

# Pupil premium strategy statement (primary)

1. Summary information					
School	Benedict Primary School				
Academic Year	2017/18	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	38%	53%
average progress score in reading at KS2	-0.61	0.2
average progress score in writing at KS2	-1.18	-0.10
average progress score in maths at KS2	-0.97	3.79

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.	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
<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

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.

<b>C.</b>	Behavioural issues of small number of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system
<b>D.</b>	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

<b>Academic year</b>	<b>2017/18</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					£15,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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>
<b>Total budgeted cost</b>					<p>£39,000</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					£160,000

6. Review of expenditure				
Previous Academic Year		2016 17		
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
A. Improved language skills throughout the school particularly vocabulary and reading inference skills	Staff training on high quality feedback.	Inference training provided for all staff and inference groups set up for targeted children.	Inference support has had a positive impact on children's ability to access comprehension activities. The number of children identified to receive this support in 2017/ 18 has been increased as an additional staff member will also be delivering this intervention.	EAL Staff/ SENCO
B. Improved progress and attainment for all pupils	Staff training on questioning skills and Blooms Taxonomy	Greater focus on comprehension in class literacy lessons and guided reading.	All teachers have increased their focus on developing the children's comprehension skills in guided reading and whole class literacy lessons. In 2017/18 we will be trialling the implementation of whole class guided reading in KS2.	Staff training
		Stem sentences introduced to support children's maths reasoning skills.	Stem sentences need to be embedded across the school in 2017/18. Teacher's will be expected to include these in their planning.	Staff training
		Children's peer and self-assessment being developed through the use of specific response structures to aid their understanding of their attainment and help them identify the next steps in their learning.	Review of marking and feedback policy needed to ensure that the marking and feedback being used throughout the school is consistent and has a positive impact on the opportunities for children to self and peer assess	Staff release for moderation

<p>B. Improved progress and attainment for all pupils</p>	<p>Staff training on effective differentiation to ensure all activities effectively meet children's learning needs</p>	<p>Staff training to introduce differentiation in maths using layers with children moving swiftly to the next layer as soon as they show they are competent with each layer.</p> <p>Staff training to reinforce differentiation in literacy focusing upon must, try, and aspire using non-negotiables as objectives the children must include in their work.</p> <p>TA training on phonics, grammar, SEN and specific interventions to support children who need additional input in class.</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 and in other schools to reinforce the pace of layering.</p> <p>Children are becoming more 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 2017/18. We are introducing a spelling policy which will ensure that there is a good progression in the children's spelling skills across the school.</p> <p>TAs continue to need regular updates on grammar to ensure they have a good understanding of each year groups curriculum. They also need to receive intervention specific training to deliver new support packages to children</p>	<p>Training budget/ Staff release for moderation</p> <p>Staff meetings/ Literacy Lead training/ TA training/ Staff release for moderation</p>
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<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>
A. Improved language skills throughout the school particularly vocabulary and reading inference skills	Staff training on high quality feedback and inference	All staff have received training on quality feedback. Inference training was provided by the local authority language and learning team.	Support staff now deliver specific interventions across the school rather than a range of interventions for a year group. The school's SENCO is providing support for support staff on an individual basis related to the interventions they are delivering.	Intervention groups/ SENCO? Intervention training
B. Improved progress for all pupils	Staff training on developing language skills through intervention support  Focus on reading for pleasure  Guided reading CPD for all staff	Monitoring of support staff interventions shows that the majority of interventions are delivered regularly and effectively meet the needs of the children.  Reading for pleasure was a focus during the school's book week.	Regular monitoring of interventions and outcomes for PP children and non PP to identify strengths and areas for development needs to continue  Need to increase parental involvement in reading by developing their own confidence.	Staff release for moderation/ Support staff training  Library service subscription/ Parent ESOL group/ Parent EAL support
C. Improved progress for all pupils	Weekly small group intervention sessions for Y6 children in literacy, in addition to standard lessons  Weekly small group targeted intervention sessions e.g. phonics led by trained support staff in addition to standard lessons	Interventions for Y6 were very successful and had a positive impact on the children's attainment and progress.  Small groups interventions were very successful and had a positive impact on the children's attainment and progress.	Small group maths support and Booster sessions to be continued in Year 6  Continue to provide small group phonics	Booster Sessions/ Intervention groups  Intervention groups/ support staff training

### 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/ Nurture Teacher to engage with parents before intervention begins.</p>	<p>We have worked closely with Merton Behaviour Support Service to provide targeted support for individual children and families. Our TAMHS worker led fortnightly Marlborough Family Group sessions for target families across the school. ELSA sessions are held weekly. Pre and Post intervention assessments (and Boxall Profiles) have shown that all children have made progress in their emotional development</p> <p>Nurture teacher has met with parents to provide additional support for children. Regular liaison with parents to support daily behaviour targets</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>Nurture group to continue 4 afternoons per week for targeted children</p>	<p>LBL units/ Family Support Worker/ Inclusion HLTA/ Boxall subscription/ ELSA support</p> <p>Nurture teacher/ 2 x TA support</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 reviewed and key families identified for further EWO involvement.	EWO SLA/ Family Support Worker



Attainment and Progress Data (July 2017)

2016/17 Benedict Primary School – Pupil Premium assessment summary (Summer term 2017)																				
Progress (Summer II 2016 to Summer II 2017)											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)	21	79	64	21	79	57	14	86	79	30-50s	78.6	21.4	7.1	50	50	50	50	50	25
R	6 (21 children)	29	71	57	38	62	62	32	68	37	40 -60s	20	80	15	20	80	15	17.5	82.5	15
Y1	5 (26 children)	46.7	53.8	0	53.8	46.2	0	53.8	46.2	7.7	1s	50	50	23.1	57.7	42.3	19.2	53.8	46.2	19.2
Y2	6 (14 children)	50	50	21.4	64.3	35.7	0	50	50	14.2	2s	50	50	14.3	57.1	42.9	7.1	50	50	7.1
Y3	6 (24 children)	37.5	62.5	12.5	70.8	29.2	8.3	58.3	41.7	8.3	3s	62.5	37.5	16.7	83.3	16.7	4.2	87.5	12.5	8.3
Y4	6 (28 children)	39.3	60.7	17.9	53.6	46.4	17.9	14.3	85.7	39.3	4s	42.9	57.1	25	64.3	35.7	14.3	35.7	64.3	32.1
Y5	6 (25 children)	62.5	37.5	12.5	58.3	41.7	12.5	50	50	25	5s	64	36	4	76	24	4	64	36	8
Y6	6 (23 children)	17.4	82.6	65.2	43.5	56.5	43.5	30.4	69.6	60.9	6s	39.1	60.9	4.3	60.9	39.1	13	43.5	56.5	4.3

2016/17

## Benedict Primary School – Non Pupil Premium assessment summary (Summer term 2017)

Progress (Summer II 2016 to Summer II 2017)											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 (23 children)	18	82	68	23	77	64	0	100	100	30-50s	36.4	63.6	27.3	22.7	77.3	77.3	36.4	63.6	63.6
R	6 (18 children)	35	65	47	47	53	35	24	76	65	40-60s	50	50	22.2	50	50	22.2	47.2	52.8	22.2
Y1	5 (22 children)	31.8	68.2	18.2	40.9	59.1	18.2	27.3	72.7	27.3	1s	27.3	72.7	40.9	45.5	54.5	27.3	31.8	68.2	36.4
Y2	6 (16 children)	37.5	62.5	6.3	37.5	62.5	0	25	75	6.3	2s	18.7	81.3	43.8	25	75	25	18.7	81.3	50
Y3	6 (24 children)	22.7	77.3	16.7	59.1	40.9	12.5	27.3	72.7	20.8	3s	45.8	54.2	20.8	66.7	33.3	8.3	62.5	37.5	20.8
Y4	6 (20 children)	55	45	10	40	60	25	15	85	45	4s	35	65	15	50	50	25	10	90	45
Y5	6 (14 children)	35.7	64.3	14.3	50	50	7.1	14.3	85.7	7.1	5s	35.7	64.3	42.9	35.7	64.3	21.4	7.1	92.9	57.1
Y6	6 (15 children)	13.3	86.7	66.7	20	80	73.3	6.7	93.3	60	6s	26.7	73.3	6.7	26.7	73.3	6.7	20	80	13.3

Reception children receiving the Pupil Premium grant attained better than their Non- Pupil Premium peers and made better progress in Reading and Writing than the Non-Pupil Premium children in the year group.

In Year 4, children receiving Pupil Premium grant support made greater progress than Non-Pupil Premium children in Reading and Maths.

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