

1. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
All children, regardless of their prior attainment, are making at least expected progress in order to meet aspirational end of year targets.	<p>CPD for all staff, inclusive of teaching assistants and linked to performance management.</p> <p>CPD of FFT Aspire</p> <p>Maximising the Impact of Teaching Assistants (MITA)</p> <p>'Learners without Labels'</p> <p>Verbal feedback and marking.</p>	<p>Reception – 79% GLD Year 1 – 72% ARE in RWM Year 2 – 6 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.</p> <p>(Note cohorts are small, ranging from 2 to 9)</p> <p>Greater Depth Year 2 – 27% Writing Year 3 – 40% Reading, 27% Maths Year 4 – 28% Reading, 21% Writing, 29% Maths, 13% RWM Year 5 – 67% Reading, 40% Writing, 47% Maths, 20% RWM</p> <p>CPD has ensured greater consistency of teaching with high expectations and more secure subject knowledge. CPD on FFT Aspire has ensured teachers fully understand the importance and impact of prior attainment on progress.</p> <p>Pupil Progress Action Plan has been embedded to ensure Pupil Premium children's progress and attainment is a focus in Pupil Progress meetings.</p> <p>A Vulnerable groups list is continually updated and shared with all staff so that teachers and teaching assistants are fully aware of which children in their class are Pupil Premium. Training and research opportunities have led to greater awareness of mixed ability groupings and their impact.</p> <p>Pupil Premium Strategy a priority on the School Development Plan 2018-2019 has led to increased awareness for all stakeholders, including Governors.</p>	<p>Further improvements to outcomes are needed. Children need to make greater progress to ensure a higher number of children reach their targets.</p> <p>CPD for all staff to continue to be a focus to ensure expectations are high and assessments made are validated and secure.</p> <p>FFT to continue to be used to ensure prior attainment is considered and ambition remains high.</p> <p>Mixed ability groupings to be a focus of monitoring and lesson plan adaptations. Pupil voice to be gathered.</p> <p>Feedback Policy to be reviewed early September 2019 to reflect research and impact of verbal feedback.</p>	£23,600

Improved self-esteem and motivation of pupil premium children.	Bentham Outdoor Project - a programme of progressive outdoor, adventurous activities.	<p>Pupil premium children have improved attitudes to learning and a more positive enthusiastic approach to school life.</p> <p>Children’s questionnaires and pupil voice highlights impact of the project.</p> <p>All children experienced an outdoor experience each term.</p> <p>Year 5 climbing and Year 6 John Muir had the greatest personal impact on individual children.</p> <p>Class 3 Woodland Trust Award had the greatest collaborative impact.</p>	<p>Continue to explore sources of funding to make this an integrated part of the curriculum offer.</p> <p>Work with YDMT to secure delivery of the John Muir Award next year.</p> <p>Develop the use of the Wildlife Garden for EYFS.</p>	£2500												
Emphasise the importance of spoken language and verbal interaction across all key stages to improve outcomes in Reading, Writing and Maths.	<p>‘A Language Rich Curriculum’</p> <p>Philosophy for Children in KS1 and KS2.</p> <p>Parent Workshops on the importance of spoken language and the important of language in the home</p>	<p>Conversations and children talking is more prominent in the classroom.</p> <p>All staff, inclusive of teaching assistants, understand the importance of spoken language in enhancing all areas of learning and development, staff take opportunities to extend spoken language where possible.</p> <p>Pupil Premium Children ARE (some children also SEND):</p> <table border="1" data-bbox="589 746 1404 1066"> <tr> <td>Year 1 9 children</td> <td>Year 2 3 children</td> <td>Year 3 5 children</td> <td>Year 4 5 children</td> <td>Year 5 3 children</td> <td>Year 6 4 children</td> </tr> <tr> <td>67%</td> <td colspan="5"> <p>Year 2 – 6</p> <p>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.</p> <p>(Note cohorts are small, ranging from 2 to 9)</p> </td> </tr> </table> <p>(Note cohorts are small, ranging from 2 to 9)</p> <p>Parents more engaged in children’s learning.</p> <p>Philosophy for Children Training undertaken and begun to be implemented in classes where it was not already present.</p>	Year 1 9 children	Year 2 3 children	Year 3 5 children	Year 4 5 children	Year 5 3 children	Year 6 4 children	67%	<p>Year 2 – 6</p> <p>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.</p> <p>(Note cohorts are small, ranging from 2 to 9)</p>					<p>P4C overlaps with high quality existing PSHE teaching so the impact is difficult to measure.</p> <p>Focus on reading to continue as a way of developing children’s vocabulary.</p> <p>Wizard Hats to continue to raise profile within classrooms.</p>	£1800
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ii. Targeted support																
Desired outcome	Chosen action/approach	Estimated 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												

<p>Improved punctuality and increased attendance of pupil premium children whose attendance is currently below 97%.</p>	<p>Attendance Policy Breakfast Club Parent Engagement</p>	<p>Pupil premium children’s individual attendance has increased towards 97% in line with whole school targets. 23% of pupil premium children in 2017-2018, 34% in 2018-2019. 3 Persistent Absentees in 2018-2019, reduced from 20 in Autumn Term 2018 and 6 in the last academic year.</p> <p>Punctuality has improved significantly and is now an issue for a very small number of children periodically.</p> <p>Parents are increasingly supportive of the school and their children; placing a value on education.</p> <p>Significant improvements have been made in parental engagement. Every class organised at least one Stay and Learn session in Spring and Sumer Term. Parent workshops in Reading, Spellings and Phonics were well attended. Attendance at Autumn and Spring Term Parent Evenings was higher than previous years and results from the Parent Questionnaire around Communication between home and school was overwhelmingly positive. Complaints from parents have decreased and it is felt that parents are much more supportive of school staff; the summer fair being an example of this.</p>	<p>Continue striving towards at least 50% of Pupil premium children have an attendance of 97%.</p> <p>It is important that we continue to develop the relationship and partnership between home and school. Further initiatives around parental engagement will continue next year; repeating successful initiatives from this year and continuing to develop new ideas based on feedback.</p>	<p>£3600</p>
<p>Children’s social and emotional needs are identified and supported through modelling and coaching.</p>	<p>Jigsaw Club</p>	<p>Pupil premium children feel positive about themselves and have high aspirations of themselves in the classroom.</p> <p>Parent Voice indicates the success of Jigsaw Club.</p> <p>45% achieved ARE in RWM across R – Yr 6 50% achieved ARE in RWM in Year 6, improved from 38% in 2017-2018</p> <p>(Note cohorts are small, ranging from 2 to 9)</p> <p>Pupil Premium children’s attendance has improved (see above).</p>	<p>Continue delivering Jigsaw club. Offer to siblings to gain involvement from hard to reach families who struggle with collecting at different times at the end of the school day.</p>	<p>£1200</p>

<p>Improved self-esteem and motivation of pupil premium children.</p>	<p>Continued development of our Home School Link Worker (HSLW).</p>	<p>Barriers to learning continue to 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 have improved attitudes to learning and a more positive enthusiastic approach to school life.</p>	<p>Inclusion Passports to be replaced with Individual Provision Maps to impact on provision and staff workload.</p> <p>CPD to continue to develop HSLWs range of skills and experience, through liaison with Family Support Workers who work within school.</p>	<p>£7200</p>
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2. Additional detail

Our full strategy document can be found online at: www.benthamcpschool.org.uk