

# Pupil Premium Strategy Statement

## 1. Summary Information

<b>School</b>	Birley Primary Academy				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£169,980	<b>Date of most recent PP Review</b>	04/05/2017
<b>Total number of pupils</b>	572	<b>Number of pupils eligible for PP</b>	98	<b>Date for next internal review of this strategy</b>	14/02/2018

## 2. Current Attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	58%	67%
<b>% making progress in Reading</b>	67%	77%
<b>% making progress in Writing</b>	63%	81%
<b>% making progress in Maths</b>	71%	80%

## 3. Barriers to Future Attainment

### In-School Barriers

<b>A.</b>	A significant number of PP children have highly complex social, emotional and medical needs, which if left unmanaged, could have a detrimental effect on their academic progress and that of their peers.
<b>B.</b>	In Early Years, oral language skills in Reception are lower for pupils eligible for PP than for other pupils and this is affecting the progress in Reading in subsequent years.
<b>C.</b>	The attainment of pupils eligible for pupil premium is behind the national average of pupils who are not eligible for pupil premium. Despite progress measures being in line or above the national average for pupils not eligible for pupil premium in validated subjects (Reading +1.53, Maths +0.29), the progress of the more able pupils eligible for pupil premium is negative and below national.

### External Barriers

<b>D.</b>	The percentage of persistent absence for PP children is at 17% and the average attendance of PP is below national average for all.
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## 4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The complex social, emotional and sometimes medical needs of a number of pupil premium children are addressed in school.	Provision, particularly at the more unstructured times of schooling, allows pupils to engage with the learning process, with incident numbers reducing disruptions within lesson times.

<b>B.</b>	Improved oral language skills for pupils eligible for pupil premium in Reception and KS1.	Pupils eligible for Pupil Premium in FS2 are targeted to accelerate progress with the aim of meeting age expected outcomes. In KS1, identified pupils – eligible for PP – will continue to receive intervention and support to
<b>C.</b>	Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium.	Attainment percentages and progress scores for pupils eligible for pupil premium are broadly in line with national averages for pupils not eligible for pupil premium.
<b>D.</b>	Increase attendance rates for pupils eligible for PP by reducing persistent absence percentage.	Reduce the number of persistent absentees among pupils eligible for pupil premium from 17% to below 10%. In addition to this, overall attendance of pupils eligible for pupil premium improves to 96.1%.

### 5. Planned expenditure

<b>Academic year</b>	2017-2018				
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.					
<b>i. Quality of teaching for all</b>					
<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>
Teachers delivering a wider curriculum that is engaging as well as more purposeful and meaningful for all:  <b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b>	Adapting a termly topic approach as successfully used by St Catherine's in Sheffield. Jonathan Lear will deliver an INSET day regarding the fundamentals of the approach and follow up visits to his school will allow for successful transition.	At Birley, we have been utilising the Chris Quigley curriculum for a number of years now and, as a result of this, the topics have been repetitive and stale for pupils in our opinion. Jonathan Lear's approach to the curriculum is established in a school which has a high percentage of pupils eligible for pupil premium funding and has recently achieved an 'Outstanding' in their most recent OfSTED.	Continuous collaboration and discussion with a number of schools who have adopted a termly approach to their Project Based Learning as well as effective monitoring from the Leadership Team from the Spring Term onwards.	Ruth Smith  Emily Cunnington	During Summer 1

100% of teaching in all subjects to be judged as good or better: <b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b>	Funding for support staff to cover teachers to observe good practice within their own or other school environments.	Previously, the school had adopted a teaching and learning community (TLC) to bring about improvements in teaching and learning across school brought about through effective monitoring of strengths and areas of development for all staff. This is an approach that was successful in improving practice from Requires Improvement to Good previously and this is our next aim.	Ensuring teaching staff are correctly paired with colleagues and through monitoring observations between teaching staff. This will form part of focus for our own monitoring with individual staff during the next term.	Dawn McAughey Darren Ward	End of Spring 1
<b>Total budgeted cost</b>					£10,000
<b>ii. Targeted support</b>					
<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>
<b>Improved oral language skills for pupils eligible for pupil premium in Reception and KS1.</b>	Speech and Language Therapist	As evidenced last year, the Speech and Language Therapist had a significant impact on pupils eligible for pupil premium in FS2 and KS1 in helping them to achieve age related expectations.	The SENCO will continue to monitor provision mapping for those pupils needing Speech and Language intervention to ensure its effectiveness.	Katie Lewis	Termly

<p><b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b></p>	<p>Daily Reading and Maths Intervention ran by Y6 teaching staff</p>	<p>Due to the significant impact of last year's interventions, Y6 staff will be released in the afternoons from Christmas onwards to accelerate the progress of pupils eligible for pupil premium who are not currently working at ARE.</p>	<p>Leading staff will complete registers acknowledging frequency of intervention and progress will be monitored through assessment points during the year. Y6 team are meeting fortnightly to monitor progress of all</p>	<p>Dawn McAughey Darren Ward</p>	<p>Fortnightly</p>
<p><b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b></p>	<p>FFT Reading Intervention</p>	<p>As evidenced last year, the FFT Reading Intervention ensured some pupils eligible for pupil premium made significant gains in Reading to help them achieve age related expectations at the end of KS1.</p>	<p>Leading staff will complete registers acknowledging frequency of group and will complete pre and post intervention assessments. Using this information, staff will complete individual tracking documents for pupils eligible for pupil premium, which will be closely monitored for impact by the Pupil Premium lead.</p>	<p>Darren Ward</p>	<p>Half Termly</p>
<p><b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b></p>	<p>Small Group and 1:1 Intervention for pupils eligible for pupil premium within year teams.</p>	<p>Teaching Assistants within the year team will complete small group and 1:1 intervention with pupils eligible for pupil premium. These interventions include 1st Class @ Number, Overcoming Barriers, Phonics, Spellings, Writing Conferences, 1:1 Reading for Fluency.</p>	<p>Leading staff will complete registers acknowledging frequency of intervention and progress will be monitored through assessment points during the year. All year groups are meeting half termly as well as key year groups meeting for fortnightly meetings with SLT.</p>	<p>Dawn McAughey Darren Ward</p>	<p>Half Termly</p>

<b><i>Improve the progress and attainment of pupils eligible for pupil premium to ensure they are achieving broadly in line with pupils not eligible for pupil premium pupils.</i></b>	When the ICT equipment arrives in school, Third Space Learning Intervention will be purchased for disadvantaged pupils in KS1.	Third Space Learning have a good reputation for accelerating the progress of pupils in Y6 to assist them in achieving ARE. Because of this, we are going to trial the Maths intervention with pupils eligible for pupil premium, which has been highlighted as an area in need of improvement during pupil progress meetings.	Leading staff will complete registers acknowledging frequency of intervention and progress will be monitored through assessment points during the year. Y6 team are meeting fortnightly to monitor progress of all	Darren Ward	Fortnightly
<b><i>The complex social, emotional and sometimes medical needs of a number of pupil premium children are addressed in school.</i></b>	The individual needs of pupils across school are met through 1:1 support for personalised curriculums, TAs being trained for medical needs in addition to timetabling to address medical needs of pupils in addition to extra staffing capacity being placed in Y4 due to extreme needs of a small number of pupils eligible for pupil premium.	The individual needs of pupils are being met during learning time to ensure all pupils are making individual progress and this personalisation of the curriculum should reduce number of incidents affecting pupils within the classroom.	Inclusion team and SLT will monitor behaviour of pupils receiving support in class weekly to ensure it is effectively progressing their own learning and ensuring it is not affecting the learning of those around them.	Dawn McAughey Darren Ward Helen Garratty Sarah Montgomery	Weekly
<b>Total budgeted cost</b>					£93,000
<b>iii. Other approaches</b>					
<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>
<b>Improve the progress and attainment of pupils eligible for pupil premium to</b>	Funding for school visits and educational initiatives for children who are unable to pay.	During the previous academic year, we budgeted money to ensure we could lower costs of school trips to make it affordable for all pupils including those eligible for pupil premium funding.	Office staff will monitor the percentage of pupils attending all school visits to ensure it is above 95%.	Darren Ward	Termly

<p><b>ensure they are achieving broadly in line with pupils not eligible for pupil premium.</b></p>		<p>Because of the success of this, alongside the fact that we made visits and experiences accessible to all, means we will continue with this approach.</p>			
<p><b>Increase attendance rates for pupils eligible for PP by reducing persistent absence percentage.</b></p>	<p>Attendance/Inclusion Intervention and Resources for pupils eligible for PP.</p>	<p>The attendance of our pupils eligible for pupil premium is below the attendance of non-pupil premium children in school and in addition to this we want to reduce the number of persistent absentees among pupils eligible for pupil premium from 17% to below 10%. Through the attendance forum, Sheffield City Council acknowledged that successfully bringing about improvements with children eligible for pupil premium was through fining, whether through persistent absence or fining term time leave. This will require a lot of time and resource from our Inclusion team, who will have to complete required procedures before Sheffield City Council take over.</p>	<p>Inclusion team will monitor the attendance of all pupils, including those eligible for pupil premium, ensuring that they are tackling persistent absence.</p>	<p>Darren Ward  Helen Garratty  Sarah Montgomery</p>	<p>Weekly</p>
<p><b>Total budgeted cost</b></p>					<p>£35,000</p>

## 6. Review of expenditure

Previous Academic Year	2016-2017			
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
% of pupils at ARE in Y6:  Reading – 78% Maths – 79%	Teacher dedicated to completing intervention with KS2 pupils eligible for Pupil Premium in Reading and	This approach was effective in that it successfully prepared children eligible for PP for SATs through exploration of question types and through personalised targeted intervention. Although we achieved the target set for Maths, we were 6% short of	Although there were many successes that this approach helped towards achieving, the school will not be continuing as the support couldn't run successfully every week due to the staff member's commitment to PE events.	£9100
Outcomes for pupils eligible for PP/SEND pupils to improve to due to the support of the Speech and Language Therapist	Speech and Language Therapist	The use of the Speech and Language Therapist has been highly effective and has assisted pupils eligible for PP and SEND pupils in making individual progress.	This has been a highly effective approach, which has brought about individual success for pupils eligible for pupil premium. Because of this, we will continue with this approach.	£10,000
% of pupils at ARE in Y6:  Maths – 79%	Maths Whizz Intervention and Mathletics	Both of these internet-based programmes have been highly effective in different ways. Maths Whizz had a specific focus of working as an intervention mostly used by pupils eligible for pupil premium and this did help to achieve the % of pupils at ARE. Mathletics is used across KS2 and engages pupils, including those eligible for PP, in completing	Both of these programmes are highly effective in what they do; however, current ICT equipment in school limits its impact.	£8000

% of pupils at ARE in KS1: Reading – 75%	FFT Reading Intervention	On analysis, it could be clearly seen that the children who participated in this intervention made significant gains in reading - ensuring that the percentage of pupils achieving ARE in reading was above 75%.	A highly effective intervention that brought about progress for pupils eligible for pupil premium. This approach will be used again.	£10,000
% of pupils at ARE in Y6: Reading – 78% Maths – 79%	Daily Reading and Maths Intervention ran by Y6 teaching staff	Despite not achieving both set targets, the daily interventions ran by teaching staff were the main catalyst for achieving results in line with or above the national average for Reading and Maths.	As described, this approach was one of the most beneficial in ensuring that this cohort – a pupil premium heavy cohort – achieved results in line or above the national average in Reading and Writing. Because of this, this approach will continue.	£5000
% at ARE in KS1: Reading: 82% Writing: 80% Maths: 83%  % at ARE in KS2: Reading: 78% Writing: 80%	Small Group and 1:1 Intervention for pupils eligible for pupil premium within year teams.	Even though we did not achieve the set targets, both Key Stage 1 and 2 achieved results broadly in line with the national average.	Because of the positive results, particularly the improvements in KS2, we will continue with this approach next year.	£60,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure access is available to all for all educational activities and visits.	Funding for school visits and educational initiatives for children who are unable to pay	We achieved the desired outcome of having all school trips accessible for all.	This approach will continue to ensure that all children have equal access to activities and visits that enrich and improve our curriculum.	£5000

Attendance reaches 96.5%	Attendance/Inclusion Intervention and Resources for pupils eligible for PP.	Despite not achieving the desired outcome, levels of attendance for pupils eligible for pupil premium did improve.	This was a technique which worked well within the boundaries we had set within our school. However, moving forwards, this approach will be adapted to try and improve attendance through fining for both term time holidays and PA.	£30,000
% of children at ARE for Writing:  KS1: 74% KS2: 80%	Engaging all pupils, particularly those eligible for pupil premium, in the writing process through Pobble subscription.	All children, particularly those eligible for pupil premium, will be engaged and encouraged to write with the aim of having their work being published online through the Pobble website.	This approach did excite and engage pupil premium children in the first instance; however, over time, the publishing of work wasn't occurring as often due to teacher workloads and pupils weren't as encouraged to write without as much purpose.	£3,720

## 7. Additional detail

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