

Pupil premium strategy statement (primary)

1. Summary information					
School	Benson CE Primary				
Academic Year	2017-2018	Total PP budget	£26,160 (Jan 2017 census. 5 FSM, 6 EFSM, 39 service premium)	Date of most recent PP Review	July 2017
Total number of pupils	206	Number of pupils eligible for PP	44 (14 PP and 30 service premium)	Date for next internal review of this strategy	February 2018

2. Progress (2016-2017) The 2017-2018 in year progress and attainment is tracked/monitored by teachers, pupil premium champion, governors and SLT.

Progress data 2016-2017

This data tracks children who receive both pupil premium and service premium.

* Most of the children who did not make 3 steps progress made 2.5 steps so were very close to making good progress. Any child who made less than 3 steps progress is being closely monitored by SLT and teachers are focusing on closing gaps and providing QFT to enable strong progress. Illness, absence and SEND are some of the reasons for less than 3 steps progress for these few specific disadvantaged children. Families and children are receiving extra support in these cases.

Year group	% who made 3 or more steps progress in Maths	% who made 3 or more steps progress in Reading	% who made 3 or more steps progress in Writing
EYFS	The one child who received the early year's premium met the early learning goals.		
1 (5 chn)	100%	100%	100%
2 (10 chn)	100%	80% (2 children below*)	80% (2 children below*)
3 (10 chn)	100%	100%	100%
4 (7 chn)	100%	71% (2 children below*)	86% (1 child below*)
5 (3 chn)	100%	100%	100%
6 (6 chn)	83% (1 child below*)	83% (1 child below*)	100%

3. 2016-2017 Attainment

2017 KS2 SATS (Cohort of 6 children)	<i>Pupils eligible for PP and service premium</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths	50%	
% achieving expected in reading	50%	77 %
% achieving expected in writing	50%	81%
% achieving expected in maths	50%	80%

2017 KS1 SATS 11 children	Pupils eligible for PP and service premium	Pupils not eligible for PP (national average)
% achieving expected in reading, writing and maths	73%	%
% achieving expected in reading	82%	79%
% achieving expected in writing	73%	72%
% achieving expected in maths	73%	79%

1. 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.	Low attention	
B.	Low core skills in English and Maths due to lack of prior learning in pre-school or prior setting	
C.	Special Educational Needs	
D.	Poor vocabulary and knowledge of the world	
E.	Poor oral language skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Low attendance or poor punctuality	
G.	Basic needs not met (e.g. lack of sleep and hunger)	
H.	Parental attitudes to education and low expectations and aspirations	
I.	Narrower range of general life experiences	
J.	Mobility – many moves between schools	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to consistently make 3 steps progress	3 steps progress
B.	Families to engage and support learning	Parents attend all parents evening and homework completed
C.	Pupils to achieve their in year targets	Achieve targets
D.	Pupils to engage with extra-curricular activities	Attendance at clubs
E.	Pupils to become independent, happy and confident learners	Good scores in PASS survey

3. Planned expenditure

Academic year

2017-2018

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?
Pupils to confidently access the curriculum in core subjects- leading to three steps progress.	Quality First Teaching (QFT) Intervention Priority teacher time for disadvantaged children	QFT has been proven in multiple studies to have the most impact on the progress of all children. One of the NFER's 'seven building blocks for success' for pupil premium children is a culture of achievement for all. Through teachers working with disadvantaged children first it prioritises them in teachers minds and allows any issues to be identified quickly (recommended at Oxfordshire inclusion conference 2017)	Employing teaching assistants to work alongside class teachers and support in class with content and address gaps in knowledge or skills. Provide a variety of resources and kinaesthetic activities within the learning environment. Regular summative assessment and pupil progress meetings to track progress.	HC	September
Pupils to demonstrate independent strategies when learning	Quality First Teaching Intervention Growth Mindset approaches	Where support at home can be lacking it is important to encourage independent learning as well as this being an important skill for all children to learn. Carol Dweck has shown that a positive 'I can do' attitude is beneficial to children to develop and learn.	SENCO to support class teachers and teaching assistants Growth Mindset encouraged among children and staff. Dojo points and purple pens to encourage independent learning and editing. Learning walks, book looks and lesson observations to monitor. Inclusive classroom with access to concrete and pictorial resources to support independence.	MA/ HC	Termly
Pupils to experience a rich and wide curriculum	Quality First Teaching Staff CPD	A rich and wide curriculum has been shown to support children's learning and to enhance their general knowledge of the world. Ofsted's Annual Report 2016/17 emphasised the importance of a rich and wide curriculum for all but this is even more essential when children may have a narrower range of experiences at home.	Subject leaders to provide CPD and resources to other teachers Regular trips, visitors, class assemblies and parent engagement. Homework projects to extend the curriculum. Learning walks, class books and lesson observations to monitor.	Subject leaders	Termly
Pupils, parents and staff to have high expectations and aspirations	Quality First Teaching Growth Mindset approaches Staff CPD	Low aspirations have been a consistent themes throughout research on the barriers to disadvantaged children. Sir John Dunford: 'A central plank of any successful school's pupil premium policy is a culture of high aspirations and expectations'. (Disadvantage report 2017)	Aspirational, yet still SMART, targets set and tracked regularly. CPD provided to staff on importance of high expectations and how to encourage this in the classroom. Visits and visitors (e.g. from different careers) to encourage high aspirations among the children.	HC	Termly

					Total budgeted cost	£2000- release time for SENCo and PP leader to monitor and lead initiatives £10,000- TA hours to provide in class support to enable QFT for all
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?	
Pupils to make 3 steps Progress in reading, writing and maths	Intervention Core skills teaching Literacy and Maths Summative and formative assessment to close gaps Close monitoring	Evidence shows that where resources are directed to provide pre-teaching or intervention, pupils are more easily able to access the curriculum and close gaps. The 2017 Disadvantage report focuses on the importance of personalised learning goals rather than focusing on end of key stage targets.	Pupil premium leader to meet teachers to discuss provision. Pupil progress meetings with HT T2 and T4 Years 2 and 6 termly. Intervention tracking sheets to evaluate impact of interventions. GL assessment software to assess gaps in children's knowledge and identify SEND issues if applicable. SENCO to evaluate impact of interventions	EL HC	Termly	
Pupils to become independent, happy and confident learners	Gardening intervention Mentoring ELSA (Emotional literacy support) intervention	The EEF toolkit demonstrates how mastery learning, feedback and Meta cognition have a very high impact on progress. Nurture groups, such as the gardening club, also perform positively on the EEF toolkit where they provide 'social and emotional learning'. Emotional literacy support (ELSA) has been shown to improve both children's engagement at school and their progress in literacy based subjects.	Pupil attitudes to school and self-survey (PASS) will reveal the children's attitudes. Mentors (staff or volunteers) to work with children who lack confidence of struggle to work independently. Pupil premium Leader to meet teachers to discuss provision. SENCO to evaluate impact of interventions and liaise with children/families who require more emotional support.	EL HC	Termly	
					Total budgeted cost	£2800- GL software £1500- ELSA training, inclusion conference, other staff CPD £9000- TA hours to lead small group targeted interventions
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?
Pupils to engage with additional learning experiences e.g. clubs residential trips to increase skills and personal qualities	Financial assistance Support for families to access opportunities available	Disadvantaged children can often have a narrower range of life experiences than their peers so by providing financial assistance to enable children to attend residential trips, afterschool clubs and school trips the children can gain the same in school learning experiences as their peers.	Monitor attendance on trips. Class teachers ensure permission forms completed. PE co-ordinator to monitor disadvantaged attendance at sports clubs.	HC	Sept 2018
Families to engage and support learning leading to higher aspirations and expectations	Face to face meetings Casual playground interactions Telephone calls Invitations in to class Parent contracts TAFs Parent behaviour Workshop Challenges of Modern parenting Workshop	A lack of parental engagement can link with reduced expectations and aspirations which can negatively impact children. The EEF toolkit gives a +3 score to parental engagement which shows it has a moderate impact on children's progress therefore is an area which should be focused on.	Parents attendance at parents evening to be encouraged and catch up meeting arranged if necessary. Parents encouraged to comment on reports and/or pupil profiles. Class teachers and TA's to focus on forming strong relationships with target families. Flexible meetings as needed. Parent questionnaire.	HC	Termly
Attendance to improve when it falls below target of 96%	Attendance workshops Attendance awards Face to face meetings Casual playground interactions Telephone calls Parent contracts/ letters Penalty Training	DfE data has shown a strong correlation between poorer progress and lower attendance rates: 'pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.' (March 2016)	Pupil premium champion to monitor attendance and hold workshops for nay children who have attendance of less than 96%. Whole school attendance monitoring and rewards for good attendance. Letter send and contracts drawn up where required. HC attending penalty training.	HC EL	termly
Total budgeted cost					£700- residentials, trips and clubs subsidy