

Pupil premium strategy statement - Bentham Community Primary School

1. Summary information					
School	Bentham Community Primary School				
Academic Year	2018/19	Total PP budget	£39,900	Date of most recent PP Review	July 2018
Total number of pupils	116	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2019

2. Current attainment Y6 in 2018							
	<i>Pupils eligible for PP (your school = 8 children)</i>					<i>Pupils not eligible for PP (national average 2018)</i>	
	38%					70%	
	R	Y1	Y2	Y3	Y4	Y5	
% achieving in reading, writing and maths	71%	50%	100%	25%	50%	100%	
Progress score in reading	-5.52					+0.31	
Progress score in writing	+1.95					+0.24	
Progress score in maths	-5.91					+0.31	

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.	Pupil premium children are a mix of low, middle and high prior attainers (over two thirds are middle and high prior attainers); high quality teaching and learning, with a changed mindset towards pupil groupings, is required to challenge the progress of all children to enable them to meet aspirational targets.
B.	59% of pupils eligible for pupil premium have social and emotional needs, 18% of these also have SEND. A significant number of these children are underachieving and have low self-esteem and motivation.
C.	Across all year groups, children's oral language is weak. This impacts on their ability to make progress and achieve in all lessons.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Attendance is below the target figure of 97% for 77% of pupil premium children. In addition to this a growing number of children are arriving at school late. This reduces their school hours and affects their progress. The value parents place on education and the important of attendance is a concern.
E	Children lack the social and emotional support to enable them to engage in learning in a positive and aspirational direction. Positive engagement from parents is a contributing factor.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children, regardless of their prior attainment, are making at least expected progress in order to meet aspirational end of year targets. Tracking data within school will be thorough and highlight when children are on track to make end of year targets and those who need support in order to accelerate their progress. Staff have a greater understanding and a change of mindset about how children including PP children learn.	<p>Mixed ability groupings within lessons are the norm, where appropriate, supporting pupils of all abilities to work alongside each other to make more consistently good progress over time.</p> <p>Teachers are aware of prior attainment and the progress required to ensure children stay on track or make accelerated progress.</p> <p>Aspirational end of year targets are being met using FFT 20.</p> <p>Achieving ARE in RWM: 17 out of 27 children across R – Year 6= 63% and 70% in Reading (SDP Priority) Year 6 – 75% compared to 38% in 2017-2018</p>
B.	Improved self-esteem and motivation of pupil premium children. Measured through observations and tracking of nurture group interventions.	<p>Barriers to learning will be identified and addressed through nurture groups.</p> <p>Parental engagement continues to improve with parents supportive of school and education.</p> <p>Pupil premium children will have improved attitudes to learning and a more positive enthusiastic approach to school life.</p> <p>Inclusion Passports will be updated and provide an accurate record of achievements and progress.</p>
C.	Emphasise the importance of spoken language and verbal interaction across all key stages to improve outcomes in Reading, Writing and Maths. Measured through our assessment tracker.	<p>Conversations and children talking is more prominent in the classroom. All staff, inclusive of teaching assistants, will understand the importance of spoken language in enhancing all areas of learning and development, staff will take opportunities to extend spoken language where possible.</p> <p>Pupil premium children will make expected or accelerated progress in Reading, Writing and Maths.</p> <p>Achieving ARE in RWM: 17 out of 27 children across R – Year 6= 63% and 70% in Reading (SDP Priority) Year 6 – 75% compared to 38% in 2017-2018</p>
D.	Improved punctuality and increased attendance of pupil premium children whose attendance is currently below 97%. Measured through attendance tracking.	<p>Pupil premium children's attendance increases to 97% in line with whole school targets.</p> <p>Punctuality improves.</p>

		<p>Parents are supportive of the school and their children; placing a value on education.</p> <p>At least 50% of Pupil premium children have an attendance of 97%, an increase from 23% in 2017-2018.</p>
E.	<p>Children's social and emotional needs are identified and supported through modelling and coaching. Measured through participation and pupil voice.</p>	<p>Pupil premium children feel positive about themselves and have high aspirations of themselves in the classroom.</p> <p>Achieving ARE in RWM: 17 out of 27 children across R – Year 6= 63% and 70% in Reading (SDP Priority) Year 6 – 75% compared to 38% in 2017-2018</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?
<p>Emphasise the importance of spoken language and verbal interaction across all key stages to improve outcomes in Reading, Writing and Maths.</p> <p>Cost: £2360</p>	<p>Implementation of 'A Language Rich Curriculum' across all key stages.</p> <p>Implementation of Philosophy for Children in KS1 and KS2.</p> <p>The above two initiatives will aim to support children's articulation of ideas and spoken expression, making talk about learning explicit in classrooms.</p> <p>Parent Workshops on the importance of spoken language and the important of language in the home.</p>	<p>Teacher's professional knowledge and judgement consistently indicates that children's oral language skills are poor. Although significant progress is made in EYFS and Year 1, a more formal, whole school approach is needed.</p> <p>"All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)." (EEF)</p>	<p>Parent and Pupil Voice</p> <p>Assessment Tracker indicating an increased number of children making expected or accelerated progress to reach end of year aspirational targets.</p> <p>SLT monitoring including lesson observations and learning walks.</p> <p>Assess, Plan, Do, Review process to ensure effective implementation.</p> <p>SLT Lead with Pupil Premium Link Governor to monitor progress and effectiveness.</p>	SR and LH	Termly

Improved self-esteem and motivation of pupil premium children. Cost: £2000 plus money from YDMT (£5500 value)	Bentham Outdoor Project which enables all children to access a programme of progressive outdoor, adventurous activities throughout the school year within the local area, developing the core skills of perseverance and resilience to raise self-esteem. This will also utilise the School Sports and PE Grant.	Due to social deprivation and limited public transport children are not fully accessing their local environment and what it has to offer. During the 2017-2018 academic year children have engaged with, and benefited from, the development and use of the school wildlife area; alongside opportunities provided by the Yorkshire Dales Millennium Trust and we want to build on this further. “...non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.” (EEF)	Well planned programme of activities with clear success criteria ensuring progression of skills. Parent and Pupil Voice alongside teacher feedback. Improvement in attendance, evidenced in attendance analysis. Improvement in progress and attainment, evidenced using assessment tracker.	CP and AMc	Termly
Total budgeted cost					£27,860
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?
Children’s social and emotional needs are identified and supported through	Establish an afterschool ‘Jigsaw’ group for targeted children who need additional social and emotional support.	Low level aspiration in the school and wider community gathered through parent and pupil voice.	Effective identification of those children with highest need, including using the Boxall profile, where appropriate.	AMc AT	Half termly for Autumn term and then termly.

<p>modelling and coaching.</p> <p>Cost: £1700</p>		<p>Internal school knowledge indicates increasing deprivation in line with increasing social, emotional needs of children in school.</p> <p>“SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF)</p>	<p>Pupil and Parent Voice before and after participation in Jigsaw indicates positives outcomes.</p> <p>Assess, Plan, Do, Review process to ensure effective implementation</p> <p>Achieving ARE in RWM: 17 out of 27 children across R – Year 6= 63% and 70% in Reading (SDP Priority) Year 6 – 75% compared to 38% in 2017-2018</p>		
<p>Improved punctuality and increased attendance of pupil premium children with attendance currently below 97%.</p> <p>Cost: £3440</p>	<p>Refer to Attendance Policy for whole school approach.</p> <p>Invitation to attend Breakfast Club</p> <p>A series of planned parent workshops to develop understanding of education and support parents in engaging with their child’s learning e.g. Reading Workshop, Maths 4 Parents, including a section on attendance and punctuation within each workshop.</p>	<p>Attendance data indicates a high percentage of Pupil Premium children (77%) did not meet attendance targets. Low attendance is a barrier to their leaning and achievement.</p> <p>A growing number of children are regularly arriving to school late, therefore missing the start of their morning lessons and feeling anxious and unsettled when entering the classroom.</p> <p>“Pupils missing up to 14 days of school in key stage 2 (ages seven to 11) are a quarter less likely to achieve the expected standard or above in reading, writing or maths tests than those with no absence.” (DfE)</p>	<p>Attendance Policy being fully implemented.</p> <p>Attendance at Breakfast Club increasing for those children whose punctuality is a concern.</p> <p>Parent Workshops well attended with parent feedback.</p> <p>Attendance for pupil premium children increasing closer to 97% with fewer persistent absentees. 5.5% overall PA in 2017-2018 decreasing in 2018-2019, with the National average being 8.3%.</p>	<p>CP</p>	<p>Monthly</p>

<p>Improved self-esteem and motivation of pupil premium children.</p> <p>Cost: £6900</p>	<p>Continued development of our Home School Link Worker (HSLW).</p> <p>Provision of a wide variety of nurture groups e.g. Drawing and Talking, Lego Therapy, Worries and Anxieties, Chill and Chat.</p>	<p>Following an increase in the number of referrals made to Prevention and CSC in 2016-2017, we established the HSLW role in 2017-2018 and this proved to be successful in early identification and intervention. An increase in the number of PP children with SEL needs this academic year shows the continuing need for this role.</p> <p>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF)</p>	<p>Nurture Group Intervention Trackers evaluating impact and next steps.</p> <p>Pupil and parent voice alongside teachers observations and feedback, including Pupil Progress Meeting Action Plans</p> <p>HSLW Weekly Timetable</p> <p>Assess, Plan, Do, Review process to ensure effective implementation</p> <p>Achieving ARE in RWM: 17 out of 27 children across R – Year 6= 63% and 70% in Reading (SDP Priority) Year 6 – 75% compared to 38% in 2017-2018</p>	<p>AMc AT</p>	<p>Termly</p>
Total budgeted cost					£12,040
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?
Total budgeted cost					£0