

# Pupil premium strategy statement (primary)

1. Summary information					
School	Benedict Primary School				
Academic Year	2018/19	Total PP budget	£200,640	Date of most recent PP Review	Sept 2018
Total number of pupils	280	Number of pupils eligible for PP	152	Date for next internal review of this strategy	Sept 2019

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	28%	70%
average progress score in reading at KS2	-0.71	
average progress score in writing at KS2	-0.14	
average progress score in maths at KS2	1.61	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lower than average language skills throughout the school community (particularly vocabulary and reading inference skills)
B.	Limited access to resources due to family circumstances, disadvantaging learning at home
C.	Children who fall into more than one identified group (SEN, PP, EAL, Vulnerable) and have a range of academic and social/ emotional needs which impact on achievement
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance, vulnerability of children and families
E.	Parental support to consolidate work in school

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve oral language skills for pupils eligible for PP particularly focusing on vocabulary development and reading skills	Children eligible for PP make rapid progress in their application of phonic knowledge so that all pupils eligible for PP meet age related expectations in the phonics screening, and in line with national expectations at KS1 and 2.

<b>B.</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. Staff training on strategies to support children to make rapid progress.
<b>C.</b>	Early identification of children's needs and strategies in place to address them	ELSA intervention support delivered consistently and supporting individual children. Outside agencies called upon (when necessary) to provide advice, strategies and recommendations. SENCO focusing on early intervention and support.
<b>D.</b>	Improved attendance rates for pupils eligible for PP to support achievement.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves so it is in line with 'other' pupils and the number of recorded late for PP children is reduced.

## 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>A. Improve oral language skills for pupils eligible for PP particularly focusing on vocabulary development and reading skills</p> <p>B. Higher rates of progress and attainment for all children eligible for PP</p>	<p>Speaking and listening focused lessons planned into the curriculum in the EYFS and KS1.</p> <p>Targeted speech and language support</p> <p>Quality first teaching that involves children which promotes a language rich environment</p> <p>TA CPD in developing language skills and modelling the correct usage of speaking and listening with the children</p> <p>Opportunities for collaborative learning through the topic based curriculum.</p> <p>Parents language group – ESOL lessons</p>	<p>By working in mixed ability groupings for specific speaking and listening activities children will hear structured language and can model their language against the language of others. The EEF Toolkit indicates that “on average, Early Years interventions have an impact of 5 additional months’ progress, and appear to be particularly beneficial for children from low income families”. By investing in early intervention, we can close the attainment gap which exists on entry to the EYFS and increase the percentage of school ready children at the end of Reception.</p>	<p>Use INSET days to deliver training.</p> <p>Peer observation of classes to embed learning.</p> <p>Termly analysis of data, book scrutinies, lesson observations, learning walks,</p>	<p>Deputy Head</p> <p>Literacy Co-ordinator</p> <p>AHT (EYFS)</p> <p>AHT (Years 1 – 3)</p> <p>SENCO</p>	<p>Termly</p>

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>B. Higher rates of progress and attainment for all children eligible for PP</p>	<p>Staff training on effective differentiation to ensure all activities effectively meet children's learning needs</p> <p>Continue with Maths Mastery approach</p> <p>Parent engagement sessions – invitations to attend maths lessons, phonics workshops</p>	<p>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</p> <p>By using robust systems to collect and analyse children's performance, we will be able to put support in place for those who are at risk of under achievement. This approach is supported by Ofsted who state that effective schools use "achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly"</p>	<p>Use INSET days and support staff training timetable to deliver CPD.</p> <p>Termly analysis of data, book scrutinies, lesson observations, learning walks, intervention data scrutiny</p> <p>Coaching by Trust Consultant</p>	<p>SLT and SENCO</p> <p>Maths and Literacy Co-ordinators</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£25,000

## 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. Improve oral language skills for pupils eligible for PP particularly focusing on vocabulary development and reading skills</p> <p>B. Higher rates of progress and attainment for all children eligible for PP</p> <p>C. Early identification of children's needs and strategies in place to address them</p>	<p>Staff training on Talk for Writing</p> <p>Staff training on developing language skills through intervention support</p> <p>Focus on reading for pleasure – reading sessions before school for parents and children</p> <p>Guided reading CPD for all staff</p> <p>Family Learning sessions</p> <p>Parent engagement sessions – invitations to attend maths lessons, family learning evenings, phonics workshops,</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>Parents will be empowered to support their children's learning with the knowledge that they have acquired</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>Termly monitoring of intervention sessions to identify use of higher order questioning</p> <p>Parents will be offered a variety of in school hour and after school workshops to help and support their children's development by developing their own skills.</p> <p>Coaching by Trust Consultant</p>	<p>Literacy Co-ordinator/ SENCO/ Deputy Head/ Headteacher</p>	<p>June 2019</p>

<p>B. Higher rates of progress and attainment for all children eligible for PP</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 Deputy Head</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>Deputy Head</p>	<p>May 2019</p>
<b>Total budgeted cost</b>					<p>£55,000</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?
<p>C. Early identification of children's needs and strategies in place to address them</p>	<p>SENCO focusing on early intervention and support.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>ELSA intervention support delivered consistently and supporting individual children</p> <p>Outside agencies called upon (when necessary) to provide advice, strategies and recommendations.</p>	<p>Evidence suggests that children's emotional wellbeing can have a significant impact on academic achievement. By working with TAMHS In School and providing ELSA and Nurture support, children will be supported emotionally and be better placed to learn.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for children who struggle to understand wider views.</p>	<p>The emotional wellbeing of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers.</p> <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>SENCO and Family Support Worker to work closely with parents/ carers to children see a strong commitment to moving learning behaviours forward</p> <p>CAMHS in School referrals</p>	<p>ELSA support Assistants/ SENCO/ Nurture support assistants/ CAMHS in School worker</p> <p>Deputy Head</p>	<p>Termly</p>
<p>D. Increase attendance rates so they are in line with national data</p>	<p>Family Support Worker to monitor children and liaise closely with the school office to follow up any absences quickly. First day response provision</p> <p>Breakfast club offered to PP children who struggle to arrive at school on time</p>	<p>We can't improve attainment for children if they are not attending school.</p> <p>By working closely with families, we are able to develop strong relationships with families</p>	<p>Family Support Worker, Deputy Head, Headteacher, EWO etc. collaborate to ensure standard school procedures/ processes work smoothly</p> <p>Weekly attendance celebration in assemblies</p> <p>Letters concerning attendance sent to parents/ carers.</p> <p>EWO meetings with vulnerable parents</p>	<p>Family Support Worker/ Headteacher</p>	<p>Termly</p>

<b>Total budgeted cost</b>	£120,640
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6. Review of expenditure				
Previous Academic Year		2017 18		
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 you will continue with this approach)	Cost
<p>A. Improved language skills throughout the school particularly vocabulary and reading inference skills</p> <p>B. Improved progress and attainment 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>Training on whole class guided reading has had a positive impact on the children's ability to access comprehension activities. The children now use stem sentence starters to support them in developing their responses to comprehension questions.</p> <p>A peer coaching programme was used for a short period of time to support staff to identify key areas of strength and areas to develop to embed strategies to enhance and develop children's learning. Staff appraisal targets encourage the observation of peers to reflect on their teaching and identify strategies to support staff in further developing their teaching styles/ strategies to support rapid children's progress.</p>	<p>Further focus on children's vocabulary development needed so they can have a greater understanding of a text – word of the week to be implemented across the school</p> <p>As there are a high number of children who would benefit from Speech and Language referrals, we need to liaise with the Speech and Language service to identify further strategies we can use in school to develop children's speech e.g. intervention programmes</p>	<p>Literacy Co-ordinator</p> <p>SENCO</p> <p>Staff training</p>

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
B. Improved progress and attainment for all pupils	Staff training on effective differentiation to ensure all activities effectively meet children's learning needs	<p>Teachers and support staff have participated in training to identify the best ways of meeting the needs of all learners in the classroom through providing differentiated activities for the children. Differentiation in lessons targets the individual needs of the children more effectively.</p> <p>Children are familiar with 'must try and aspire' and need to continue to refer to these objectives to ensure they are including the essential components in their writing. Reading and Writing are our main focus in 2018/19. The new spelling expectations support the progression in the children's spelling skills across the school.</p>	<p>Layering has had a positive impact on children's understanding and progress. Opportunities now needed for staff to observe good practice throughout the school to reinforce the pace of layering so children can make more rapid progress in maths</p> <p>Children need clearly modelled scaffolding to ensure they have the self-confidence to attempt activities independently</p> <p>Continue to embed differentiation strategies across the school.</p>	<p>Training budget/ Staff release for moderation</p> <p>Staff meetings/ Literacy Lead training/ TA training/ Staff release for moderation</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>A. Improved language skills throughout the school particularly 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>All staff have received training on quality feedback. The marking and feedback policy was reviewed in June 2018 to ensure the marking and feedback are being used consistently throughout the school and have a positive impact on the opportunities for children to act quickly on any feedback given and have opportunities for self &amp; peer assessment</p> <p>Monitoring of support staff interventions shows that the majority of interventions are delivered regularly and effectively meet the needs of the children. KS2 children who have attended inference intervention groups have made progress from their starting points and have become more confident in using the strategies taught to access comprehension tasks in class.</p> <p>Reading for pleasure was a focus during the school's book week. Whole class guided reading provides children with the opportunity to have a greater involvement in a text and children are now keen to discuss the books they are reading in class.</p> <p>Whole class guided reading has been implemented in KS2 following staff training in this area.</p>	<p>Regular monitoring of interventions and outcomes for PP children and non PP to identify strengths and areas for development needs to continue</p> <p>Need to increase parental involvement in reading by developing their understanding of expectations and their confidence in reading. Invite them to attend whole class guided reading lessons and target parents to attend the L2L2R toddler reading group.</p>	<p>Intervention groups/ SENCO? Intervention training</p> <p>Staff release for moderation/ Support staff training</p> <p>Library service subscription/ Parent ESOL group/ Parent EAL support group/ Family Learning</p>

c. <b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Improved progress for all pupils	<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>Interventions for Y6 were very successful and had a positive impact on the children's attainment and progress.</p> <p>Small group interventions were very successful and had a positive impact on the children's attainment and progress.</p>	<p>Small group maths support and Booster sessions to be continued in Year 6</p> <p>Continue to provide small group phonics/ High frequency word support</p>	<p>Booster Sessions/ Intervention groups</p> <p>Intervention groups/ support staff training</p>

### 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
C. Challenging and negative behaviours addressed	<p>Identify a targeted behaviour intervention for identified students e.g. ELSA, Nurture</p> <p>Use support worker/ SENCO to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>ELSA training</p>	<p>We continue to work closely with Merton Behaviour Support Service to provide targeted support for individual children and families. Our CAMHS in School support has worked with target families across the school and has provided valuable advice which has had a positive impact on children's behaviours. ELSA sessions are held weekly. Pre and Post intervention assessments (and Boxall Profiles) have shown that the majority of children have made progress in their emotional development through attending ELSA.</p> <p>SENCO has met with parents to discuss proposed additional support for children. Regular liaison with parents to support daily behaviour targets for children who attend Family Group</p> <p>Wishmore Trust training disseminated to staff to support their understanding of children who have experienced trauma and who have anxiety difficulties</p> <p>We have 3 ELSA trained staff</p>	<p>Continue to work with Merton Behaviour Support Service to provide assessments and support for children displaying challenging behaviour. Family group to continue on a fortnightly basis led by Family Support Worker and Inclusion HLTA. ELSA assessments updated to allow for targets to be set relating to children's areas for development</p> <p>Continue to employ TAMHS worker (1 day / week)</p> <p>Theraplay training now being implemented with target children to support their emotional needs.</p> <p>Nurture group to continue 4 afternoons per week for targeted children</p> <p>Disseminate further staff training on attachment disorder</p>	<p>CAMHS in School weekly support/ LBL units/ Family Support Worker/ Inclusion HLTA/ Boxall subscription/ ELSA support</p> <p>Family Group</p> <p>Theraplay resources</p>
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	First day absence phone calls made by the school office. Regular meetings with Family Support worker and EWO to identify target families who need to meet with the EWO. Persistent absentees monitored closely and all absences need to be covered by medical evidence.	Attendance strategy to be continued and key families identified for further EWO involvement.	EWO SLA/ Family Support Worker

2017/18 Benedict Primary School – Pupil Premium assessment summary (Summer term 2018)																				
Progress (Summer II 2017 to Summer II 2018)											Attainment									
%	Expected progress (jumps)	Reading			Writing			Maths			Expected level	Reading			Writing			Maths		
		Less %	Expected or more %	More %	Less %	Expected or more %	More %	Less %	Expected or more %	More %		Below %	At and above	Above %	Below %	At and above	Above %	Below %	At and above	Above %
N	6 (14 children)	44	56	28	28	72	44	67	33	17	30-50s	100	0	0	83.3	16.7	0	77.8	22.2	16.7
R	6 (16 children)	19	81	75	19	81	81	6	94	88	ELG	37.5	62.5	6.25	37.5	62.5	6.25	37.5	62.5	18.8
Y1	5 (19 children)	21.1	78.9	47.4	47.4	52.6	26.3	26.3	73.7	36.8	1s	36.8	63.2	36.8	57.9	42.1	15.8	47.4	52.6	31.6
Y2	6 (25 children)	36	64	32	56	44	24	20	80	40	2s	40	60	24	48	52	0	36	64	12
Y3	6 (13 children)	69.2	30.8	7.7	61.5	38.5	15.4	41.7	53.8	30.8	3s	61.5	38.5	7.7	84.6	15.4	7.7	53.8	46.2	23.1
Y4	6 (19 children)	57.9	42.1	10.5	78.9	21.1	0	52.6	47.4	31.6	4s	78.9	21.1	5.3	84.2	15.8	5.3	73.7	26.3	15.8
Y5	6 (26 children)	42.3	57.7	26.9	34.6	65.4	23.1	34.6	65.4	11.5	5s	38.5	61.5	15.4	61.5	38.5	7.7	46.2	53.8	30.8
Y6	6 (23 children)	40	60	32	48	52	28	24	76	30	6s	56	44	4	48	52	4	40	60	0
	Average		58.8	32.4		53.3	30.2		65.4	35.7			43.9	12.4		36.9	5.8		48.5	18.6

**Reading**

- Children in R and Y1 made good progress in reading.
- The progress of disadvantaged children in Years 3 and 4 was disappointing.
- Reading attainment is below national expectations across the school for disadvantaged children.

**Writing**

- Children in R made good progress in writing.
- The progress of disadvantaged children was slow in Years 2, 3 & 4.
- The attainment of disadvantaged children is below national expectations in all year groups

**Maths**

- Over 1/3 of PP children made better than expected progress overall
- Children in Years R, 1 2 & 6 made good progress in maths. The progress of disadvantaged children in Years N, 3 and 4 was disappointing.
- Maths attainment is below national expectations across the school for disadvantaged children.

We need to continue targeting the attainment and progress of Pupil Premium children across the school to diminish the difference between their attainment and progress when compared to their Non-Pupil Premium peers.

### **7. Additional detail**

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