



PUPIL PREMIUM STRATEGY 2019-2020

Pupil premium funding allocated to Birdsedge First School in 2019-2020 = £2,650 However, the school recognises that other pupils who do not receive direct funding are disadvantaged and as a result the school invests in providing high quality teaching and learning for ALL pupils.

Main barriers to educational achievement that the disadvantaged children face at Birdsedge First:

- Gaps in literacy and numeracy
- Social and emotional needs
- Language delay
- Linking new information to previously learned information and the practical application of knowledge gained
- Poor fine motor skills

This is how these resources will be spent in 2019-2020:

- Interventions in Maths/Literacy to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- Reading Intervention via focussed Group Guided Reading and/or targeted 1:1 reading as appropriate
- Training of staff in Metacognition
- CPD for staff in Attachment Disorder
- Purchase of Boxall Profile
- Small group intervention for Mathematics where appropriate to support same-day intervention
- Upon parental request, money may also be used to subsidise school trips and uniform
- Curriculum enrichment via after-school clubs
- ETA salary to provide Handwriting and fine motor skills support
- Ensure that all ETAs are aware of who our Disadvantaged pupils are

Category / Research reference	Allocated Spend	How we will spend the pupil premium funding (Actions)	Rationale	How we will measure impact (Success Criteria)	Impact
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EEF-Giving Quality Feedback	£660	<p>Quality Assurance implemented: identifies underperformance and robustly tackles it.</p> <p>Review Marking and feedback policy to ensure maximum impact</p> <p>Train ETAs in-line with reviewed marking and feedback policy and in marking & feedback strategies to support enhanced progress.</p>	<p>Previous strategies for helping pupil premium (PP) students make stronger progress have been most successful when we focus on high quality teaching in the classroom.</p> <p>Homework is engaging and accessible</p>	High levels of engagement	
<p>EEF – Social and Emotional Learning</p> <p>EEF-Oral Language Intervention</p> <p>EEF-making Effective Use of Support Assistants</p> <p>EEF-Giving Quality Feedback</p>	£660	<p>SENCO and SLT to provide CPD to ETA's teachers on</p> <ul style="list-style-type: none"> • Attachment • Use of Boxall to support tracking • Use of Supplementary Scaffolding Framework • Phonics • Reading 	<p>Use of effective strategies</p> <p>Support the whole child</p> <p>Develop learning independence</p>	<p>Incidents of behaviour are rare</p> <p>Staff are aware of how to support individual pupils effectively</p>	
EEF- Meta-cognition	School budget	<p>CPD for teachers/Support Staff: focus upon Metacognitive modelling</p> <p>Build into monitoring and evaluation programme so that the progress of disadvantaged pupils is monitored every half term and provides intervention to those falling behind.</p>	<p>Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.</p>	<p>Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.</p>	

EEF – Social and emotional learning	School budget	Ensure robust systems for tracking pupil safeguarding for all teaching and Support Staff. Ensure that SLT time allows for regular checks and associated actions.	Regular logging of concerns from all staff (SLTs, teachers, HLTA and PPA cover) builds up a holistic picture for any child who may be vulnerable. SLT can then act rapidly and involve any agencies necessary to ensure positive impact for the child/family.	Swift referrals for support are in place.	
EEF – Giving quality feedback	£500	Handwriting/fine motor skills development for individual pupils	Individual pupil progress is limited by poor fine motor skills	Pupils will improve pencil grip and letter formation	
EEF Target group – All disadvantaged	£400	Supporting families to provide opportunities outside the curriculum or to prevent hardship (uniform, residential trip transportation, food vouchers)	We want to encourage high aspirations amongst PP students, who will be given support to develop a broad range of interests.	Pupils access enrichment regardless of finances	
EEF – Social and emotional learning	£900	Provide enrichment opportunities for all disadvantaged pupils.	All children have equal opportunities to engage in a broad and balanced curriculum and benefit from opportunities to develop socially, emotionally, physically, spiritually, morally as well as academically and have opportunities to develop new skills in a range of activities and develop hobbies and interests	Curriculum provision is effective in supporting pupil knowledge, skills and attitudes Disadvantaged pupils are able to access ALL enrichment offered	

Education Endowment Foundation founded by the education charity the Sutton Trust

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. The EEF uses to help schools spend money more effectively to improve the teaching and learning of children from low-income families. <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit#>

The school uses this research to support staff understanding as well as to plan CPD.