



Birch Wood School's Pupil Premium Strategy Statement 2020/21

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. From April 2020 these students will receive:

- £1345 per primary-aged pupil
- £955 per secondary-aged pupil

Schools will receive £2,345 for every pupil who has left local authority care through an adoption, a special guardianship order, a child arrangements order or a resident order. For pupils who attract the £2,345 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

Schools will receive £300 for any pupil whose parent is serving in HM Forces or has retired on a pension from the Ministry of Defence.

For the academic year September 2019 to July 2020 the school received £60795 of Pupil Premium for 55 students. For the academic year September 2020 to July 2021 the school will receive approximately £59155 for 54 students.

Pupil Premium Grant	Pupil Premium per student	Total number of students	Total Allocation
Service Premium	£300	1	£300
Ever 6 FSM - Primary	£1345	14	£18830
Ever 6 FSM - Secondary	£955	37	£ 35335
Pupil Premium Plus	£2345	2	£ 4690
Total expenditure:			£ 59155

Impact Pupil Premium 2019/20

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 and compares students 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 system. End of year progress data was not collected in July 2020 due to Covid-19, so it is not possible to carry out our usual impact analysis comparing the performance of pupil premium and non-pupil premium pupils in each year group. It is however possible to compare the performance of these two groups through comparing progress data from January 2020 to October 2020. It is noted that our assessment system for Maths has changed slightly to ensure that Mastery and qualification framework are linked better, this may have an impact on Maths progression data. It must also be noted that the progress data may be impacted due to the Coronavirus lockdown:

Grange Drive - English:

Site 1 KS1-KS4 Progress data	2020 English: reached minimum target	2020 English exceeded minimum target	Total met or exceed target 2020	Total met or exceed target 2019
Non PPG	50%	13%	63%	93%
PPG	67%	0%	67%	89%
All students	56%	8%	64%	91%

Students in receipt of PPG funding have made good progress as 67% of students at Grange Drive have met their minimum target compared with 63% of Non-PPG students which demonstrates that our funding is being used effectively.

Grange Drive – Maths:

Site 1 KS1-KS4 Progress data	2020 Maths: reached minimum target	2020 Maths exceeded minimum target	Total met or exceed target 2020	Total met or exceed target 2019
Non PPG	25%	25%	50%	100%
PPG	43%	14%	57%	89%
All students	30%	22%	52%	95%

57% of Students who are identified as being in receipt of PPG funding have met at least met their minimum target in comparison to 50% of Non PPG students. Similar to English, this demonstrates that our funding is being used effectively to support our PPG recipients.

Birch Wood Vale - English:

BWV KS3-KS4 Progress data	2020 English: reached minimum target	2020 English exceeded minimum target	Total met or exceed target 2020	Total met or exceed target 2019
Non PPG	19%	42%	61%	66%
PPG	47%	20%	67%	69%
All students	26%	36%	62%	68%

PPG students in 2019/20 have outperformed their Non-PPG peers at Birch Wood Vale with 67% of students meeting or exceeding their minimum target in English comparable with 61% of students who are not allocated PPG funding. 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.

Birch Wood Vale- Maths:

BWV KS3-KS4 Progress data	2020 Maths: reached minimum target	2020 Maths exceeded minimum target	Total met or exceed target 2020	Total met or exceed target 2019
Non PPG	18%	29%	47%	75%
PPG	19%	44%	63%	69%
All students	15%	37%	52%	72%

Students who are in receipt of PPG funding have outperformed students who are not in receipt of PPG as 63% of PPG students have at least met their expected target compared with 47% 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 as identified using the following sources: The Education Endowment Foundation/ Sutton Trust (EEF) toolkit, staff and pupil consultation, attendance records, progress data, EHCP Outcomes.

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 section will show new initiatives. Initiatives that we are continuing from last year are seen within the 'Review of expenditure'.					
Academic year	2020/21				
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. Lead Makaton Tutor training was postponed due to Coronavirus and has been rearranged for this academic year.	Assistant Head.	July 2021
Total budgeted cost					£1955
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?
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Extended Music Therapy to 2 days.	<p>Music Therapy positively impacts students in a variety of ways. It supports young people with their emotional, cognitive, physical, communicative and social needs.</p> <p>The EEF states that Interventions which target social and emotional learning (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships in school</p>	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.	SLT Communication Team	July 2021
iii. Wider areas					
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>E. Improve parental involvement in their son / daughter's learning.</p> <p>F. Improved attendance for targeted learners.</p>	Subsidising food and drink for snack and break times.	Funding is available to subsidise the purchase of food for snack times and break times. This prepares students for the school day so that they are physically ready for learning.	Finance officer and Office to liaise with class teams to ensure that snacks abide by Healthy Schools policy and to ensure that adequate food is provided at snack and break times.	SLT	July 2021
Total					£7560

Review of expenditure					
Previous Academic Year		2019/20			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned and will we continue with approach	Cost	Continue with approach? Y/N
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 be attending training to become a Makaton Tutor which will lead to staff having easier access to Makaton training.	£500	Y
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	This has had a significant impact for learners at Birch Wood School. Students have benefited through having an increased focus on their EHCP Outcomes with support from their staff, whilst this information is also shared with parents so that there is a collaborative approach. INSET training sessions have been put in place to focus on the EHCP Outcomes. Teachers are able to collaborate and share best practice to support the students and focus on their EHCP Outcomes.	This has led to a collaborative approach to supporting learners with regards to their EHCP Outcomes. Ongoing training will be needed to ensure that new staff are familiar with how to follow the system and also to use the technology to assess progress. This will part of new staff induction.	£650	Y
A. Improved communication (speaking and	To enable the Chirpy system to be accessible for all students so that	The Chirpy system has been identified as a success across Birch Wood School and will continue to be used as students of differing ages and needs are increasingly able to communicate	INSET sessions have provided training on the Chirpy system and how it can be used. Due to the differing needs of students across Birch Wood School, the Chirpy system has been adapted	£475	Y

listening) skills of pupils eligible for Pupil Premium	students can identify their own and other's emotions.	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.	to suit them individually. Birch Wood School will continue to use the Chirpy system.		
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 students 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. Based on the January 2020 progress data, of the 8 students who accessed the intervention 92% of the students were on track to meet their targets for reading and writing in Literacy and 90% of the students had met their targets in Maths.	Students were very positive about the support that they received. The Assistant Head Teacher and Intervention Tutor met each term to discuss progress and amend which students will be receiving additional support. The intervention stopped in March 2020 due to Coronavirus, it will begin again when Coronavirus restrictions change and it is deemed safe to continue.	£1735	Postponed
A. 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. The Challenge and Aspiration days has provided students with opportunities to meet many careers advisors who can provide additional advice for student's future employment, this has led to student's taking part in practice interviews which in turn has provided students with improved confidence, experience and self-esteem.	Students have given very positive feedback about the Challenge and Aspiration Days and have enjoyed both 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. 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. Students from Year 10 to Post 16 have 5 careers interviews per year with the school's careers adviser. This will continue remotely due to Coronavirus restrictions.	£500	Y
A. Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium. D. Improve physical development (fine	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 levels, providing security and developing an understanding of the senses including proprioception.	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.	£1000	Y

and gross motor) skills of pupils eligible for Pupil Premium.					
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 2019/20 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 Educational Visit packs and will continue next year.	£400	Y
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	Continue with approach? Y/N
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 and extend Music Therapy next year.	£16380	Y
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	During the 2020/21 Academic year this support has been temporarily postponed to ensure student and staff safety and to abide by Coronavirus restrictions. This will be reviewed in line with Coronavirus guidance. We will continue to liaise with the	£800	Postponed

		engagement when their child is ill has been more prominent and initiated by them.	attendance team to see how we can further support our students with transport going forward.		
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.	This targeted support has had a positive impact across both sites of Birch Wood School during 2019/2020 and when Coronavirus restrictions allow, will continue again.	£250	Postponed
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 Grange Drive 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. During 2019/20, the Moving Together Arts group has opened up to other classes across Birch Wood School and students are now working towards Discover and Explore awards. During lockdown, this initiative continued remotely and will continue to do so, it has been a huge success for Birch Wood School's young people.	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 remotely at the moment with a view to operating on site again when Coronavirus restrictions allow.	£7500	Y
B. 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.	Supplement of annual residential	Medium impact. A Post 16 residential visit was able to take place during the Autumn term and this had a significant impact on the students and families. This residential visit was 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. For some students, it was their first residential visit away from their home which is an excellent success. Unfortunately, due to restrictions related to Coronavirus, other residential visits had to be cancelled	Birch Wood School will continue to provide residential opportunities when Coronavirus restrictions are changed and it is deemed safe to do so.	£510	Postponed
E. Improve parental involvement in	Subsidising of Uniform	Positive impact on student wellbeing. The subsidising of the purchase of student uniform has reduced anxiety for students	Home School Link Worker to continue to liaise with families to share how Birch Wood can support with subsidising uniform.	£400	Y

<p>their son / daughter's learning.</p> <p>F. Improved attendance for targeted learners.</p>		<p>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>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 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>Our data analysis lead has provided a more in-depth analysis of progress at BWV and this has led to seeing trends and patterns so that appropriate wave 1 and wave 2 interventions can take place. This has also led to Birch Wood School employing a Literacy lead and an Intervention tutor to support with the interventions.</p>	<p>This initiative has had a very positive impact and has allowed the data to be analysed in a much more thorough manner, and in turn, support student progress. This will continue to be in place for the upcoming year.</p>	<p>£2835</p>	<p>Y</p>
<p>C. Improve numeracy skills of pupils eligible for Pupil Premium</p>	<p>Development of Maths after school club</p>	<p>Many BWV students have been able to attend weekly Maths after school club to recap on Maths lessons. 75% of students attended revision sessions before GCSEs which gave the staff more opportunities to support the students.</p>	<p>This is currently postponed due to Coronavirus restrictions. It is continually under review and virtual catch-up sessions will be looked at.</p>	<p>£0</p>	<p>Postponed</p>
<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>Significant impact. Targeted pupils benefited through increased attendance at school and this allowed for a continued focus on a student's education, health and care plan by the students attending therapeutic sessions at the weekend or during half term breaks. The therapeutic sessions included Rebound Therapy, Hydrotherapy sessions and Soft Play.</p>	<p>The targeted support benefited the students who attended and may be able to benefit other students as well. There is possibility to access other therapeutic sessions such as Horse Riding too. Due to Coronavirus restrictions, this targeted support has been postponed but it will continually be reviewed.</p>	<p>£0</p>	<p>Postponed</p>

Wider areas					
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	Continue with approach? Y/N
E. Improve parental involvement in their son/ daughter's learning. F. Improved attendance for targeted learners.	Full time Home School Link Worker 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 initiative will be vital during the Coronavirus pandemic.	£19,000	Y
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 10 and 20 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 Grange Drive 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 when Coronavirus restrictions allow.	£800	Postponed
D. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	Supplement swimming lessons at Grange Drive.	EYFS to KS2 students have accessed swimming lessons with a qualified swimming instructor, this will provide them with opportunities to develop their posture, balance and wellbeing.	When Coronavirus restrictions allow, this targeted support will continue 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.	£702	Postponed
E. Improve parental involvement in their son / daughter's learning.	Continue daily contact between teacher and class team and parents / carers using home / school diaries and via telephone contact. Termly coffee	Home School Link Worker liaised with class teachers and parents to ensure that coffee mornings took place in a format suited for the students. These were a success and had a positive impact on communication between home and school whilst also being an opportunity for Birch Wood School to share resources and strategies with families in a fun environment.	When Coronavirus restrictions allow, this targeted support will continue.	£0	Postponed.

	<p>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>				
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1. Additional detail

The Assistant Head Teacher has completed the Pupil Premium Reviewer training.

Pupil Premium Grant Lead – Tom Bradley-Hewell
 Governing board lead – Lisa Brammall