



Birch Wood School

'Where a love of learning grows'



The Pupil Premium Strategy Statement 2018/ 19

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 2018-2019 these students will receive:

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

Schools will receive £2,300 for any pupil:

- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

For the academic year September 2017 to July 2018 the school received £50085 of Pupil Premium for 44 students. For the academic year September 2018 to July 2019 the school will receive approximately £59270 for 54 students.

Impact Pupil Premium 2017/18

We measure student's progress using the Birch Wood Mastery Assessment system or the MAPP2 Assessment system dependent on the student's needs. The data below shows the progress of our students in English and Maths who are identified as receiving PPG funding with our students who are not in receipt of PPG. The table illustrates the percentage of students on track to make expected progress using our Mastery Assessment.

Site One - English:

Site 1 KS1-KS4 Progress data	2018 English: reached minimum target	2018 English exceeded minimum target	Total met or exceed target 2018	Total met or exceed target 2017
Non PPG	27%	60%	87%	93%
PPG	24%	67%	91%	100%
All students	25%	64%	89%	96%

Students in receipt of PPG funding have made excellent progress as 91% of students at Site One have met their minimum target. PPG students have slightly outperformed students who are not allocated PPG funding which demonstrates that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming.

Site One – Maths:

Site 1 KS1-KS4 Progress data	2018 Maths: reached minimum target	2018 Maths exceeded minimum target	Total met or exceed target 2018	Total met or exceed target 2017
Non PPG	17	61	78	100%
PPG	24	67	91	100%
All students	21	64	85	100%

Overall, more students identified as being in receipt of PPG funding have at least met their minimum target. Similar to English, this demonstrates clearly that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming. 91% of Site One students have met or exceeded their minimum target which shows that funding has been used to excellent effect and again has reversed the national trend.

Birch Wood Vale - English:

BWV KS3-KS4 Progress data	2018 English: reached minimum target	2018 English exceeded minimum target	Total met or exceed target 2018	Total met or exceed target 2017
Non PPG	32%	32%	64%	97%
PPG	32%	47%	79%	93%
All students	32%	38%	70%	95%

PPG students in 2017/18 have outperformed their Non-PPG peers at Birch Wood Vale with 79% of students meeting or exceeding their minimum target in English comparable with 64% of students who are not allocated PPG funding. 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.

Birch Wood Vale- Maths:

BWV KS3-KS4 Progress data	2018 Maths: reached minimum target	2018 Maths exceeded minimum target	Total met or exceed target 2018	Total met or exceed target 2017
Non PPG	32%	46%	79%	97%
PPG	37%	47%	81%	79%
All students	34%	47%	81%	91%

Students who are in receipt of PPG funding has slightly outperformed Non-PPG students as 81% of students who are supported with PPG funding have at least met their expected target compared with 79% of Non-PPG students which again, reverses the national trend. 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.

Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability), as identified using the following sources: the Education Endowment Foundation/ Sutton Trust (EEF) toolkit, staff and pupil consultation, attendance records.

In School barriers

A	Communication, interaction and engagement skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupil's special educational needs (many pupils are non-verbal or make use of special output devices).
B	Literacy (reading and writing) skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils experience difficulty with their fine and gross motor skills).
C	Numeracy skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils experience difficulty with their fine and gross motor skills).
D	Physical development (fine and gross motor skills) are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs.

External barriers

E	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that pupils are part of a wide catchment area and many are dropped off, and picked up, each day by county transport.
F	Attendance is lower for some students due the anxiety of some of the students, illness in the family or other transport difficulties.

Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in Literacy (Speaking and Listening)
B	Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in English (reading and writing).
C	Improve numeracy skills of pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in numeracy.
D	Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in all subject areas and aspects, with a particular focus on Physical Education.
E	Improve parental involvement in their son/ daughter's learning.	All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.
F	Improved attendance for targeted learners.	Attendance for targeted students will increase, leading to improved attendance overall.

Planned expenditure – This will show new initiatives as well as initiatives that we are carrying on from last year, which is seen in the ‘Review of 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					
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. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Regular Makaton training for all staff. All staff to be provided with access to Makaton resources and appropriate training and development.	Many different evidence sources e.g. EEF toolkit suggest that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment.	Using after school sessions to deliver training. Assistant Head to plan and coordinate training sessions and to share dates and times at the beginning of each term. Makaton audit to take place to ensure that staff are trained at appropriate level and pace.	Assistant Head.	July 2019
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Lunch time clubs – Snap Circuits	One to one and small group interventions with appropriately qualified staff have been shown to be effective in our school and in previous years and as discussed in reliable evidence sources such as the EEF toolkit.	We will be organising a lunchtime club at least twice a week. Each box set should mean that 2-3 students can work together at any one time and focus on developing team building and sharing skills.	Assistant Head	June 2019
Total budgeted cost					£59,270
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. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> <p>D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.</p>	<p>Supplement of annual residential</p>	<p>Some of our residential visits were funded partially or completely by PPG funding and without this, the students would not have had such social opportunities. These trips help to build life skills, foster relationships with staff and build mutual respect amongst peers. Such skills can have a tangible impact in the classroom</p>	<p>SLE and relevant staff have been on appropriate training to lead residential and have experience leading residential.</p>	<p>Assistant Head SLE</p>	<p>July 2019</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>E. Improve parental involvement in their son / daughter's learning.</p>	<p>Continue daily contact between teacher and class team and parents / carers using home / school diaries and via telephone contact. Termly coffee mornings to provide parents with the opportunity to visit the school to meet with other parents and carers socially, for the sharing of key information, and family learning workshops so that parents can take part in fun activities with their child.</p>	<p>The EEF suggests that developing parental involvement can benefit pupils' social and emotional development as well as their son / daughter's academic progress.</p>	<p>Home School Link Worker to liaise with class teachers and parents to ensure that coffee mornings take place in a format suited for the students. Home School Link Worker to liaise with parents to support family learning workshops.</p>	<p>Assistant Heads Home School Link Worker</p>	<p>June 2019</p>
				<p>Total</p>	<p>£19,000</p>

Review of expenditure				
Previous Academic Year		2017/18		
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)	Cost
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Investment in Communication resources so that students have access to different methods of communication.	High: Observed increase in speaking and listening skills and an increase in participation of activities, demonstrated through lesson observations and learning walks, and the number of pupils who met at least their expected progress data for Spoken Language in SIMS.	Resources will need maintaining and a fund will need to be made available to replace and resources that have been broken. If any communication resources need updating will come from the Communication budget. This will not be continued.	£3000
B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium. C. Improve numeracy skills of pupils eligible for Pupil Premium	Improved the Literacy and comprehension skills and Maths of pupil premium students through 1:1 intervention at Main Site	High impact. Progress and achievement of Literacy and Maths for Pupil premium student's has been improved due to the involvement of an Intervention Tutor. This has given PPG students access to additional tutoring during the class day and not only improved progress in Literacy but was also seen as an enjoyable experience by the students. 91% of pupil premium students at Site 1 have met their targets for reading and writing in Literacy and 67% of students exceeded these targets. 91% of pupil premium students at Site 1 met their targets in Maths and 67% of pupil premium students exceeded their targets.	Students were very positive about the support that they received. The Assistant Head Teacher and Intervention Tutor will meet each term to discuss progress and amend which students will be receiving additional support. We will continue this next year.	£1735
B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium. C. Improve numeracy skills of pupils eligible for Pupil Premium	Challenge and Aspiration days Occur once a term. For all students at BWV. Linking what they do to future skills for working life	High impact. Progress and achievement of Literacy and Maths for Pupil premium students has been improved due to the involvement of LEBC staff and volunteers supporting a range of different careers and employment based activities. This has given PPG students access to reading, writing and numeracy in a different practical problem-solving situations.	Students have given very positive feedback about the Challenge and Aspiration Days and have enjoyed both one day planned activities so far. They have particularly enjoyed making the link between subjects they cover in school and how they relate to future career opportunities or experiences. This will continue next year.	£500
B. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Investment in Autism Sensory resources	An investment in a bank of Autism Sensory resources has made a significant impact on a large number of PPG students. These centrally based resources have had a variety of benefits for the students including; improving coordination and motor development, increasing concentration and focus attention	This is an on-going and important approach. An allocation of funds will continue to be important in order to maintain current resources and invest in other/new equipment as needs are identified.	£2595

D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.		levels, providing security and developing an understanding of the senses including proprioception.		
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium. B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium. C. Improve numeracy skills of pupils eligible for Pupil Premium	Increasing vocational learning opportunities.	High impact. Students working towards ASDAN accreditations have received support financially to access vocational learning opportunities. All KS4 students during the 2017/18 accreditation passed their ASDAN qualifications.	Liaise with class teachers and finance officer to ensure that students are fully supported for vocational learning opportunities. This will be linked in with trip packs and will continue next year.	£300
ii. Targeted support				
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
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Extended Music Therapy to 1.5 days.	High impact. These sessions were observed and judged Outstanding and parent's feedback on the sessions was exceptional. Evidence has been collected in terms of photographs, targets and recording has been made available and a report has been provided for annual reviews.	Organise timetable to ensure that Music Therapist has sufficient preparation and delivery time, and that individual pupil progress is closely monitored and reports continue to be provided for annual reviews. We will continue with Music Therapy next year.	£10,795
F. Improved attendance for targeted learners.	Supported students with transport to school.	High impact. Attendance has been consistent for all those who access this and they arrive in school on time and ready to learn. Parents have found the consistency important with regard to preparing their child for the school day. It also means that parent engagement when their child is ill has been more prominent and initiated by them.	We will continue to liaise with the attendance team to see how we can further support our students with transport to school. We will continue this next year.	£800

D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	Horse Riding	High impact. Students accessed horse riding which helped develop student's posture, balance and wellbeing. Students have the opportunity to access horse riding which can help manage their own emotions and behaviour.	We have decided to extend the horse riding so that other age ranges can experience horse riding. We will continue this next year.	£625
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium. D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	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.	This was successful as the students really enjoy the sessions. The groups have worked better when they are differentiated appropriately so next year, the two sites will have more focused sessions. We will continue this next year.	£9560

iii. Other approaches				
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
E. Improve parental involvement in their son/daughter's learning. F. Improved attendance for targeted learners.	Home School Link Worker position extended to full time position.	High impact and is evidenced through improving attendance for PPG students and also evidenced through photographs of parent workshops which have taken place at Birch Wood. 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 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.	This will continue next year due to its significant impact on attendance on PPG students and also on further developing home-school relations. 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. This will continue next year.	£19,000
F. Improved attendance for targeted learners.	Free Breakfast club at Birch Wood Main Site and Birch Wood Vale	Breakfast club is attended well by students (PPG and non-PPG) at BWV - regularly have between 5 and 10 students attending. This settles them well for the day ahead and helps to promote independence skills and life skills as they make their own breakfast (cereal & milk or toast) and get their own drinks as well as there being beneficial social communication opportunities with people of different peer groups	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. We will be continuing this next year.	£800
D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	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.	This will continue next year as it has supported many students in the development of their physical skills whilst also providing them with therapeutic input. We will link with class teams and the finance officer to ensure that students are supported appropriately. We will continue this next year.	£1000
1. Additional detail				
The Assistant Head Teacher has recently completed the Pupil Premium Reviewer training.				