



Bentley St Paul's Church of England Primary School Pupil Premium Strategy Statement Autumn 2017

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 personal 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	2017/18	Total PP budget	£11,880	Date of most recent PP Review	Autumn 2017
Total number of pupils	209	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Autumn 2018

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)	80%	80% (61%)
Progress score in reading	2.21	1.61 (0)
Progress score in writing	1.47	0.61 (0)
Progress score in mathematics	1.29	1.26 (0)

3. Barriers to future attainment (for pupils eligible for PPG)		
In-school barriers		
	Low aspirations and self esteem	
	Limited opportunities for enriched learning	
	S & L difficulties	
External barriers		
	Consistency in behaviour strategies used at home	
	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 Kids Inspire and speech and language provision PPG and disadvantaged children have access to counselling, wellbeing and S & L 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. Children's social skills are supported with safe and comfortable places for them to go at breaktimes.
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. 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?
Quality first teaching is in place across the whole school, which is increasingly outstanding	Attainment and progress of key groups; <ul style="list-style-type: none"> • SEND • PPG • Gender are monitored by class teachers – key areas for development identified and groups targeted for appropriate intervention. Children will have individual passports to monitor their progress	Children from all groups when identified and targeted can make accelerated progress. Individual plans support teachers when preparing lessons and differentiating	Pupil progress meetings Book scrutiny Review of PLPs Review of passports Climate walks	SLT SENCo SENTA	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	External online 1:1 sessions targeting 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.	Progress reports issued following each session.	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, gross motor skills, social skills	LSA led Interventions in place across reading, spelling, maths and learning behaviours either within class or in small groups Gross and fine motor skills 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 Develop children's fine and gross motor skills	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 Interventions are tracked and monitored by class teacher and	SLT SENCo	Termly

			SENCo children's passports updated weekly		
<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>Providing children with opportunities to develop well-being and friendships</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>Enhancing and developing the outside area to include benches and tables and the development of the Reflection garden</p>	<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					£9,000

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 children have are able to access equipment which supports their learning needs at home	To purchase a variety of homework (#mylearning) activities for the children to take home and use to enhance their learning.	Home learning is more successful when parents and children are engaged in fun and exciting games rather than worksheets	This is a whole school new approach to home learning and the impact will be monitored half termly.	HT SLT	Half Termly
Total budgeted cost				£1,100	

6. Review of expenditure				
Previous Academic Year		2016/17		
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
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	Abacus scheme was purchased from Pearson. This enabled all children across the school, including PP children to access the full curriculum regardless of staff changes. Further staff changes in year 6 took place in the last academic year and this was made smoother and guaranteed continuity and progression in mathematics.	The purchase of this scheme proved crucial to ensure the maths curriculum was fully covered and that there was continuity and progression across the school in maths despite the staffing changes across the school. In terms of teachers workload this has also been beneficial and as a result I plan to keep this scheme going across the school as it will also continue to support us through any future staff changes.	£800
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	Year 6 PP 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 greater depth. Good progress was made with	1:1 Interventions for PP children need to begin earlier in their schooling if more are to achieve GD.	£1000

	identified ensuring that where possible mastery is developed.	<p>PP children and the benefits of the interventions were evident in the results at the end of the academic year.</p> <table border="1"> <thead> <tr> <th>PP KS2</th> <th>Progress</th> <th>Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.21</td> <td>100%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>1.47</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>1.29</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table>	PP KS2	Progress	Exp	GD	Reading	2.21	100%	20%	Writing	1.47	100%	0%	Maths	1.29	80%	20%	1:1 support will begin in September 2017 for all PP children across the school	
PP KS2	Progress	Exp	GD																	
Reading	2.21	100%	20%																	
Writing	1.47	100%	0%																	
Maths	1.29	80%	20%																	
Pupils reading at least five times per week and homework completed	<p>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.</p> <p>LSAs time given to support children with completion of homework.</p>	<p>LSAs are made aware of who the PP children are in the classes they are working with. They monitor the reading the children do at home and the amount of homework that takes place. These children are then targeted with additional reading time and support to complete homework where necessary.</p>	<p>This has been effective in monitoring the children's exposure to reading and homework. It has also supported the PP children as well as a number of others whose parents do not engage in reading and homework to ensure they are listened to and are able to complete their work.</p> <p>This will continue in the next academic year</p>	£2500																
LSA led interventions supporting specific needs including phonics, comprehension, fine motor skills, social skills	<p>LSA led Interventions in place across reading, spelling, maths and learning behaviours either within class or in small groups</p>	<p>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</p> <p>Phonics interventions and comprehension interventions supported children across the whole</p>	<p>Carefully planned and timetabled interventions have greater impact as they are regular and the children get into a routine with them</p>	£2500																

		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.	The emotional wellbeing of all pupils is extremely important to us and particularly those from vulnerable groups. Having an adult to 'turn to' has been extremely beneficial to all the children but particularly the PP children who have been monitored closely by those adults in the classroom. The funding for the LDG has been invaluable for all children but particularly the PP children. We have accessed many of the services on a number of occasions, particularly the counselling services.	The mental health and welfare of the children is of paramount concern and this has been an extremely effective way of supporting this.	£2000

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	Fund music tuition, enhancing arts provision for individuals Curriculum Enhancement – Bring into school workshops that explore different skills and talents Hardship fund to ensure that PPG pupils are not disadvantaged	All PP children were offered private music tuition. Most of them took this up and were making great progress on the instruments they were learning. A number of them performed at the music evening and were able to celebrate their achievements. Curriculum enhancement – this was not successful this year due to a number of factors and therefore	Private tuition will continued to be offered to all PP children as this enables them to express themselves in a different way. Going forward; those who do not wish to take up music tuition will be offered an alternative. Curriculum enhancement will continue to provide children with enriched	£3500

		<p>bookings were not able to be made. This fund will be carried over to next year and be used then.</p> <p>We were able to ensure all PP children were able to attend residentials and school visits throughout the academic year.</p>	<p>experiences in the forthcoming year. This year it was difficult due to a number of factors – the money will be carried forward</p> <p>Going forward all PP children will have 50% of any visit or residential paid for them rather than the whole amount. If they are struggling to pay the remaining 50% there will be more available.</p>	
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	A great deal of work was done to monitor and support PP children’s attendance and punctuality. One particular persistent absentee was provided with the option of a paid taxi to get them to school if they were unable to attend by other means. This led to an improvement in their attendance.	Whilst attendance for PP children did improve there were still areas of concern which funding wouldn’t have been able to impact on.	£500
PPG children have are able to access equipment which supports their specific learning needs	To purchase a number of notebooks(PC) to ensure the children can access the required programmes which support their individual needs, for example Nesy, Abacus, My maths	This was an extremely effective use of funds as it ensured PP children were able to access the appropriate equipment as needed. A number of our PP children also have additional needs and this equipment has enabled them to work through programmes like Nesy to support their learning.	This was an effective use of resources and the children directly benefitted from them. We were also able to support the learning of other vulnerable groups of children through this.	£1000