

Pupil Premium Strategy

1. Summary information								
School	Birchfield School							
Academic Year	2020/21	Total PP budget			Date of most recent PP Review			
PP Distribution for whole school	Nur	Rec 1	Y1	Y2	Y3	Y4	Y5	Y6
	2	4	21	17	29	37	38	34
Total number of pupils	659	Number of pupils eligible for PP		182	Date for next internal review of this strategy			July 21
2. Current attainment								
KS2	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (your school)</i>		<i>Pupils not eligible for PP (national average 2018/2019)</i>			
% reaching the expected in SPAG	74%		80%		78%			
% reaching the expected in Reading	66%		70%		73%			
% reaching the expected in Writing	69%		75%		78%			
% reaching the expected in Maths	65%		70%		79%			
KS2	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (your school)</i>		<i>Pupils not eligible for PP(national average 2018/2019)</i>			
% reaching in expected standard or above in Reading, Writing and Maths	50%		60%		65%			

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% achieving a high level of attainment in Reading, Writing and Maths	5%	6%	
Average progress in Reading, Writing and Maths.	NA	NA	NA
Average scaled score in Reading and Maths	Reading – 100 Maths – 100 GPS - 102	Reading – 103 Maths - 103 GPS - 108	Reading – 104 Maths - 105 GPS - 106

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	There are 4 NQTS for this academic year and 5 RQTS, who lost a term of their first year due to the lockdown. Standards in teaching are a continued priority with a high proportion of more inexperienced teaching staff in the school.
B.	Planning of interventions and the rapid and fluid use of these remains a need for pupil groups and individuals across the school. Children have missed significant amounts of school. Lower attaining and PP pupils will require additional support to keep up with ARE. The pupils will also need support to ensure that they are able to retrieve what was previously learnt.
C.	Pitch and expectations in Reading and Maths is a priority for planning and teaching.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance is currently below National Average due to C19 and related ill health and self-isolation.
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F.	Pupils require additional pastoral support in order to support them during this time in order to successfully access learning. The school is experiencing high levels of safeguarding concerns and the need to provide early help support for families.						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 75%; background-color: #d9ead3;">4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</th> <th style="width: 25%; background-color: #d9ead3;">Success criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 448 197 853">A.</td> <td data-bbox="197 448 2152 853"> <p>There are 4 NQTS for this academic year and 5 RQTS, who lost a term of their first year due to the lockdown. Raising standards in teaching is a continued priority in order to improve outcomes for pupils, particularly those with lower prior attainment and for disadvantaged groups.</p> <p>Good or better quality first teaching will raise the attainment and progress of all pupils, including PP children.</p> <p>Planning will be challenging and appropriate for pupil groups.</p> <p>Additional support for new and less experienced teachers will improve practise more quickly.</p> </td> </tr> <tr> <td data-bbox="129 853 197 1189">B.</td> <td data-bbox="197 853 2152 1189"> <p>Planning of interventions and their rapid and fluid use, and the targeted support from additional adults, is a priority. Children have missed significant amount of school. Lower attaining and PP pupils will require additional support to keep up with ARE. The pupils will also need additional support within and outside of lessons, to ensure that they are able to retrieve what was previously learnt.</p> <p>Additional support is provided for those pupils further behind and for PP pupils. This support focuses on KPIs within the curriculum. Interventions are impactful in supporting pupils to keep up as well as to retrieve prior learning. Children make good progress from starting points.</p> </td> </tr> </tbody> </table>		4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	A.	<p>There are 4 NQTS for this academic year and 5 RQTS, who lost a term of their first year due to the lockdown. Raising standards in teaching is a continued priority in order to improve outcomes for pupils, particularly those with lower prior attainment and for disadvantaged groups.</p> <p>Good or better quality first teaching will raise the attainment and progress of all pupils, including PP children.</p> <p>Planning will be challenging and appropriate for pupil groups.</p> <p>Additional support for new and less experienced teachers will improve practise more quickly.</p>	B.	<p>Planning of interventions and their rapid and fluid use, and the targeted support from additional adults, is a priority. Children have missed significant amount of school. Lower attaining and PP pupils will require additional support to keep up with ARE. The pupils will also need additional support within and outside of lessons, to ensure that they are able to retrieve what was previously learnt.</p> <p>Additional support is provided for those pupils further behind and for PP pupils. This support focuses on KPIs within the curriculum. Interventions are impactful in supporting pupils to keep up as well as to retrieve prior learning. Children make good progress from starting points.</p>
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C.	Pitch and expectations in Reading and Maths is a continued priority for planning and teaching. The teaching needs to incorporate consistent approaches to support retrieval and committing learning to long term memory.	School wide PLD will develop teacher's knowledge of the science of learning. Consistent approaches to retrieval practise will support pupils to secure their knowledge. School leaders will support planning to ensure that pitch and challenge is accurate for groups of learners.
D.	Attendance is currently below National Average due to C19 and related ill health and self-isolation. The school needs to work with families to support those who are not able to attend whilst still promoting good attendance and improving this figure over the academic year.	Pupil attendance will be closely tracked. The school will work closely with families to gradually improve the school's attendance as well as to ensure we keep in touch with those children and families who are not able to attend. Appropriate home learning support will be provided for children who are needing to self-isolate.
E.	Many pupils currently require additional pastoral support in order to support them and enable them to successfully access learning. The school must address safeguarding concerns and there is a need to provide early help support for families in need of support.	Pupils will have access to mentoring and pastoral support to help them settle back into school and to learn effectively. Families will be well supported through mechanisms available e.g early help

5. Planned expenditure	
Academic year	2020-21

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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 (CPD, training and support packages)

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?
Raising standards in teaching are a continued priority for the school in order to improve outcomes for pupils, particularly those with lower prior attainment and disadvantaged groups.	SLT will be working alongside teachers to improve practise in the classroom as well as carrying out regular monitoring of books and outcomes. Extensive curricular PLD will continue to ensure appropriate and challenging curriculum content is taught to meet the needs of pupils and pupils groups. Training is needed to develop staff knowledge of the science of learning and methodology re supporting retrieval and committing knowledge to the long term memory.	Leaders work closely with their teams, knowing their strengths and areas for development and are able to provide targeted support in order to move practise on. Monitoring has a clear focus with developmental feedback and support put in place. Curriculum development will continue from previous academic year with a focus on subject specific input as well as training for staff around the science of learning. Consistent retrieval practise will be embedded into teaching across the school.	DH will work with HOS to design and lead on high quality training for staff. All training materials used will be in line with best practice. SLT will be timetabled to work in classes providing intensive on-going support within their phases. This will include in-class support, team teaching, planning support, coaching and mentoring. Regular SLT reviews of the development of staff will take place.	HOS	On-going with formal reviews half termly

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<p>High quality interventions and additional support for lower attaining and PP pupils. This will support: Addressing gaps from previous programs of study (KPI's) Retrieving prior knowledge Additional support as needed for the curriculum content for ARE.</p>	<p>Staff across school to provide regular, additional support for identified pupils. Areas for support well communicated with parents. Leaders to ensure that planning and provision is appropriate and impactful.</p>	<p>Identified children will need some additional support to secure key knowledge and to retrieve prior learning. Regular and consistent practise will support children with this learning leading to more secure learning and improved outcomes.</p>	<p>Leaders will ensure that children are identified and monitor additional support to ensure it is appropriate and effective. Additional adults will be used well within the classroom as directed by teachers and leaders. Additional support will be monitored and impact measured. Parents will be kept informed of pupil's progress and areas for support.</p>	<p>HOS SLT</p>	<p>On-going. Intervention review half termly by school leaders Pupil progress meetings and assessment records.</p>
<p>Pitch and expectations in Reading and Maths will incorporate consistent approaches to support retrieval and committing learning to long term memory. Planning will be challenging and well designed to meet the needs of pupils.</p>	<p>Curriculum planning will be consistent across the school. SLT will support planning across the school. Leaders will ensure that pitch is accurate and that pupils are well challenged through their support and monitoring. Retrieval practise will be implemented into classroom practise.</p>	<p>A linked curriculum with clear purpose and a balance of challenging knowledge and skills for all pupils will ensure progression. Effective planning will target specific learning gaps and needs of pupils and pupil groups.</p>	<p>High quality staff training Monitoring of implementation Support provided in class by leaders Planning support for all teachers</p>	<p>SLT</p>	<p>On-going monitoring cycle. Half termly and termly pupil progress. Planning and books.</p>

ii. Targeted support (small groups and individual support)

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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?
To recover pupil attendance following on from C19 and related ill health and self-isolation. To gradually improve attendance and to monitor the attendance of all families.	The school leaders, pastoral manager and mentors will work with families to support those who are not able to attend whilst still promoting good attendance and improving this figure over the academic year	Pastoral team and school leaders ensure constant contact with families, building strong and positive relationships and supporting children who can't attend school as well as monitoring absence closely. Through sustained family support, we can help to support the wellbeing of our children and work towards getting children back into school.	Clear roles within the pastoral team. Pastoral leader works closely with HOS and DH as well as other leaders to monitor attendance of all pupils and support families. Families are identified as needing support and early help and assigned a member of staff to support them.	HOS PL	Ongoing Fortnightly meetings with pastoral leader SLT meetings fortnightly CP meetings weekly Early help review fortnightly.

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?
Appropriate pastoral support for pupils returning to school in and outside the classroom. Effectively support children facing barriers to learning. Effectively address safeguarding concerns and the need to provide early help support for families.	Pastoral leader overseeing pastoral support for children as identified by school systems. Mentors working in and outside the classroom providing group and 1:1 support. Effective communication with parents and outside	There is considerable pastoral need within the school from pupils across age ranges. Mentors form strong relationships with pupils and parents and use the school systems to track and record support and its impact. Leaders and mentors are well trained to support children and families, leaders are trained DSLs and work as a CP team to regularly review and assess the needs of families.	School systems track all work with children. CP meetings Early help review. Behaviour watch. DSL training	HOS PL SLT	Ongoing basis.

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	<p>agencies to support parents. DSLs trained to support families across the school.</p>				
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6. Review of expenditure			
Previous Academic Year	2019-20		
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)

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<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 working alongside teachers to improve practise in the classroom.</p> <p>Extensive curricular PLD carried out to ensure that appropriate and challenging content is taught to meet the needs of all pupils.</p> <p>Tracking of interventions across school, ensuring these interventions impact on the progress and attainment of PP children.</p>	<p>A successful two terms prior to lock down improved the curriculum offer to pupils. Identified staff across the school received in class support as need was identified to improve teaching skills. This support was systematic and focused with sustained support being offered for a set period of time, moving to reducing the level of support over time. Teaching in the school by Spring term was improved in almost all cases.</p> <p>Standards in books and written outcomes have improved within all year groups.</p> <p>Systematic weekly PLD improved planning and ensured a level of consistency across the school.</p> <p>Interventions were delivered across the school and supported progress in Reading.</p>	<p>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.</p> <p>In addition, SLT are attending and supporting all planning sessions, including interventions, to ensure that that needs of learners are met.</p> <p>In addition we introduced a systematic monitoring schedule which gave a clear focus to monitoring and ensured it was completed and was consistent across phases. This will continue 20/21</p> <p>Interventions were tracked closely in 19/20 to provide additionality for identified PP and lower attaining pupils across the school. This will continue for 20/21 with close focus on those pupils who are furthest behind, particularly in Reading. This will be coordinated by the inclusion leader and the AHT.</p>
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<p>Ensure correct identification of PP children and track the progress of these children, including the impact of interventions.</p>	<p>All children are identified and that their progress is tracked by senior leaders and teachers. SLT are to support planning and evaluating of all interventions, especially in Reading and Maths</p>	<p>Planning better meets the needs of a range of abilities and supports improved progress for all children, including disadvantaged groups and those who have fallen behind.</p> <p>Interventions were clearly targeted for PP pupils in school, and those falling behind particularly in Reading Maths. This happened across the school.</p>	<p>Interventions were tracked closely in 19/20 to provide additionality for PP children across the school. This will continue for 20/21 with close focus on those pupils who are furthest behind, particularly in Reading. This will be coordinated by the inclusion leader and the AHT.</p>
<p>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.</p>	<p>The HOS and DH have worked closely on curriculum design. The school has adopted an enquiry based curriculum, underpinned by key texts that support the learning across subjects.</p>	<p>Two terms of systematic PLD was provided for staff to build up the curriculum approach and implement it across the school. While not established with complete consistency, a great deal was achieved In improving the curriculum offer for children. Pitch has improved although there is further work to do.</p>	<p>The curriculum work has been hugely positive for the school across two terms. This will work will continue. There is still work to be done on the level of challenge for all pupils and this will feed into planning support and PLD in 20/21</p>
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

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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>Pupils have been correctly identified and staff know who they are, and are able to ensure that these pupils receive additional targeted support as needed in class. There is a raised expectation of all pupils. Staff are well informed of the progress of their pupils and able to provide additional support as this is needed.</p> <p>SLT monitoring and assessment cycle is now established across school.</p> <p>Pupil progress tracking enables staff to respond to the needs of children within their class.</p> <p>PM and PDR have been effectively linked to providing additional and targeted support for PP and lower attaining pupils.</p>	<p>There is now a focus on the achievement of all pupil groups and how these groups compare, as well as a focus on progress from pupil starting points. Pupil progress meetings focus on the progress of groups and individuals and set agreed actions moving forward. As a result of C19 and the loss of part of the academic year, there will be an increased focus on assessment at pupil level in order that planning is very precisely done to fill in gaps as well as to retrieve what has been learnt. Teachers will use KPI's in the core subjects in order to support this focus planning.</p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

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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>The information needed for parents has been communicated several times, including at whole school events and via the school website and text service. The office continue to ensure that we are supporting new parents and families to the school in the process</p>	<p>Ensuring that we support each new pupil's family with the process. Office staff will continue to review our information ensuring it is accurate and up to date. .</p>
<p>Continue to monitor attendance closely and ensure that late procedures are rigorously applied</p>	<p>Pastoral manager in role to focus on those children, including PP children where attendance is still a concern. First day response and home visits are carried out. Attendance rewards and prizes introduce. Incentives for punctuality. Tightly managed procedures for persistent absenteeism and lateness. Clear lines of communication with parents re attendance procedures and expectations</p>	<p>Prior to C19, the schools attendance had improved and was in line with national average. At December 2019, attendance from yr1-6 was 97%. Measures taken by the pastoral team have been highly effective in ensuring children are coming to school and on time. Mentors have provided additional support for identified children as needed. Unfortunately the impact of the pandemic on attendance has been significant. The pastoral leader and mentors have continued to ensure that we are keeping in touch with all families. During lockdown, regular welfare calls were made to pupils and families across the school. Since returning in September, the pastoral team have been focused on ensuring close tracking of all pupil absence and following absence procedure tightly.</p>	<p>Continue to work with families where there is persistent absence and or/lateness. Continue to support families to understand the C19 guidelines on attendance and follow national guidance. Follow all DFE guidelines re absence and attendance procedures as well as internal systems and mechanisms. Use of early help to ensure we are closely working with our families.</p>