



## Birch Wood School

Where a love of learning grows!



### The Pupil Premium Strategy Statement 2017/18

The pupil premium funding is allocated to schools for the specific purpose of furthering the attainment of students registered as eligible for free school meals at any point in the last 6 years.

For the academic year 2017-2018 these students will receive:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11
- £300 for service children

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

For the academic year September 2016 to July 2017 the school received £44707 of Pupil Premium for 42 students. For the academic year September 2017 to July 2018 the school will receive approximately £50085 for 44 students.

### **During 2016-2017 we built on previous success and used the Pupil Premium in the following ways:**

1. Increase the staffing numbers and curriculum time in core subjects English and Maths at Birch Vale School site.
2. Free breakfast club for students at Birch Wood Vale.
3. Performing Arts group
4. Extended Maths and Literacy lessons at Birch Wood Vale, from 3 lessons to 5 lessons a week.
5. Appoint a Home School Link Worker to further develop support for parents and encourage parent partnership.
6. Supplement snack at Site One.
7. Supplement swimming lessons at Site One.
8. Full time Pet therapist.

## Impact Pupil Premium 2016/17

We measure student's progress using the Birch Wood Mastery Assessment system, which allows us to focus on the individual needs of our pupils. The data below shows the progress of our students in English and Maths who are identified as receiving free school meals or looked after in care with our students who are not in receipt of PPG. The table illustrates the percentage of students on track to make expected progress when using national progression guidance.

### Site One:

#### English

Table 1

Site 1 KS1-KS4 Progress data	2017 English: reached minimum target	2017 English exceeded minimum target	Total met or exceed target 2017	Total met or exceed target 2016
Non PPG	33%	60%	93%	96%
PPG	33%	66%	100%	94%
All students	29%	67%	96%	95%

Table 1 shows that students identified as being disadvantaged and therefore in receipt of PPG funding have maintained excellent progress as all students at Site One have met their minimum target. This demonstrates clearly that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming. Last year our target was to ensure some of the effective strategies we implemented for PPG students were used to support students who were identified as not on track to meet expected targets and not in receipt of additional funds, which explains the excellent progress of non PPG students. The impact of using these strategies across the board is clear as overall, students have made better progress in English in 2017.

#### Maths

Table 2

Site 1 KS1-KS4 Progress data	2017 Maths: reached minimum target	2017 Maths exceeded minimum target	Total met or exceed target 2017	Total met or exceed target 2016
Non PPG	30%	70%	100%	93%
PPG	6%	94%	100%	95%
All students	21%	79%	100%	94%

Table 2 shows that students identified as being disadvantaged and therefore in receipt of PPG funding do equally well or better than students who do not receive this funding. Like English, this demonstrates clearly that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming. We, as a school, have also further improved

progress for Maths for PPG students again with 100% of PPG students meeting their minimum target, which shows that funding has been used to excellent effect.

**Birch Wood Vale:**

**English**

Table 3

Site 2 KS3-KS4 Progress data	2017 English: reached minimum target	2017 English exceeded minimum target	Total met or exceed target 2017	Total met or exceed target 2016
Non PPG	39%	58%	97%	89%
PPG	50%	43%	93%	100%
<b>All students</b>	<b>42%</b>	<b>53%</b>	<b>95%</b>	<b>93%</b>

Table 3 shows that PPG students in 2016/17 have made excellent progress at Birch Wood Vale with 93% of students meeting or exceeding their minimum target in English. This demonstrates that we are using our funding to great effect to ensure that PPG students are meeting high expectations and are making great progress. Overall, the data shows that there has been an improvement in progress in English at Birch Wood Vale in 2016/17.

**Maths**

Table 4

Site 2 KS3-KS4 Progress data	2017 Maths: reached minimum target	2017 Maths exceeded minimum target	Total met or exceed target 2017	Total met or exceed target 2016
Non PPG	68%	29%	97%	70%
PPG	50%	29%	79%	70%
<b>All students</b>	<b>62%</b>	<b>29%</b>	<b>91%</b>	<b>71%</b>

Table 4 shows that there has been a significant overall improvement in student progress in Maths at Birch Wood Vale and also an increase in progress in students meeting their minimum targets in comparison to the previous academic year. This demonstrates that we are using our funding to good effect to ensure that PPG students are meeting high expectations and are making good progress. Our target this year is to continue to increase our support for those students who were identified as not on track to meet expected targets and to continue to increase the percentage of students who are meeting their minimum targets.

**In addition to our current usage of PPF funding, during 2017/18 we plan to use the Pupil Premium as follows:**

1. Extended Music Therapy to 1.5 days.
2. Home School Link Worker position extended to full time position.
3. Supported students with transport to school.
4. 1:1 mentoring focusing on developing Literacy and Maths skills at BWV

### **Using Pupil Premium at Birch Wood School**

At Birch Wood School we have applied the well-recognised research of The Education Endowment Fund and our knowledge and experience of students with a range of learning difficulties to create a package of approaches aimed at boosting the progress, achievement and wellbeing of all our students. With a particular view to addressing the well-researched disparity in life chances for children and young people who would be eligible for PPG funding, we have applied strategies to utilise this funding to have the best possible impact. The strategies we have explored and implemented cross a wide range of approaches and have been used creatively to meet the needs of the individual. We have applied our core value of high aspirations for every child, with a robust approach to implementing a high quality learning environment where every child's talent is recognised and nurtured.

#### **1. Increase the staffing numbers and curriculum time in core subjects English and Maths at Birch Vale School site.**

There has been a significant increase in Literacy and Maths progress for PPG students at BWV in comparison to 2015/16. The increase in curriculum time and staffing numbers has provided students with additional support for Literacy and Maths with 93% of students meeting their minimum target in English which has maintained the excellent progress and 79% of students meeting their target in Maths which is an improvement on the previous year.

#### **2. Free breakfast club for students at Birch Wood Vale**

The free breakfast club was set up aiming at ensuring students have a healthy start to the day and for students to have a chance to check in with a member of staff and off load any concerns before they start the days learning.

#### **3. Performing Arts group**

Led by Moving Together Arts group, the Discover Arts award was initially aimed at Site One PPG students and the Silver Arts Award was aimed at students from Birch Wood Vale. The Performing Arts group has been a highly effective strategy in developing a number of skills for learning whilst giving targeted students the opportunity to gain a Bronze or Silver Arts Award (equivalent A-C GCSE), which contributes towards final attainment and students self-belief, thus fostering a 'can do' culture.

#### **4. Extended Maths and Literacy lessons at Birch Wood Vale, from 3 lessons to 5 lessons a week.**

Progress and achievement of Literacy and Maths for Pupil premium student's significantly improved over the 2016/17 academic year. Students have had increased time to develop Literacy and Maths skills and this has shown in the progress statistics, with an increase in

PPG students meeting their expected target in Maths and students maintaining excellent progress in English.

**5. Appoint a Home School Link Worker to further develop support for parents and encourage parent partnership.**

The Home School Link Worker position was created at the beginning of 2016/17 and has had an acute focus on PPG students and working in partnership with parents and carers. The Home School Link Worker works to support all families where the need is required and links closely with outside agencies including social care to help remove some of the social barriers to learning that impact student progress.

The Home School Link Worker also plays an important role in helping to identify families who may be entitled to PPG or other funding but have not applied and families who fall just below the criteria, but have similar needs to PPG families.

**6. Supplement snack at Site One**

All students have same opportunities and prepared for lesson time through ensuring that students eat healthily.

**7. Supplement swimming lessons at Site One.**

All students have same opportunities and students who have accessed swimming lessons with a qualified swimming instructor have had opportunities to develop their posture, balance and wellbeing.

**8. Employed a full time Pet therapist.**

Pet therapy is a broad term that includes animal-assisted therapy and other animal-assisted activities. Animal-assisted therapy is a growing field that uses dogs or other animals to help people. Empirical evidence has shown that therapy dogs can enhance children's psychological development, improve social skills, and increase self-esteem among other benefits.

We use a therapy dog at Birch Wood School. She is a 2 year old Labrador called Tula. Using her teaches students responsibility, compassion, and respect for other living things. Using Tula in the classroom can help students to become calm and less fearful, relieve anxiety, and teach skills. Pet Therapy has supported the students in the following ways:

Physical – interaction with a Tula reduces blood pressure, provides tactile stimulation, gives motivation to move, walk and stimulates the senses. Tula is often walked by students and it gives them a chance to play physical games without the pressure of thinking it's a set lesson.

Social – a visit with from Tula provides a positive mutual topic for discussion, promotes greater self-esteem and well-being, and focused interaction with others. A lot of students open up to each other when Tula is around discussing their own dogs/animals.

Emotional – Tula's visits have improved self-esteem in students and she lifts mood instantaneously, which often provokes laughter.