



Birch Wood School

Where a love of learning grows



The Pupil Premium Strategy Statement 2019/ 20

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 and to support children and young people with parents in the regular armed forces. For the academic year 2019-2020 these students will receive:

- £1320 for pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)
- £935 for pupils in years 7 to 11 recorded as Ever 6 FSM

Schools will receive £2,300 for any pupil:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

Schools will receive £300 for any pupil:

- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

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 2018 to July 2019 the school received £59270 of Pupil Premium for 54 students. For the academic year September 2019 to July 2020 the school will receive approximately £60795 for 55 students.

Impact Pupil Premium 2018/19

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	2019 English: reached minimum target	2019 English exceeded minimum target	Total met or exceed target 2019	Total met or exceed target 2018
Non PPG	13%	80%	93%	87%
PPG	5%	84%	89%	91%
All students	9%	82%	91%	89%

Students in receipt of PPG funding have made excellent progress as 89% of students at Site One have met their minimum target which demonstrates that our funding is being used to great effect.

Site One – Maths:

Site 1 KS1-KS4 Progress data	2019 Maths: reached minimum target	2019 Maths exceeded minimum target	Total met or exceed target 2019	Total met or exceed target 2018
Non PPG	21%	79%	100%	78%
PPG	17%	72%	89%	91%
All students	19%	76%	95%	85%

Students who are identified as being in receipt of PPG funding have made excellent progress as 89% have met at least met their minimum target. Similar to English, this demonstrates clearly that our funding is being used to great effect. For both English and Maths, there is consistency over time with the percentage of students meeting their minimum target.

Birch Wood Vale - English:

BWV KS3-KS4 Progress data	2019 English: reached minimum target	2019 English exceeded minimum target	Total met or exceed target 2019	Total met or exceed target 2018
Non PPG	8%	58%	66%	64%
PPG	13%	56%	69%	79%
All students	11%	57%	68%	70%

PPG students in 2018/19 have outperformed their Non-PPG peers at Birch Wood Vale with 69% of students meeting or exceeding their minimum target in English comparable with 66% 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	2019 Maths: reached minimum target	2019 Maths exceeded minimum target	Total met or exceed target 2019	Total met or exceed target 2018
Non PPG	25%	50%	75%	79%
PPG	6%	63%	69%	81%
All students	16%	57%	72%	81%

Students who are not in receipt of PPG funding have slightly outperformed students in receipt of PPG as 75% of non-PPG students have at least met their expected target compared with 69% of Non-PPG students. 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 continuing from last year, which is seen in the ‘Review of expenditure’.					
Academic year	2019/20				
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.	To develop a member of staff to become a Lead Makaton Tutor. Continue to provide 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 2020
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. F. Improve parental involvement in their son/ daughter’s learning.	To develop a method that enables staff and students to efficiently review EHCP Outcomes. This will provide a focus for all staff on student’s EHCP Outcomes	Students will benefit through increased focus on their EHCP Outcomes. The Outcomes are personalised to the student’s needs and all staff will be able to familiarise themselves and support the students better through providing better learning opportunities during the school day. Through having a clearer focus on the EHCP Outcomes, there can be a better link with families to collaborate on focusing on the Outcomes. This, in turn, can improve behaviour, wellbeing and relationships with peers and ultimately impact subject-specific learning.	INSET training sessions will provide planning time to focus on the EHCP Outcomes. Teachers will be able to collaborate and share best practice to support the students and focus on their EHCP Outcomes. Technology will be purchased so that staff can evidence progress against the students EHCP Outcomes and to celebrate this with families.	Senior Leadership Team UPS3 Teacher	July 2020

A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	To enable the 'Chirpy' system to be accessible for all students so that students can identify their own and other's emotions.	<p>Interventions focusing on developing a student's Social and Emotional wellbeing have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>The 'Chirpy' system has been identified as a success within Birch Wood School as students of differing ages and needs are increasingly able to communicate their emotions, meaning that adults and peers can support them. This can then lead to students spending more time in their lessons and more time focused on their learning.</p>	INSET sessions will provide training on the 'Chirpy' system and how it can be used. Lesson observations will take place to ensure that the system is used when appropriate.	Autism Lead Class Teachers	July 2020
Total budgeted cost					£60, 795
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>D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.</p> <p>E. Improve parental involvement in their son / daughter's learning.</p>	<p>To extend our school day and further our school and community offer to enable increased accessibility to therapeutic and physical therapy resources.</p>	<p>There is evidence that pupils benefit through increased attendance at school, improved behaviour, and better relationships with peers. It will also allow for continued focus on a student's education, health and care plan and therefore impacting the quality of their lives now and for the future.</p>	<p>Teachers to liaise with families to share how students can access facilities at Birch Wood outside of the school day through a scheduled programme.</p>	<p>Assistant Head Teacher</p> <p>Business Manager</p>	<p>July 2020</p>
<p>E. Improve parental involvement in their son / daughter's learning.</p> <p>F. Improved attendance for targeted learners.</p>	<p>Subsidising of Uniform</p>	<p>Funding is available to subsidise the purchase of student uniform. This reduces anxiety for students who may not otherwise be able to have the uniform and to ensure that the young person is ready for the school day.</p>	<p>Home School Link Worker to liaise with families to share how Birch Wood can support with subsidising uniform.</p>	<p>Assistant Head</p> <p>SLE</p>	<p>July 2020</p>

<p>B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium</p>	<p>To develop a member of staff to focus on data analysis to identify students for further interventions.</p>	<p>Data analysis enables us to see the bigger picture regarding trends and patterns and then develop appropriate wave 1 and wave 2 interventions to provide further support.</p>	<p>Data analysis will be completed each term and the Senior Leadership Team and subject leaders will focus on students who may need specific interventions. Interventions will have baseline data and progress checks afterwards to ensure that interventions are effective.</p>	<p>Senior Leadership Team</p> <p>UPS3 Teacher</p>	<p>July 2020</p>
<p>C. Improve numeracy skills of pupils eligible for Pupil Premium</p>	<p>Development of Maths after school club</p>	<p>EEF Evidence indicates that pupils make progress through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>Through data analysis, students who may require additional support will have the option of support through the after school Math's club. Baseline data and termly progress checks will check the effectiveness of the after school club.</p>	<p>Maths Lead</p>	<p>July 2020</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</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</p> <p>Home School Link Worker</p>	<p>June 2020</p>

	parents can take part in fun activities with their child.				
Total					£19,000

Review of expenditure				
Previous Academic Year		2018/19		
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.	Regular Makaton training for all staff. All staff to be provided with access to Makaton resources and appropriate training and development.	This has had a significant impact as several training sessions were planned according to the staff's needs. The majority of staff within the school received training to stage 8 of Makaton. This has led to improved use of communication skills within the school at both sites and had also led to students improving their Makaton usage and having access to alternative methods of communication.	This has led to Birch Wood focusing on improving its Makaton usage. The Makaton training will continue for the current academic year through the Communication Lead, with a particular focus on new staff as part of their induction. A member of the ELT will attending training to become a Makaton Tutor which will lead to staff having easier access to Makaton training.	£500
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Lunch time clubs – Snap Circuits	A lunchtime club took place using these resources at least twice a week. Each box set meant that 2-3 students can work together at any one time and focus on developing team building and sharing skills so this will continue to be available for our students.	They will be used as part of the 'chill out' lunchtime club - available every day each week which will ensure they are available to a greater number of students. The clubs help students with speaking and listening skills developing their confidence at interacting with new people and talking about themselves. This greatly supports their ability to transition and different points on their academic pathway.	£84
B. Improve literacy (reading and writing)	Improved the Literacy and comprehension skills and Maths of pupil	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 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	£1735

<p>skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium</p>	<p>premium students through 1:1 intervention at Main Site</p>	<p>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. 89% of pupil premium students at Site 1 have met their targets for reading and writing in Literacy and 84% of students exceeded these targets. 89% of pupil premium students at Site 1 met their targets in Maths and 72% of pupil premium students exceeded their targets.</p>	<p>will be receiving additional support. We will continue this next year and extending the interventions to both Sites due to its success.</p>	
<p>A. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.</p> <p>C. Improve numeracy skills of pupils eligible for Pupil Premium</p>	<p>Challenge and Aspiration days</p> <p>Occur once a term. For all students at BWV. Linking what they do to future skills for working life</p>	<p>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.</p>	<p>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.</p> <p>Students had the opportunity to develop their understanding building on their skills from the STEM challenge day. Students can work through the challenges with a partner supporting their speaking and listening skills.</p> <p>Students from Year 10 to Post 16 have 3 careers interviews per year with the schools careers adviser. This will be moving to 5 per year in 2019.</p>	<p>£500</p>
<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>Investment in Autism Sensory resources</p>	<p>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 levels, providing security and developing an understanding of the senses including proprioception.</p>	<p>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.</p>	<p>£2595</p>
<p>A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p>	<p>Increasing vocational learning opportunities.</p>	<p>High impact. Students working towards ASDAN accreditations have received support financially to access vocational learning opportunities. All KS4 students during the 2018/19 accreditation passed their ASDAN qualifications.</p>	<p>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.</p>	<p>£300</p>

B. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.				
C. Improve numeracy skills of pupils eligible for Pupil Premium				
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 to show progress against EHCP Outcomes.	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. Extending the number of horse riding sessions so that other age ranges can experience horse riding has been really positive and beneficial to our young people.	We will continue horse riding across both sites next year.	£625
A. Improved communication (speaking and listening)	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	This was successful as the students really enjoy the sessions. The groups have worked better when they are differentiated	£9560

<p>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>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.</p>	<p>appropriately so next year, the two sites will have more focused sessions. We will continue this next year.</p>	
<p>B. 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. The residential programme was extended to Key Stage 3 last academic year which was a huge success.</p>	<p>SLE and relevant staff have been on appropriate training to lead residentials and have experience leading residentials and this will be available to staff to extend our student's access to residentials. The support will be offered for students again in the coming year with more residential programmes being available across both Sites.</p>	<p>£510</p>

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 8 and 15 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. At Birch Wood Main Site we had between 3 and 6 attendees on a regular basis, all of which were students in receipt of PPG funding.	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 completed the Pupil Premium Reviewer training.				

