

Pupil premium strategy statement (primary)

1. Summary information					
School	All Saints Benhilton Cof E Primary School				
Academic Year	2017/18	Total PP budget	£39,600	Date of most recent PP Review	Oct 2017
Total number of pupils	515	Number of pupils eligible for PP	33	Date for next internal review of this strategy	April 2018

2. Current attainment		
4 pupils – End of KS2 results	<i>Pupils eligible for PP (Nat Benchmark)</i>	<i>Pupils not eligible for PP (national average)</i>
75% achieving in reading, writing and maths	75% (67%)	83% (61%)
75% making progress in reading	75% (77%) Scaled score 104 (105)	87% (77) 109 (105)
75% making progress in writing	75% (81%)	84% (81%)
75% making progress in maths	75% (80%) SS 103 (105)	87% (80%) 110 (105)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To support English and reading for the 47% of PP children that also have EAL so that over time we are able to diminish the difference between them and their peers.
B.	To support the emotional well-being of vulnerable PP children and their families so that they increase their attendance and performance in school.
C.	To give high quality feedback, targeted support and immediate intervention including high attaining children so that all PP children make expected or exceeding progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP pupils is 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To support English and reading for the 47% of PP children that also have EAL.	Pupils eligible for PPG with EAL make good or rapid progress by the end of July so that all pupils eligible for PPG with EAL meet age related expectations (excluding SEN for Age Related Expectations).
B.	The emotional wellbeing of vulnerable children eligible for PPG is met in a nurturing way so that children's attendance and performance in school increases	Through emotional support for children and their families, a reduction in the number of persistent absentees among pupils eligible for PPG so

		that they have 95% or above attendance.
C.	All children eligible for PPG make expected progress and those across KS2 make higher rates of progress for high attaining pupils eligible for PPG.	Pupils eligible for PPG identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Yr4, 5 and 6 by teacher assessments and moderation meetings.
D.	Increased attendance rates for pupils eligible for PPG.	A reduction in the number of persistent absentees among pupils eligible for PPG so that they have 95% or above attendance.

5. Planned expenditure					
Academic year	2017/18				
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?
To support English and reading for the 47% of PP children that also have EAL.	Immediate feedback and intervention in class for targeted children so that progress is expected or better. Specialist teacher and HLTA support given if progress overtime is still slow. After school English class	Following recommendations from the Education Endowment Fund (EEF) 'Feedback redirects or refocuses either the teacher's or the learner's actions to achieve the goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals'. With this in mind, dedicated time will be given to conduct high quality feedback. Intervention to diminish the difference	Monitor at progress meetings. Provision maps to identifying children needing additional support - such as group work, afterschool EAL group and additional 1:1 teacher. Learning walks and classroom observation to be certain that high quality feedback is being given. Use data to ensure all children regardless of ARE make progress	Inclusion Manager EAL subject SENCO HT/DHT/SLT	Each half term at progress meetings and termly review of provision maps. Learning walks and lesson observation feedback.
Total budgeted cost					£19,700
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>To support the emotional wellbeing of vulnerable children eligible for PP so that children's attendance and performance in school increases. With just under 50% of PP children either on the CP register (currently or previously) or identified as vulnerable children with outside agency support it is vital to address their emotional needs.</p>	<p>Plan and implement wellbeing and self-esteem workshops for parents to support their families' emotional wellbeing. Provide training for an additional ELSA to support children's emotional wellbeing in school. Employ an HLTA to work with targeted groups of PPG children identified from progress meetings, working on their barriers to learning and therefore diminishing the difference. Employ a TA so that they are able to pick up vulnerable children who are persistently low attenders or arrive late due to family circumstances.</p>	<p>Almost 50% of children on the PPG register are also vulnerable children. They and their family need emotional support. Research has shown children need to be in an emotionally secure state in order to attend to activities, concentrate and be ready to learn. Poor attendance is also a factor in underachievement. With these factors in mind it is paramount to provide a nurturing environment in order for children to achieve their full potential.</p>	<p>Workshops to have taken place and to be well attended. A crèche provided so that single parents can attend the meeting (most vulnerable able to attend as there is no extended family or partner to look after the children) ELSA completed the training by July 2018 and working with individual targeted children. HLTA to be working with targeted PPG children once additional funding is received with emotional well-being. The school to be in receipt of the PPG for parents who identified themselves as being entitled to FSM following campaign at Parent's Evening. Vulnerable children being collected from home so that they are in school and their attendance significantly increases (target 96%).</p>	<p>DH DH DH</p>	<p>Review and evaluation of intervention and funding in April 2018 to measure its effectiveness and value for money</p>
Total budgeted cost					£15,500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All children eligible for PPG make expected progress and those across KS2 make higher rates of progress for high attaining pupils eligible for PPG.</p>	<p>Proportion of the cost to employ specialist English and dyslexia trained teacher High quality feedback/ immediate intervention/ outstanding teaching and learning and Quality First Teaching HLTA to deliver 1:1 support to stretch and challenge targeted children so that higher rates of attaining pupils eligible for PPG are evident.</p>	<p>Following recommendations from the Education Endowment Fund (EEF) 'Feedback redirects or refocuses either the teacher's or the learner's actions to achieve the goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals'. With this in mind, dedicated time will be given to conduct high quality feedback. Intervention to diminish the difference.</p>	<p>Ensure that all staff are trained and confident in giving high quality feedback and immediate intervention so that children make good progress within the lesson. Those children who still have misconceptions are given immediate intervention so that areas are addressed before the next lesson. Staff understand the needs of all their PPG children including higher attaining pupils so that these children can be given the correct support and challenge.</p>	<p>DT/SLT All Staff</p>	<p>Half termly progress meetings and analysing data.</p>

Total budgeted cost				£4000
6. Review of expenditure				
Previous Academic Year		2016-2017		
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 £37,944

Targeted feedback and meta-cognition	Immediate feedback and intervention in class for targeted children so that progress is expected or better. Specialist teacher	Where this has been done successfully the majority of children have made expected or rapid progress. High quality and effective feedback has now become a focus as part of the SDP for 2017/18. Time has been given to support individuals with instant feedback on their learning, and strategies to reinforce the value of effort and perseverance have been put in place. Gaps identified in children's learning are then addressed with specific interventions tailored to the individual's needs. These are monitored by the Inclusion manager/SENco	Continue with this approach but to be certain that it is happening across the school in every class through learning walks and lesson observation	£5,970 16%
	1:1 reading and comprehension support.	Based on research from the EEF reading and comprehension strategies have a moderate impact at very low cost, based on extensive evidence. In our school evidence has shown that if children increase their reading ability they are better able to access and understand the curriculum independently. To enable pupils to engage and feel confident with new concepts or addressing learning needs with an intervention.	This intervention took place throughout the summer term. So far the outcomes have been pleasing with all children meeting their individual learning targets. Support will continue for another term to measure outcomes over a longer period of time	£4,181 11%
	TA support in class during lesson time to support, consolidate and carry out interventions	Majority of children met their target or exceeded their target. Those that did not had other SEN needs. This also helped to build stronger relationships with parents when dropping their children off early in the morning at the group. Parents had time to talk about any concerns they had, were reassured or reminded about current events and therefore felt that their children's EAL needs were taken seriously	Majority of the children taking part in the reading intervention/ 1:1 reading have met or exceeded their target for reading. Those that did not meet their target have additional needs of either SEN/EAL or both which is likely to have a greater impact on their learning needs.	£4087 11%
	Early morning groups to support English and grammar by a specialist teacher.		See individual provision maps on interventions for outcomes. Children on the register monitored half termly for progress and impact of interventions.	£3,423 9%
			Early morning English work to continue next year but review the criteria so that it addresses the most appropriate/needy children.	£6,094 16%

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
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<p>Social and emotional support for individual children</p>	<p>ELSA to support children's emotional well-being with school and home issues. Fun Friends intervention.</p> <p>A proportion of the cost to buy into the Limes service for a Clinical nurse to make assessments on children's various needs.</p> <p>Family support – attending meetings and referring to outside agencies for support – Family matters, CAHMs, Uplift and core group meetings.</p>	<p>ELSA to support children's emotional well-being with school and home issues. Strategies to build resilience in children and life skills through Fun Friends intervention. Part funding for training and resources for the Fun Friends intervention and ELSA support.</p> <p>Two referrals made to CAHMs with ADHD diagnosis. This has meant children have been given strategies or medication to support them in school. 1:1 intervention programme put in place to support individuals. Good outcomes for these children who are now able to engage and concentrate during lessons.</p> <p>To support parents with emotional needs and family matters outside of the schools expertise.</p>	<p>Anxiety questionnaire completed by parents at the beginning and end of the intervention showed that there had been a decrease in anxiety seen at home. Several emails received from parents praise highly the intervention and the difference it had made to individual children. ELSA emotional support continues to be very popular within school and recommended by many outside agencies.</p> <p>Very good value for money with great outcomes for the children referred to outside agencies.</p> <p>Families more engaged with parenting skills and other needs. Parents having their well-being needs met, therefore they able to support and look after their children.</p>	<p>£8,473 23%</p> <p>£1,320 3%</p> <p>£1,252 3%</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Enriching children's lives with the experience of outings, clubs and trips Cost of milk.</p>	<p>Based on research, the Hart/Risley study it found 'the impact of language on young children from low-income families is that they are exposed to 30 million fewer words than their higher-income peers before the age of three'. There we will try to expose children to experiences that are perhaps associated with middle-class families such as museums, choirs, musicals Scouting movements, orienteering etc.</p>	<p>Some of the attitudes and engagement seen whilst on the excursions has been mirrored in the classroom on the return. All involved have seen first-hand what a difference this has made to the children's feeling of self-worth and involvement. Children have been exposed to events that they would otherwise not have experienced.</p>	<p>This is certainly an approach that will be repeated next year as it gives so much enrichment to the children and their families. It makes them inclusive and equal to their peers by having the same opportunities.</p>	<p>£3,144 8%</p>
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7. Additional detail

An updated practical guide to 'The Pupil Premium' by Marc Rowland. A John Catt publication (National Education Trust)
Supporting the attainment of disadvantaged pupils – Briefing for School Leaders November 2015 Durham University
Pupil Premium Guidance and Toolkit 2014-15 –Suffolk County Council
Education Endowment fund

Of the four children in Yr6 July 2017 – three children were on the special needs register. Progress in Yr6 for disadvantaged pupils (average progress in prior attainment) in Reading, Writing and Maths performed better than non-pupil premium.