



Bentley St Paul's Church of England Primary School Pupil Premium Strategy Statement Autumn 2016

At Bentley St Paul's Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin, family income or background.

As a one form entry primary school we endeavour to provide an LSA to each class every morning and provide additional support where possible and necessary. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult at different times. Children with specific needs will be given additional support when they need it.

There are a number of potential barriers to learning for the Pupil Premium Grant eligible pupils in this school. These include low personable aspirations and self-esteem, limited access to extra-curricular activities, fewer opportunities to learn outside of school, limited access to exploring skills within the arts and inconsistent punctuality or attendance. Funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional individual or group support when required. Children are certainly not singled out or stigmatised for getting some extra attention and we would never label a child in front of other children.

This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first hand experiences in order to support, enhance and develop learning across the curriculum.

1. Summary information					
School	Bentley St Paul's Church of England Primary School				
Academic Year	2016/17	Total PP budget	£7920	Date of most recent PP Review	Spring 2016
Total number of pupils	211	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Spring 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths (or equivalent)	100%	79.3% (53%)
Progress score in reading	4.29	2.22 (0) Sig+ top 25%
Progress score in writing	-0.72	3.94 (0) Sig+ top 10%
Progress score in mathematics	3.16	4.78 (0) Sig + top 5%

3. Barriers to future attainment (for pupils eligible for PPG)		
In-school barriers		
	Low aspirations and self esteem	
	Limited opportunities for enriched learning	
	Impact of parental support at home on children's learning	
External barriers		
	Poor attendance	
	Access to appropriate equipment and resources	
	Access to enrichment activities including clubs and music lessons	
4. Desired outcomes		Success criteria
1.	Progress of PPG pupils is consistently high	Progress of PPG pupils across the school is consistently in line with or better than the national average by the end of KS2
2.	PPG pupils learning is rich and varied, including extra-curricular learning	PPG pupils will take part in out of school clubs and have the opportunity to play an instrument, they will improve skills through other curriculum areas, attend school trips
3.	PPG pupils and pupils from disadvantaged groups have access to additional support with regard to their self-esteem and aspirations.	Through access to the LDG pooling PPG and disadvantaged children have access to counselling and wellbeing services as required. LSAs support the children's daily wellbeing ensuring good organisational skills, relevant equipment is available and they have the opportunity to share any concerns they have.
4.	Parents are supported to improve the home learning and children are provided with facility within school where home learning is not possible.	PPG parents engage with home learning more, completing at least one home learning activity per week, including reading. Children have access to facilities at school where they are able to complete their homework or have access to the internet if needed. (Homework Club) LSAs available to support children who are unable to complete their homework without adult support.
5.	There is a marked improvement in attendance for PPG children – above 90%	Families are worked closely with to increase the percentage of regular attendance of PPG children, support is put in place for those who may be struggling to achieve this. This may include financial support to ensure transport is available.

5. Planned expenditure					
Academic year		2016/17			
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?
Quality first teaching is in place across the whole school, which is increasingly outstanding	A consistent approach to the maths curriculum ensuring continuity and progression during a time of turbulence in teaching staff due to maternity cover difficulties across 3 classes	Our curriculum for maths was developed within the school with the arrival of the New National Curriculum in 2014. The curriculum supported the needs of the school in terms of its areas for development; predominantly number. With a high percentage of staff changes due to three of our seven class teachers going on maternity and the school's priorities altering it is necessary to ensure that there is continued continuity and progression in maths across the school. Mid-year staff changes will be smoother and ensure quality first teaching is in place to support all children's learning.	Monitored every term by the senior leadership team, through monitoring books, work, pupil perceptions, lesson observation and assessment outcomes	Head Teacher	Every half term
Total budgeted cost					£800

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?
Individualised programmes in place for PPG pupils to improve progress	Teachers to lead 1:1 or group sessions targeted specific gaps in learning or areas for improvement on a weekly basis. Children's individual needs identified ensuring that where possible mastery is developed.	Each child has different learning needs, some require mastery of specific subjects and some have aspects of the curriculum they are unsure of. Having a teacher focussing on targeted 1:1 or small group intervention ensures individual children's needs are met.	Quality of teaching monitored through monitoring books, work, pupil perceptions and assessment outcomes	SENCo and SLT	Half termly and ongoing assessment reviews, pupil progress meetings
Pupils reading at least five times per week and homework completed	LSA support during class time to provide more time to hear readers and develop comprehension and core skills as well as encouraging a love of reading, leading to independent reading at home. LSAs time given to support children with completion of homework.	Some PPG children in the cohort have limited support at home, they are not reading regularly and struggle to complete their homework	Reading and homework outcomes and frequency monitored by talking to the children and monitoring reading records	Teachers	Class teacher monitoring weekly
LSA led interventions supporting specific needs including phonics, comprehension, fine motor skills, social skills	LSA led Interventions in place across reading, spelling, maths and learning behaviours either within class or in small groups	Embedded basic skills support children in making at least expected progress in Literacy and maths as well as supporting their ability to apply this across the curriculum. Developing children's social interaction supports friendships and self-esteem	Children's progress is monitored closely to ensure that they have good basic skills and that they can apply these across the curriculum. – book scrutiny, discussion with pupils, assessments Intventions are tracked and monitored by class teacher	English Subject Lead SENCo	Termly

<p>PPG children are confident and have a strong sense of self-belief</p> <p>Pupils emotional needs are met</p>	<p>LSAs to be present in the classes to support children in organising their equipment, to provide opportunities for children to have someone to talk to, to regularly 'touch base' with PPG children to ensure they are feeling positive.</p> <p>Funding for LDG pooling to ensure we can provide children with the additional support they may need – this can include parenting support, counselling and Speech and Language support.</p>	<p>Many of our PPG children are prone to low aspirations and can lack self-esteem. Ensuring they are organised and equipped and can discuss their concerns will support this.</p> <ul style="list-style-type: none"> • Improvements in Social and Emotional Learning have a positive impact on attainment – Sutton Trust Teaching and Learning Toolkit 	<p>Class teachers will enlist LSAs to watch over PPG children and time will be allocated for them to 'touch base' and discuss any concerns they may have.</p>	<p>Class teachers</p>	<p>Termly pupil progress meetings</p>
Total budgeted cost					£8,000

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' learning is rich and varied, including extra-curricular learning	<ol style="list-style-type: none"> 1. Fund music tuition, enhancing arts provision for individuals 2. Curriculum Enhancement – Bring into school workshops that explore different skills and talents 3. Hardship fund to ensure that PPG pupils are not disadvantaged 	All pupils should have access to a wide range of learning opportunities which extend beyond the core-curriculum. PPG children should not miss out on such opportunities. They should have access to the arts in the same way as other pupils. This enables them to gain a deeper enriched experience.	Quality of provision is monitored through observations and pupil perceptions	HT	Termly
PPG attendance is consistently 90% and above	Close monitoring of attendance and lateness of individual PPG pupils will identify any areas for concern. Identification of courses and communication with parents will lead to support if necessary – this may include providing transport	Attendance is crucial to success for children DFE – Pupils who do not regularly attend school are more likely to fall short of achieving their full academic potential	Monitored daily by the attendance officer	HT	½ termly

<p>PPG children have are able to access equipment which supports their specific learning needs</p>	<p>To purchase a number of notebooks(PC) to ensure the children can access the required programmes which support their individual needs, for example Nessy, Abacus, My maths</p>	<p>The use of digital technology can enhance pupils learning when linked to their individual needs and learning programmes – Sutton Trust Teaching and Learning Toolkit</p>	<p>SENCo and Class teachers to devise and monitor children’s Personalised Learning Plans Pupil Progress meetings to monitor impact of programmes on children’s attainment.</p>	<p>SENCo</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£5,000</p>

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether this approach will continue)	Cost
Assessment systems are established across the school in line with new outcomes	Appropriate systems put in place to monitor and evaluate children's progress under new system where levels were removed. New forms of assessment material purchased and training provided for all staff in relation to processes and materials	<p>Outcomes and expectations are clear, shared consistently across the school, gaps identified to support improved learning and shared with parents/carers to support home learning</p> <p>All pupils across the school have benefitted from the improvements, including PPG pupils</p> <p>Final assessments for the year demonstrated teachers good knowledge of pupils attainment and were reflected in end of key stage SATs results and through external moderation with local schools</p>	<p>Use of continuous formative assessment proved to be crucial in establishing children's ongoing needs and gave a clear indication to end of year attainment – this will continue</p> <p>Formal testing reduced to once a year (at the end of the spring term) this was effective in ensuring teachers were using focused approach to assessment and not relying on test results.</p> <p>Monitoring and moderation of assessment outcomes needs to continue and will be ongoing.</p>	£755
Further development of use of Numicon across the school to support the children's development of maths skills.	<p>Training provided for teaching staff and LSAs to ensure they have a good understanding of how to effectively use Numicon to support mathematical skills.</p> <p>Additional Numicon resources</p>	<p>All staff have a good understanding of ways of using Numicon to support children in early maths skills as well as how to support those in older years who continue to struggle with mathematical concepts.</p> <p>Classes now have sufficient resources to use for whole class teaching ensuring pupils have enough materials</p>	Training has been an essential part of the success of this aspect. Future training needs to be put in place for new staff members as well as continuing to support those staff to whom Numicon is new	£500

	purchased to ensure there was sufficient resources for whole class teaching	to fully participate Intervention groups are well equipped and LSAs are trained in using Numicon There has been a positive impact on maths attainment across the school All pupils (including PPG) have benefitted from the new resources and training.	Having sufficient resources has ensured Numicon has been used across key stage 1 Numicon usage across Key Stage 2 is less frequent – further training and workshops will support this	
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ii. Targeted support

Desired outcome	Chosen action / approach	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
Individualised programmes in place for PPG pupils to improve progress	Teachers to lead 1:1 or group sessions targeted specific gaps in learning or areas for improvement on a weekly basis. Children's individual needs identified ensuring that where possible mastery is developed.	Year 6 PPG children were targeted for specific 1:1 support to either support areas of the curriculum they were finding challenging or to support their progress towards mastery. Good progress was made with PPG children and the benefits of the interventions were evident in the results achieved at the end of the academic year.	This was very effective and will be continued in the next academic year. This will be extended to the PPG children in other year groups Further work will take place to develop the children's support with homework.	£1000
LSA led interventions supporting specific needs including phonics, comprehension, fine	LSA led Interventions in place across reading, spelling, maths and learning behaviours either within class or in small groups	Many social and emotional groups took place across the school, whilst in many cases these were primarily aimed at PPG children they were benefitted by many children of with different needs	Carefully planned and timetabled interventions have greater impact as they are regular and the children get into a routine with them	£2500

motor skills, social skills		Phonics interventions and comprehension interventions supported children across the whole school. These had a positive impact on the progress of many pupils including the PPG children		
PPG children are confident and have a strong sense of self-belief Pupils emotional needs are met	LSAs to be present in the classes to support children in organising their equipment, to provide opportunities for children to have someone to talk to, to regularly 'touch base' with PPG children to ensure they are feeling positive. Funding for LDG pooling to ensure we can provide children with the additional support they may need – this can include parenting support, counselling and Speech and Language support.	PPG children had the opportunity at all times to gain the support and guidance from LSAs within their classes and during the school day. LSAs were able to ensure that children were equipped for the day which supported their learning LSAs were able to regularly 'touched based' with the PPG children to ensure they didn't need any additional support As with all the children in the school, PPG children had simple and quick access to any counselling and support groups that were needed, this included parental support	LSAs linked to classes were able to form relationships with the PPG children enabling them to quickly identify if there was anything troubling them or if there were things as a school we could do to support them. This was extremely effective and enabled us to access the appropriate services where necessary as well as to provide in school support and liaise with parents quickly	£2500

iii. Other approaches

Desired outcome	Chosen action / approach	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
Pupils' learning is rich and varied, including extra-curricular learning	<ol style="list-style-type: none"> 1. Fund music tuition, enhancing arts provision for individuals 2. Curriculum Enhancement – Bring into school workshops that explore different skills 	All the PPG children took up playing an instrument in this academic year. These included violin, drums, guitar and piano. All children enjoyed the additional tuition and have made good progress with their chosen instrument. The school were able to provide instruments to those who needed them for practise at	Offering the children music tuition has boosted the many of the children's confidence. The children have really engaged with the lessons and have actively practised at home. We will	£1850

	<p>and talents</p> <p>3. Intensive Swimming tuition in school holidays</p> <p>4. Hardship fund to ensure that PPG pupils are not disadvantaged</p>	<p>home</p> <p>We were able to bring a variety of workshops to the school to enhance the children’s learning; maths workshop, skipping workshop, science - WhaleFest and a STOMP workshop. These days provided the children with the opportunity to develop their dance, maths and science skills.</p> <p>PPG children were all offered an intensive swimming course at the Brentwood centre at the beginning of the summer holidays. This was well received and supported their swimming ability as many were unable to swim 25m</p> <p>All children have access to school trips and activities</p>	<p>continue this.</p> <p>It was decided that as we had trained up our sports coaches to be swimming teachers we would carry this out ourselves. PPG children along with other children in KS2 who are unable to swim 25m are offered a bank of swimming lessons to work towards the 25m during school time.</p>	
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