

All Saints Benhilton C of E Primary Pupil Premium strategy statement 2018-19



Mission Statement: Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges

1. Summary information					
School	All Saints Benhilton Cof E Primary School				
Academic Year	2018/19	Total PP budget	£43,560	Date of most recent PP Review	Sept 2018
Total number of pupils	455	Number of pupils eligible for PP	49	Date for next internal review of this strategy	April 2019

2. Current attainment		
pupils – End of KS2 results July 2018	<i>Pupils eligible for PP – (5 children)</i>	<i>Pupils not eligible for PP (national average) 30 children</i>
Achieving in reading, writing and maths Age Related Expectations (ARE)	80% (4/5)	80% (64%) 24/30
Achieving in reading	80% (4/5)	83% (75%) 25/30
Achieving in writing	80% (4/5)	83% (78%) 25/30
Achieving in maths	80% (4/5)	87% (75%) 26/30 ↑

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, Reading and Vocabulary for the 49% of PP children who 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 better than expected progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP pupils is 91% (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.	<p>To support English, Reading and Vocabulary skills for the 49% of PP children who are EAL, so that they make good or rapid progress and ARE. Children's attainment in literacy and maths is raised.</p> <p>Class teachers and TAs in every classroom to give immediate feedback and target children so that misconceptions are addressed immediately. Support given as soon as possible so that they are able to engage in future lessons and the gaps diminished.</p> <p>Evidence suggests that TA's can have a positive impact on academic achievement. TAs support individual pupils and or small groups, which on average show moderate positive benefits. EEF toolkit</p>	<p>Children will be making at least expected progress or better which will be monitored at half termly progress meetings. Those that do not will be targeted with appropriate interventions. Children will be at Age Related Expectations (ARE) unless other needs have been identified. Half termly progress meetings will have identified those children who need interventions, and good outcomes reached. Interventions monitored and needs led, alternative provision offered for those that are not making expected progress. 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 pupils eligible for PPG make ARE or exceed ARE. Additional TA in post to offer targeted support across the school</p>
B.	<p>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</p> <p>On average, pupils make two additional months' progress per year from extended school time. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. EEF toolkit.</p>	<p>A reduction in the number of persistent absentees among pupils eligible for PPG so that 95% or above attendance is achieved. Parent coffee mornings which promote the benefits of good attendance, build relationships with school and enable parents to have a voice in school life are well established. School Nurse Drop-ins and Parent Workshops are well attended and families are being supported with outside agencies or signposted to organisations to support their needs. A TA employed to provide a healthy breakfast before school where children can develop skills and social interactions with staff and other children to be employed.</p>
C.	<p>Enriching children's lives with the experience of outings, clubs and trips Cost of milk. Music lessons (drum and guitar) Sports clubs (football and Chess clubs) Uniform Stationery, books and photos</p>	<p>Increased confidence, enjoyment and 'once in a lifetime experience' Enjoyment of exercise and sport/ music and drama...skills for life. Children are aware of opportunities that they may not have been able to experience. All children will have access to appropriate equipment, resources and support. These children are given once in a lifetime opportunities and skills for life. All children have the potential to participate in extra-curricular activities, that they previously would not have experienced.</p>

5. Planned 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?
To support English, Reading and Vocabulary skills for the 49% of PP children who are EAL, so that they make good or rapid progress and make ARE. Children's attainment in literacy and maths is raised.	<p>Immediate feedback and intervention in class for targeted children so that progress is expected or better by Class teacher, HLTA or TA</p> <p>Specialist English Teacher for 1:1 and small group support work for those that are underperforming or making slow progress</p> <p>Phonic intervention</p> <p>Whole school strategy for Vocabulary</p> <p>AR reading and 1:1 reading for those lowest attaining children</p> <p>Talking partners</p> <p>EAL – after school club</p> <p>Additional TA to target pupils across the school to make accelerated progress in reading so that they make expected progress or better.</p> <p>Targeted support for HA pupils so that they reach their full potential and master the curriculum in Reading, Writing and Maths.</p> <p>Additional TA in post to offer targeted support across the school</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>'Learning to learn' approaches aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. EEF</p> <p>Small group tuition is effective. Greater feedback from the teacher, more sustained engagement in smaller groups or work which is more closely matched to learners' needs explains this impact. EEF toolkit.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF toolkit</p> <p>Meta-cognition</p>	<p>Monitor at progress meetings.</p> <p>Provision maps identifying children needing additional support - such as group work, afterschool EAL group and additional 1:1 teacher.</p> <p>Learning walks and classroom observation to be certain that high quality feedback is being given.</p> <p>Use data to ensure all children regardless of ARE makes progress.</p>	<p>Inclusion Manager</p> <p>EAL subject leader</p> <p>SENCO</p> <p>HT/DHT/SLT</p> <p>All Staff</p>	<p>Each half term at progress meetings and termly review of provision maps.</p> <p>Learning walks and lesson observation feedback.</p> <p>In-depth analysis of the data for this group will be monitored by the Assessment /DHT and shared with appropriate staff.</p>
Total budgeted cost					£33,700

Enriching children's lives with the experience of outings, clubs and trips	Work closely with families to identify needs, strengths and ambitions of individuals so that they are given the opportunities to try and or flourish at activities that they may not have had the opportunity to try otherwise. Continue to support football, chess and musical instrument lessons and clubs. Supply/ pay for uniform and stationary. Milk and school journey and trips.	<p>Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). EEF toolkit.</p> <p>Adventure education usually involves collaborative learning experiences, with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. EEF toolkit</p> <p>The overall impact of sports participation on academic achievement tends to be positive EEF toolkit</p>	All children, within this group, have the same opportunities as their peers and are given the life chances to try out and enjoy different experiences/ new activities.	DT/SLT All Staff	Ongoing monitoring of the budget and the effect it has on the individual children and their families.
Total budgeted cost					£2,360
6. Review of expenditure					
Previous Academic Year	2017-2018				
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 £39,600	

<p>Targeted feedback and meta-cognition</p>	<p>Immediate feedback and intervention in class for targeted children so that progress is expected or better. Specialist teacher</p> <p>1:1 reading and comprehension support.</p> <p>TA support in class during lesson time to support, consolidate and carry out interventions</p> <p>Specialist teacher for English, PE, computing and , music</p> <p>After school English class to support EAL children and specialist English teacher to provide 1:1 or group work bespoke to the individual needs.</p>	<p>Where this has been done successfully the majority of children have made expected or rapid progress. High quality and effective feedback was a focus as part of the SDP for 2017/18.</p> <p>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.</p> <p>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</p> <p>In our school evidence has shown that if children increase their reading ability they are better able to access and understand the curriculum independently.</p> <p>Majority of the children met their target or exceeded their target. Those that did not had other SEN needs.</p> <p>The Mastery approach has deepened the philosophy across the school that all children will be exposed to the year group curriculum with different activities to challenge and engage all pupils. Repetition, fluency, reasoning and problem solving has allowed children from all backgrounds to have the same opportunities to explore the contents of the lesson.</p>	<p>NQT's will be encouraged to observe Senior/experienced teachers to become secure with these strategies.</p> <p>Specialist teacher- intervention remains good value for money with all children meeting their individual learning targets. Support to continue with the majority of children receiving three terms teaching. Additional children to be considered each term when progress reviewed with the Teacher.</p> <p>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.</p> <p>Future development will be to focus on individual children and give them a named support worker in the afternoon. Clear entry and exit levels to be recorded and smart targets set on a time bond intervention. Planning with the class teacher to identify intervention and targets to be achieved over the term. Monitoring of the outcomes by DHT at the end of each term to determine what happens for the child the following term. Key barriers to learning (e.g. focus / engagement) to be recorded and assessed as well as academic progress.</p> <p>KS2 data identifies gaps with individual children making a difference to the data. High percentage of additional needs (SEN/EAL or both) impact on the data. One family are persistent absentees ... measures have been put in place to support the family.</p> <p>Small number of PPG 14% compare to 30% nationally, of which one out of the five children has an ECHP and three out of the five children have EAL.</p>	<p>£17,532 45%</p> <p>£7,638 19%</p> <p>£4087 10%</p> <p>Cost £29,257 (74%)</p>
<p>ii. Targeted support</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 £8,473</p>

<p>Social and emotional support for individual children</p>	<p>ELSA to support children's emotional well-being with school and home issues.</p> <p>Fun friends and Friends for Life interventions</p> <p>CPD – to train an additional Fun Friends facilitator 50% - £250</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 and Friends for Life interventions.</p> <p>Part funding for training and resources for the Fun Friends and Friends for Life interventions and ELSA support.</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 comments from parents praise the intervention and the difference it had made to individual children.</p> <p>ELSA emotional support continues to be very popular within school and recommended by many outside agencies.</p>	<p>£8,473 21%</p>
---	--	--	---	-----------------------

iii. Other approaches

<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 £1,870</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>All children have had enrichment from a school trip, something they may not have previously experienced have had positive memories and learning outcomes they would not have had without the trip.</p> <p>These positive experiences continue to build self-esteem which continues in the classroom on return.</p>	<p>Many children have enjoyed the benefits of extra-curricular activities, school journeys, uniform, stationary, collecting vulnerable children to increase attendance, music lessons and the cost of milk.</p>	<p>£1,870 5%</p>
---	---	---	---	----------------------

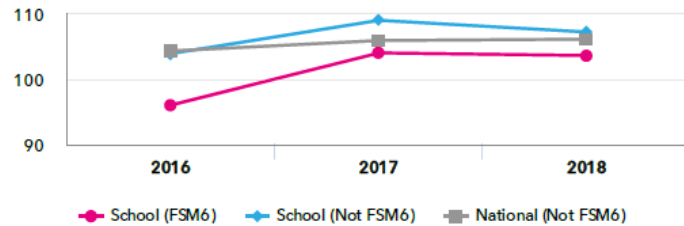
7. Additional detail

The 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
The one child not making ARE in Yr6 July data also had an ECHP.

Disadvantaged pupils

KS2 attainment for disadvantaged pupils 2018

Scaled Score Reading



This table show that over time (2016-2018) the gap is narrowing compared to national PPG and school non –PPG.

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (389 pupils)

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total:		96.2%	96.0%	96.0%
Year 1	60	94.8%	94.8%	96.7%
Year 2	60	95.8%	96.2%	96.3%
Year 3	58	97.1%	97.0%	96.6%
Year 4	59	96.7%	96.3%	98.3%
Year 5	60	96.4%	95.7%	91.7%
Year 6	57	96.5%	96.4%	96.5%
Year 7	35	96.0%	95.5%	-

Key:

Less than 95% of sessions attended

ker

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - FSM (40 pupils)

Year Group	No. of Pupils	Pre3 %	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %	Y7 %
Year 1	8	96.0%	84.9%	85.7%	96.5%	-	-	-	-	-	-
Year 2	5	85.3%	85.6%	95.1%	92.2%	96.3%	-	-	-	-	-
Year 3	5	97.3%	92.7%	94.0%	96.6%	96.0%	87.5%	-	-	-	-
Year 4	5	85.8%	91.0%	91.9%	91.3%	90.5%	92.8%	93.8%	-	-	-
Year 5	6	-	87.5%	90.8%	90.4%	94.1%	94.3%	92.8%	82.3%	-	-
Year 6	9	-	89.3%	91.5%	94.3%	94.4%	95.7%	93.1%	93.8%	97.9%	-
Year 7	2	91.2%	91.0%	93.3%	93.9%	90.5%	89.1%	95.6%	96.6%	94.2%	-

Two children (from the same family in year 1 and 5) have been allocated a TA to support attendance. This has made a significant difference to their overall average attendance for the year from 72% & 80% respectively but this remains low due to being extremely low in the Autumn term. It has made a significant difference to the overall attendance percentage for the PPG group.

Analysing the data over several years, there seems to be no particular trend with some cohorts better than others, some gaps widening and other diminishing. Attendance will continue to be a priority this year.