

Pupil premium strategy statement - Bentham Community Primary School

1. Summary information					
School	Bentham Community Primary School				
Academic Year	2019/20	Total PP budget	£40,929.80	Date of most recent PP Review	July 2019
Total number of pupils	1201	Number of pupils eligible for PP	30 (25%)	Date for next internal review of this strategy	July 2020

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
Cohort of 14	2 children	School Average	National average
Good level of development (GLD)	SUPP*	78.6%	72% (2018)

*Please note in line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified.

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
Cohort of 18, 9 children PP		
100%	100%	82% (2018)

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP

END OF KS1			
Cohort of 11	3 children	School average	National average
% achieving expected standard or above in reading, writing and maths	SUPP*	55%	

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
Cohort of 23	4 children	School average	National average
% achieving expected standard or above in reading, writing and maths	SUPP*	44%	65%
	School Progress Scores (21 matched pupils)		
% making expected progress in reading	SUPP*	-7.95	
% making expected progress in writing	SUPP*	-0.97	
% making expected progress in maths	SUPP*	-3.4	

ALL YEAR GROUPS					
Year Group	Y1 (PP=9)	Y2 (PP=3)	Y3 (PP=5)	Y4 (PP=5)	Y5 (PP=3)
% ARE RWM	67%	SUPP*	SUPP*	SUPP*	SUPP*

2. 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 (63% are middle and high prior attainers); high quality teaching and learning, which is ambitious and matches year group expectations, is required to challenge the progress of all children to enable them to meet aspirational targets.	
B.	74% of pupils eligible for pupil premium have social and emotional needs, 26% of pupils also have SEND. Too many of these children are underachieving and have low self-esteem and motivation.	
C.	A significant number of children in Year 5 are low prior attaining children with SEND (80% of Year 5 PP, 1 with EHCP). A significant number of children in Year 4 are not making expected progress (20% RWM ARE in 2018-2019) These children need greater intervention to support their academic learning.	
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 66% of pupil premium children. This reduces their school hours and affects their progress. The value parents place on education and the importance 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. The frequency of positive engagement from parents is a contributing factor.	
F.	Lack of appropriate reading material, limited vocabulary and experiences prevent some children from making good progress and reaching ARE in reading. (39% PP children did not reach ARE in Reading in 2018-2019)	
3. 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 of year group end points and through comprehensive CPD, they are ambitious and challenging with their teaching and learning. Teachers are aware of prior attainment and the progress required to ensure children stay on track or make accelerated progress. Teachers use prior attainment to track progress but not to set ability groups. Aspirational end of year targets are being met using FFT 20. At least 65% reaching ARE in RWM across all year groups. (48% achieved ARE in RWM in 2018-2019 across all year groups) At least 67% in Year 6 (based on prior attainment) (38% in 2017-2018, 50% in 2018-2019)
B.	Improved self-esteem and motivation of pupil premium children. Measured through observations and tracking of nurture group interventions.	Individual barriers to learning will be identified and addressed through nurture groups, with clear tracking of successes and next steps. Case studies will highlight clear improvement.

		<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 Provisions Maps for those children with SEND will be updated and provide an accurate record of achievements and progress.</p>
C.	<p>Individualised and tracked intervention programmes, alongside quality first teaching and pastoral support, leads to children in Year 4 and 5 making rapid progress and achieving ARE in RWM. Measured using assessment tracker and intervention trackers.</p>	<p>Barriers to learning identified and addressed through well planned and targeted intervention, IPMs recording this.</p> <p>Intervention and QFT seamlessly working alongside each other to impact positively on children's progress.</p> <p>A greater % of Year 4 and 5* PP children working at ARE and making accelerated progress. (*SEND barriers to consider also in this cohort)</p> <p>(Year 4 20% ARE in RWM in 2018-2019, 80% Reading, 60% Writing, 60% Maths)</p> <p>Year 5 - 20% ARE in RWM in 2018-2019, 20% Reading, 20% Writing, 20% Maths)</p>
D.	<p>Improved attendance of pupil premium children whose attendance is currently below 97%. Measured through attendance tracking.</p>	<p>Pupil premium children's attendance increases to 97% in line with whole school targets.</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 and 34% in 2018-2019</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 and at home.</p> <p>At least 65% reaching ARE in RWM across all year groups.</p> <p>(48% achieved ARE in RWM in 2018-2019 across all year groups)</p> <p>At least 67% in Year 6 (based on prior attainment)</p> <p>(38% in 2017-2018, 50% in 2018-2019)</p>
F.	<p>Attainment in reading for all pupils eligible for PP increases. Measured through data analysis and assessment tracker.</p>	<p>Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that an increase in children eligible for PP meet age related expectations in Reading and in turn an increase reach ARE in Writing and Maths.</p> <p>(61% ARE in Reading, Writing and Maths for PP children in 2018-2019 with 48% RWM combined)</p>

4. Planned expenditure					
Academic year		2019/20			
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>Increased attendance of pupil premium children with attendance currently below 97%. (D)</p> <p>Cost: £3600</p>	<p>Refer to Attendance Policy for whole school approach.</p> <p>Invitation to attend Breakfast Club with follow up if non-attendance.</p> <p>HSLW to support identified children and families.</p> <p>Purchase of 2 Booster seats to enable staff to collect children.</p> <p>Attendance initiatives in school to promote good attendance e.g. attendance trophy, certificates, class and individual rewards.</p> <p>A series of planned parent workshops to develop understanding</p>	<p>Attendance data indicates a high percentage of Pupil Premium children (66%) did not meet attendance targets. Low attendance is a barrier to their learning and achievement.</p> <p><i>“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)</i></p>	<p>Attendance Policy being fully implemented.</p> <p>Attendance at Breakfast Club increasing for those children whose attendance is a concern.</p> <p>Attendance case studies demonstrating successful strategies and identified areas for improvement.</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, 3.1% in 2018-2019, with the National average being 8.7% (2018).</p>	CP	Monthly

	of education and support parents in engaging with their child's learning e.g. Reading Workshop, Maths 4 Parents, including a section on attendance within each workshop.				
<p>All children, regardless of their prior attainment, are making at least expected progress in order to meet aspirational end of year targets. (A)</p> <p>Cost: £5300</p> <p>Plus provision for specialist music teacher part-funded through Music grant in Spring term to release class teacher for verbal feedback sessions.</p>	<p>CPD for all staff, inclusive of teaching assistants and linked to performance management, to ensure all staff are confident in their knowledge and understanding of end of year expectations.</p> <p>Verbal feedback and marking with pupil premium children in Year 2 and Year 6 through dedicated feedback time.</p>	<p>End of 2018-2019 data indicated that not all pupil premium children, regardless of their prior attainment, were making expected or accelerated progress.</p> <p>Restructuring and staffing changes have led to staff being moved into new year groups. A need for high quality, targeted CPD has been identified.</p> <p><i>“High quality continuing professional development (CPD)...cost effective way to improving teacher quality.” (EEF)</i></p> <p>Continued professional development for all staff around mixed ability groups needs to continue to build on last year's developments, including CPD for teaching assistants.</p> <p><i>“Low attaining learners who are set or streamed fall behind by 1 or 2 months per year, on average, when compared with the progress of similar students in classes with mixed ability groups. Research also suggests that ability grouping can have a longer term negative effect on the attitudes and engagement of low attaining pupils.” (EEF)</i></p>	<p>Assessment Tracker indicating an increased number of children making expected or accelerated progress to reach end of year aspirational targets.</p> <p>Performance management of all staff, inclusive of teaching assistants will directly link to the progress of middle and high prior attaining children.</p> <p>Performance management will include clear identification of individual CPD needs with plans put in place accordingly.</p> <p>Staff meetings and trainings will allow staff to feed back as soon as possible to ensure maximum impact and an opportunity to share knowledge.</p>	<p>CP with SR/LH – English HH – Maths EC - SEND</p>	<p>Termly</p> <p>Half-termly</p>

		<p>Verbal feedback, in conjunction with a new feedback policy, proved to have some success last year. This will be continued to include a greater number of year groups.</p> <p><i>“High impact for very low cost, +8 months.” (EEF)</i></p>	<p>Verbal discussion and observation of feedback.</p> <p>Assessment tracker indicating an increased number of PP children achieving their targets.</p>	LH and VC	
<p>Attainment in reading for all pupils eligible for PP increases. (F and C)</p> <p>Cost: £6100 (2 years)</p>	<p>Purchase of Reading Plus</p>	<p>Alongside other initiatives in schools (see School Development Plan Priority 2) the purchase of Reading Plus in Year 4, 5, 6 will support children’s reading fluency and comprehension.</p> <p><i>“On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” EEF</i></p>	<p>Standardised reading tests administered termly.</p> <p>Online analysis tool used to inform teaching and learning.</p> <p>Monitoring of Reading+</p> <p>Pupil Progress Meetings</p> <p>Increase in the % of children making at least expected progress in Reading.</p>	LH	
Total budgeted cost					£15,000
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?
<p>Individualised and tracked intervention programmes, alongside quality first teaching and pastoral support, leads to children in Year 4 and</p>	<p>Additional support provided for targeted children to enable them to make greater than expected progress. Interventions (individual and group) planned and</p>	<p>An identified group of children in Year 4 and 5 are not making expected progress. Additional support is needed through 1:1 teaching and learning through to small groups. Pupil Progress meetings, assessment tracker and</p>	<p>Assessment Tracker</p> <p>Intervention Trackers</p> <p>Dyslexia Gold Records</p> <p>Standardised Assessments</p>	<p>EC with class teachers</p>	<p>Termly</p>

<p>5 making rapid progress and achieving ARE in RWM. (C)</p> <p>Cost: £15,506</p>	<p>delivered by experienced Teaching Assistants.</p> <p>Additional Teaching Assistant support provided in Class 4 to support the teaching and learning of Maths and English, alongside pastoral needs.</p>	<p>identification of SEND needs have identified clear barriers and next steps.</p> <p><i>“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.”</i> EEF</p> <p>Provision of Dysleixa Gold (daily) to support identified children with their reading.</p> <p>Due to the high need within Class 4 (Year 4 and 5), additional teaching assistant support is being provided to support a variety of children make at least expected progress in Maths and English.</p>	<p>IPMs for children who are also SEND</p> <p>Pupil Progress Meetings</p>		
<p>Children’s social and emotional needs are identified and supported through modelling and coaching. (E)</p> <p>Cost: £1200</p>	<p>Establish an afterschool ‘Jigsaw’ club for targeted children who need additional social and emotional support.</p>	<p>Low level aspiration in the school and wider community gathered through parent and pupil voice.</p> <p>Internal school knowledge indicates increasing deprivation in line with increasing social, emotional needs of children in school.</p> <p><i>“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.”</i> (EEF)</p>	<p>Effective identification of those children with highest need, including using the Boxall profile, where appropriate.</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>At least 65% reaching ARE in RWM across all year groups. (48% achieved ARE in RWM in 2018-2019 across all year groups) At least 67% in Year 6 (based on prior attainment)</p>	<p>AMc AT</p>	<p>Termly</p>

			(38% in 2017-2018, 50% in 2018-2019)		
Improved self-esteem and motivation of pupil premium children. (B) Cost: £8900	Continued development of our Home School Link Worker (HSLW). Provision of a wide variety of nurture groups e.g. Drawing and Talking, Lego Therapy, Worries and Anxieties, Chill and Chat.	Following an increase in the number of referrals made to Prevention and CSC in 2016-2017, we established the HSLW role in 2017-2018, this proved to be successful in early identification and intervention. In 2018-2019, further links were made with Early Help and greater support was provided for children and families within school. A continued high number of PP children with SEL needs this academic year shows the continuing need for this role. The reduction in support from Early Help and the new School Champion referral system further supports the high need for this role in school. <i>“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)</i>	Nurture Group Intervention Trackers evaluating impact and next steps. Case studies. Pupil and parent voice alongside teachers observations and feedback, including Pupil Progress Meeting Action Plans HSLW Weekly Timetable Assess, Plan, Do, Review process to ensure effective implementation At least 65% reaching ARE in RWM across all year groups. (48% achieved ARE in RWM in 2018-2019 across all year groups) At least 67% in Year 6 (based on prior attainment) (38% in 2017-2018, 50% in 2018-	AMc AT	Termly
Total budgeted cost					£25,606
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?
Improved self-esteem and motivation of pupil premium children. (B and C)	Access to a programme of outdoor, adventurous activities throughout the school year within the local area, developing the core skills of	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	Well planned programme of activities with clear success criteria ensuring progression of skills. Parent and Pupil Voice alongside teacher feedback.	CP and Class 4 class teachers	Termly

<p>Cost: met by YDMT and other sources of funding to support the overall PP strategy</p>	<p>perseverance and resilience to raise self-esteem.</p>	<p>wildlife area; alongside opportunities provided by the Yorkshire Dales Millennium Trust, in 2018-2019 the delivery of the Bentham Outdoor Project further developed this with all children, in every year group partaking in a range of outdoor activities. This will continue this year targeting focused groups of children (Year 4 and 5) with the aim of developing self-esteem and motivation for key children.</p> <p><i>“On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</i></p> <p><i>“...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)</i></p>	<p>Improvement in attendance, evidenced in attendance analysis.</p> <p>Improvement in progress and attainment, evidenced using assessment tracker.</p>		
<p>Improved outcomes for children in EYFS.</p> <p>Cost: £350</p>	<p>EYFS Pupil Premium funding will be used to enable EYFS PP children to access 30 hours of Nursery provision, alongside their peers, if their parents do not qualify or are able to finance this.</p>	<p>This approach was trialed in 2018-2019 and three children accessed 30 hour provision in Nursery for Spring and Summer Term. This enabled those children to have greater access to high quality teaching and learning and all the experiences and opportunities available to their peers. This additional provision enabled those children to make greater progress and were well prepared for Reception.</p> <p><i>“...the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low income families.” EEF</i></p>	<p>EYFS Assessment Tracker</p> <p>Learning Journeys</p> <p>Parent Voice</p>	<p>EC/SR</p>	<p>Termly</p>

Total budgeted cost

£350 (other sources of funding gained)

Attendance

CPD

Reading Plus

Teaching Assistant
Support and
Interventions

HSLW
Jigsaw

EYFS
30 hours

Outdoor Activities

ALL

TARGETED

OTHER