

Birdsedge First School School Strategy for Pupil Premium Expenditure 2018-19



1. Summary information					
School	Birdsedge First School				
Academic Year	2018/19	Total PP budget	£2442	Date of most recent PP Review	September 2018
Total number of pupils	61	Number of pupils eligible for PP	2	Date for next internal review of this strategy	July 2019

2. Current attainment		
KS1-2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
achieving in reading, writing and maths	8/16-50% secure R,W,M	$\frac{1}{2}$ -50% secure R,W,M
Reading	100%- secure +	13/16-81% secure + 5/16-31% exceeding
Writing	$\frac{1}{2}$ - 50% secure+ $\frac{1}{2}$ - 50% working towards	9/16-56% secure + 4/16-25% exceeding
Maths	$\frac{1}{2}$ -50% exceeding 100%- secure +	12/16-75%-secure + 5/16-31% exceeding

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	The mathematical confidence and understanding of one of the children in receipt of pupil premium is low and this is impacting on their development of effective fluency, problem solving and reasoning skills
B.	For the child whose mathematical fluency is strong, there are often difficulties in applying maths to different worded problems.
C.	Decoding is, in the main, good however both of the eligible children have difficulties with the deeper understanding of the text and the higher order reading skills of inference, deduction and authorial intent.
D.	For both of the children the basic structures of writing, along with punctuation, are limiting progress
External barriers (issues which also require action outside school, such as low attendance rates)	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress and levels of attainment Improved self confidence as a learner	Child eligible for PP make as much progress and attain as well as 'other' pupils, across Key Stage 2 in maths. Measured in YY3, 4 & 5 by teacher assessments and successful moderation practices established in school and across the family of schools.
B.	Child in receipt of pupil premium continues to achieve at GD across KS2 Improved self confidence as a learner	Achievement of GD standard in maths at end of Y3,4,5 at Birdsedge and Y6 at middle school
C.	High levels of attainment in reading for both children Strong progress for both children across KS2 Improved self confidence as readers	Both children achieve at least ARE at end of Y3,4,5 and 1 child achieves GD standard at end of Y6
D.	Higher levels of attainment in writing for both children Strong progress for both children across KS2 Improved self confidence as writers	Both children achieve at least ARE at end of Y3,4,5 and Y6.

5. Planned expenditure

Academic year	2018/19
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 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit					
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?
A & B. Higher levels of attainment and progress across keystage 2 in maths. Improving the outcomes for the more able child in maths Improved self-confidence as mathematicians	Using the White Rose Hub maths mastery approach. Using strategies learned from mastery CPD Feedback in maths and which is clear, specific & actionable; informing all children how to improve. Embedding a 'mastery approach' which teaches and revisits regularly in order to ensure a depth in learning and understanding Promoting Growth Mindset and 'Can Do' attitude towards maths	Evidence from the EEF toolkit shows that mastery learning improves outcomes for all children. We want to invest in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to improve the thinking skills of all our children, developing a growth mindset approach across	Monitoring of teaching strategies through lesson observations and 'drop ins' Staff CPD during staff meeting time and out of school sessions to ensure staff confidence and improved subject knowledge Visible progress over time, through work scrutiny and data, can be linked to the feedback given. Improvements in attainment across KS2 can be linked to the mastery approach	Maths Coordinator	July 2019

		the school. Research from the EEF toolkit shows that these strategies have a high level of impact on attainment and progress.			
C. Higher levels of attainment in reading. Strong progress across KS2. Improved self-confidence as a reader	Teaching key comprehension skills as whole class and in guided groups. In comprehension and in guided reading focussing on a range of strategies to develop understanding of a text. Teaching techniques to comprehend meaning With HA focus on Bloom's taxonomy	Evidence shows that successful reading comprehension approaches allow activities to be carefully tailored to childrens' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Whilst outcomes in reading are, in the main good, we want to improve these further for all groups.	Monitoring of teaching strategies through lesson observations and 'drop ins' Staff CPD during staff meeting time and out of school sessions to ensure staff confidence and improved subject knowledge	English coordinator	July 2019
D. Higher levels of attainment in writing. Strong progress across KS2 Improved self confidence as writers	Embed Talk for Writing and Strategies across all 3 keystages Push non-negotiables in all keystages Use modelled and guided writing in small groups (WAGOLL approach) Using clear, specific and focussed feedback.	Using talk for writing strategies emphasises to all children the importance of spoken language and verbal interaction. This rationale is backed up by evidence from the EEF toolkit. We want this approach to be embedded across the school. Ensuring focussed feedback redirects/ refocuses the child towards achieving the desired outcomes is a strategy we are aiming to embed across the school. This rationale is backed up by evidence from the EEF toolkit	Monitoring of teaching strategies through lesson observations and 'drop ins' Staff CPD during staff meeting time and out of school sessions Visible progress over time, through work scrutiny and data, can be linked to the feedback given.	English coordinator	July 2019
Whole Class teaching with TA support No additional funding required				Total budgeted cost	£0
ii. Targeted 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?

<p>A & B. Higher levels of attainment and progress across all keystages in maths. Improving the outcomes for the more able child in maths Improved self-confidence as mathematicians</p>	<p>Regular small group sessions in maths for pupils in receipt of PP with TA. This is in addition to standard lessons. These sessions will build on the mastery approach used by the class teacher and embed strategies making them more secure.</p>	<p>We want to provide extra support to enhance attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as shown by the research in the EEF Toolkit.</p>	<p>Impact overseen by maths lead and headteacher Regular monitoring and evaluating by headteacher Teaching assistant (TA) CPD for TAs supporting the sessions.</p>	<p>Maths lead</p>	<p>July 2019</p>
<p>C. Higher levels of attainment in reading. Strong progress across KS2 Improved self-confidence as a reader</p>	<p>Daily small group guided reading/ comprehension with a key focus on deepening understanding through making inferences and deducing from the information given.</p>	<p>We want to provide extra support to enhance attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as shown by the research in the EEF Toolkit.</p>	<p>Impact overseen by English lead and headteacher Regular monitoring and evaluating by headteacher Teaching assistant (TA) CPD for TAs supporting the sessions.</p>	<p>English lead</p>	<p>July 2019</p>

D. Higher levels of attainment in writing. Strong progress in writing across KS2. Improved self confidence as writers	Regular small group guided writing with a key focus on punctuation, accurate grammar structures and content.	We want to provide extra support to enhance attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as shown by the research in the EEF Toolkit.	Impact overseen by English lead and headteacher Regular monitoring and evaluating by headteacher Teaching assistant (TA) CPD for TAs supporting the sessions.	English lead	July 2019
Targeted support: TAs to provide this and money to go in TA budget			Total budgeted cost	£2442	
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?
				Total budgeted cost	