 66 % | 80% |
| % reaching the expected in Writing | 70% | 73 % | 83% |
| % reaching the expected in Maths | 60% | 66 % | 81% |

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| KS2 | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (your school)</i> | <i>Pupils not eligible for PP(national average 2017/2018)</i> |
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| % reaching in expected standard or above in Reading, Writing and Maths | 49% | 52 % | 70% |
| % achieving a high level of attainment in Reading, Writing and Maths | 5% | 6% | 12% |
| Average progress in Reading, Writing and Maths. | Reading -- +1.0 Writing - +1.2 Maths - -1.1 | Reading - +1.3 Writing - +1.7 Maths - -0.1 | Reading - +0.31 Writing - +0.24 Maths – +0.31 |
| Average scaled score in Reading and Maths | Reading – 100.6 Maths – 100.0 GPS – | Reading – 102 Maths- 102 GPS – 108 | Reading 106.1 Maths – 105.4 |
| 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> | | | |

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| A. | A large proportion of teaching requires improvement in the school. There are also 6 NQTS for this academic year. | |
| B. | The progress and provision for disadvantaged pupils across the school is not yet closely or consistently tracked. Staff are not consistently aware of the attainment and progress of these children. | |
| C. | Planning does not yet challenge all learners to make optimum progress and does not address pupil groups needs effectively, including PP children. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | There is a need to ensure that all PP children have been identified | |
| F. | There are pockets of persistent absenteeism/lateness | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Improve the quality of teaching and learning across the school so that the majority of teaching is good and so that planning and interventions are effective. | Good or better quality first teaching will raise the attainment and progress of all pupils, including PP children. Planning will be challenging for all pupil groups. Interventions will be planned and delivered to meet the needs of PP pupils. Impact will be clear and measurable. |
| B. | Ensure correct identification of PP children and track the progress of these children, including the impact of interventions. | Accurate register of PP children by year group. All staff can identify PP children within their classes and groups. Progress of PP children is tracked and evaluated. |

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| C. | Ensure that the curriculum in place sufficiently challenges and meets the needs of all pupils, particularly disadvantaged pupils where starting points are lower/previous progress may be a concern. | Curriculum is well planned. Children are learning deeply and broadly in all subjects and learning is challenging. |
| D. | Continue to monitor attendance closely and ensure that late procedures are rigorously applied. | Improved whole school attendance with particular emphasis on PP pupils. Reduction on persistent absenteeism and lateness. Attendance for PP children is 96% or above |
| E. | All staff are aware of who the PP pupils are within their classes/teaching groups/areas of responsibility. These children receive required support to ensure outcomes and accelerate progress. AHTS work with PP pupils within their phases. Interventions are effective and impact is measurable. | There is a clear focus on improving the attainment and progress outcomes for all PP pupils |
| F. | | |

| 5. 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 (CPD, training and support packages) | |

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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>Improve the quality of teaching and learning across the school so that the majority of teaching is good.</p> <p>Improve the quality and effectiveness of interventions.</p> | <p>SLT will be primarily class based, working alongside teachers to improve practise in the classroom. Extensive curricular PLD is planned to ensure that appropriate and challenging content is taught to meet the needs of all pupils. AHT and HOS to track interventions across school, ensuring these interventions impact on the progress and attainment of PP children.</p> | <p>Teaching does not consistently build on pupils' previous knowledge, skills and understanding. Teachers need to have a clear understanding of how to check on pupils' progress within a lesson and identify any misconceptions pupils may have. Intensive planning support is required to meet the needs of pupil groups. Interventions need to be carefully planned, implemented and measurable in order to ensure that they are impacting on progress of pupils.</p> | <p>All training materials used will be in line with best practice. Moderation will take place across the MAT and externally. SLT will be timetabled to provide intensive on-going support within their phases. This will include in-class support, team teaching, planning support, coaching and mentoring.</p> <p>AHT alongside HOS will be overseeing all interventions for PP children and the quality and impact of this work.</p> | <p>ZT</p> | <p>On-going with formal reviews half termly</p> |

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| Ensure correct identification of PP children and track the progress of these children, including the impact of interventions. | AHT, alongside HOS and DH to ensure that all children are identified and that their progress is tracked centrally. SLT to support planning and evaluating of all interventions, especially in Reading and Maths. | Planning should meet the needs of a range of abilities and support rapid progress for all children, including disadvantaged groups and those who have fallen behind. Interventions should be consistent in quality and impact with a clear overview of the provision and effectiveness of interventions for PP pupils in school. | Intervention and pupil progress of all pupils form part of the PM and PDRs for staff. AHTs will have a clear overview of all PP learners in their phases and work with identified PP children. AHTs alongside HOS and DH to ensure that interventions are properly planned and evaluated across the school. | ZT Trust leaders SLT | On-going. Intervention review half termly. |
| Ensure that the curriculum in place sufficiently challenges and meets the needs of pupils and pupils groups, particularly disadvantaged pupils whose starting points may be lower/previous progress may be a concern. | HOS, DH and SLT to implement a clear approach to curriculum planning. This will be consistent across the school. SLT will support planning across the school. | A linked curriculum with clear purpose and a balance of challenging knowledge and skills for all pupils will ensure progression. | HOS and DH have visited other settings and worked to design an approach to planning that will be used across the school. PLD and planning support across the autumn term, in the first instance, and then beyond, will ensure that this approach is being implemented successfully resulting on impact in progress and attainment for groups of learners. | | On-going monitoring cycle. Half termly and termly pupil progress. |
| ii. Targeted support (small groups and individual 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? |

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| <p>All staff are aware of who the PP pupils are within their classes/teaching groups/areas of responsibility and plan accordingly. These children receive required support to ensure outcomes and accelerate progress. AHTS work with PP within their phases. Interventions are effective and impact is measurable.</p> | <p>PP pupils correctly identified within each teaching group. Pupil progress meetings to ensure high focus on progress of PP pupils. AHTS and other staff to provide interventions and pre-tutoring for PP pupils to ensure that poor prior progress is addressed and that all pupils keep up and make good progress. AHTS to ensure planning of high quality interventions and impact to be measured.</p> | <p>There is a need to ensure that teaching appropriately challenges all pupils, including PP children and PP children whose progress has been a concern. Interventions need to be effective and targeted to ensure impact.</p> | <p>SLT monitoring and assessment cycle. Pupil progress data. PM and PDR Evaluation by AHT and HOS of impact of interventions.</p> | <p>HOS AHTS</p> | <p>On-going with formal pupil progress half termly.</p> |
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| 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? |

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| <p>Ensure correct identification of PP children</p> | <p>Office team to work with parents to ensure that those who are eligible are identified and on school system</p> | <p>Not all parents are aware of how to apply FSM. Some parents need support to complete required paperwork in order that all pp entitlement is ensured.</p> | <p>Updated guidance to be sent out to all parents. Applications to be supported by school as needed. Induction pack for new starters. Website used effectively.</p> | <p>ZT SH</p> | <p>Half termly</p> |
| <p>Continue to monitor attendance closely and ensure that late procedures are rigorously applied</p> | <p>Pastoral manager to focus on those PP children where attendance is still a concern. First day response and home visits where appropriate. Attendance rewards and prizes introduce. Incentives for punctuality. Tightly managed procedures for persistent absenteeism and lateness.</p> | <p>Impact of poor attendance is recognised to have a negative impact on pupil progress and attainment.</p> | <p>HOS/DHT to have weekly meetings with Pastoral Manager focusing on attendance. Attendance reports to demonstrate sustained improvement in attendance of PP children.</p> <p>Attendance and punctuality to form part of weekly CP review with SLT. Early help tracker to record and monitor attendance of children causing concerns.</p> | <p>SLT Pastoral manager</p> | <p>Daily monitoring of attendance Half termly reviews and parent meetings.</p> <p>Weekly attendance meetings</p> |

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| 6. 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) |
| Improve the quality of teaching and learning across all year groups | PLD across the year on essentials of effective teaching and learning and intensive In-class support from SLT. Informal support plans used to effectively address underperformance. Consistent approach to PM and PDR as well as training and development for staff. | Teaching profile of school has improved so that by the end of the academic year July 19 there was no longer any inadequate teaching in school. | In-class support of teachers has had a clear impact on the practise of individuals and teams. This approach will continue, with SLT being timetabled to spend the majority of their time in class or monitoring e.g. books and data. In addition, SLT are attending and supporting all planning sessions, including interventions, to ensure that that needs of learners are met. SLT will continue to work as a team on monitoring e.g. through weekly book checks. Criteria for books and classroom practise development across the Trust will be consistent. |
| Implement robust assessment procedures for attainment and progress of all pupils | Consistent approach to assessment needed to ensure that judgements are accurately reached and can be moderated across schools within the | School staff now trained in accurate assessment and ensuring children's work demonstrates their assessed outcomes. Moderation carried out within school by SLT and across the trust as well as through external bodies. EYFS moderated externally and validated as accurate. | School staff are able to assess children with support from leaders. Excel will be used to record assessment across the school. SLT will ensure that all data provided is accurate using the moderation measures in place. Data will inform use of interventions across the school. |
| ii. Targeted support | | | |

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| 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) | |
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| All staff aware of who the PP pupils are within their classes/teaching groups/areas of responsibility | PP pupils were identified within each teaching group. Pupil progress meetings were held with all teachers across the year. | School staff now have an understanding of the need to track progress of PP children. PP are correctly identified. School data tracked outcomes for this group as well as other pupil groups. | PP pupils will be identified and reviewed at pupil progress meetings. Teachers will be aware of the progress and attainment of these pupils and planning will continue to improve to support progress of all learners. Interventions now need to be targeted more effectively towards narrowing the gap for pupils. A clear overview of PP pupils will be kept centrally. | |
| 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 |
| Ensure correct identification of PP children | Office team to work with parents to ensure that those who are eligible are identified and on school system | School now has more accurate data for PP children. Parents have received updated guidance and applications have been supported by school as needed. This will continue, in particular for new families to the school. | Continue to work with parents and school admin team to ensure that school figures are accurate and up to date. | |

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| <p>Improve the attendance of PP children across school</p> | <p>Pastoral manager in place to focus on PP children where attendance was a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes introduce</p> | <p>Attendance across the school has hugely improved and is now broadly in line with national figures. A newly formed pastoral team has worked alongside the SLT to vastly improve both attendance and punctuality.</p> | <p>Pockets of persistent absenteeism and lateness will continue to be addressed through the measures put into place by the school and work of the pastoral manager.</p> | |
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