

Pupil premium strategy statement (primary)

1. Summary information					
School	Benedict Primary School				
Academic Year	2016/17	Total PP budget	£219,120	Date of most recent PP Review	Sept 2016
Total number of pupils	333	Number of pupils eligible for PP	169	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (Benedict Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths at KS2	36%	tbc
average progress score in reading at KS2	-0.65	tbc
average progress score in writing at KS2	-1.16	tbc
average progress score in maths at KS2	-0.98	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Improved language skills throughout the school particularly vocabulary and reading inference skills
B.	Improved progress and attainment for all pupils
C.	Challenging and negative behaviours addressed
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance, vulnerability of children and families

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve language skills throughout the school particularly vocabulary and reading inference skills for pupils eligible for PP	Children eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress and attainment for all children eligible for PP	Children eligible for PP make accelerated progress (more than 6 steps annually) across KS1 and KS2 in reading, writing and maths.

C.	Behavioural issues of small number of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system
D.	Improved attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

5. Planned expenditure

Academic year	2016/17
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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?
A. Improved language skills throughout the school particularly vocabulary and reading inference skills B. Improved progress and attainment for all pupils	Staff training on high quality feedback. Staff training on questioning skills and Blooms Taxonomy	We want to invest some of the Pupil Premium funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use INSET days to deliver training. Peer observation of classes to embed learning. Lessons from training embedded in school assessment policy.	Assistant Heads Literacy Leaders	Feb 2017
B. Improved progress and attainment for all pupils	Staff training on effective differentiation to ensure all activities effectively meet children's learning needs	PP children are making less progress than other children across the school in the core curriculum areas. We want to ensure that PP children achieve as well as non-PP children thus closing the gap between the attainment between PP children and other children	Use INSET days and support staff training timetable to deliver CPD. Peer observation of classes to embed learning.	SLT and SENCO Maths Leader	Feb 2017
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>A. Improved language skills throughout the school particularly vocabulary and reading inference skills</p> <p>B. Improved progress for all pupils</p>	<p>Staff training on high quality feedback and inference</p> <p>Staff training on developing language skills through intervention support</p> <p>Focus on reading for pleasure</p> <p>Guided reading CPD for all staff</p>	<p>Some of the children need targeted support to catch up. If vocabulary development and correct speech are modelled effectively to the children then they will gain a good understanding of how to use language more effectively.</p>	<p>Organise the timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Provide opportunities for support staff to observe good practice of intervention delivery</p> <p>School assessment policy monitoring</p> <p>Monitoring of intervention sessions to identify use of higher order questioning</p>	<p>AHT (Inclusion)</p> <p>Literacy Leaders</p>	<p>June 2017</p>
<p>B. Improved progress for all pupils</p>	<p>Weekly small group intervention sessions for Y6 children in literacy, in addition to standard lessons</p> <p>Weekly small group targeted intervention sessions e.g. phonics led by trained support staff in addition to standard lessons</p>	<p>We want to provide extra support to ensure children make good progress. Small group sessions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources e.g. EEF Toolkit, Visible Learning by John Hattie</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis</p> <p>Impact overseen by AHTs</p> <p>Engage with parents/ carers before interventions begin to address any concerns/ questions about individual sessions</p> <p>Close liaison with SHINE Saturday School</p>	<p>AHTs</p>	<p>Feb 2017</p>
Total budgeted cost					<p>£39,000</p>

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?
C. Challenging and negative behaviours addressed	<p>Identify a targeted behaviour intervention for identified students e.g. ELSA, Nurture</p> <p>Use support worker/ Nurture Teacher to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>ELSA training</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Staff participate in Mental Health training and implement strategies from training to support positive behaviours</p> <p>TAMHS worker referrals</p>	<p>Nurture Teacher/ ELSA support Assistants/ SENCO/ TAMHS worker</p> <p>AHT (Inclusion)</p>	July 2017
D. Increased attendance rates	Family Support Worker to monitor children and liaise closely with the school office to follow up any absences quickly. First day response provision	We can't improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	AHT (Inclusion), Family Support Worker, Headteacher, EWO etc. collaborate to ensure standard school procedures/ processes work smoothly	Family Support Worker	Feb 2017
Total budgeted cost					£160,000

6. Review of expenditure				
Previous Academic Year				
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
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
iii. Other approaches				
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

7. Additional detail

See SDP for additional information on Narrowing the Gap between PP & Non-PP children and attendance