

## Pupil premium strategy statement: Benfieldside Primary school

| 1. Summary information |                             |                                  |          |  |                |
|------------------------|-----------------------------|----------------------------------|----------|--|----------------|
| School                 | Benfieldside Primary school |                                  |          |  |                |
| Academic Year          | 2017/18                     | Total PP budget                  | £145,140 | Date of most recent PP Review                  | 4/12/17        |
| Total number of pupils | 233                         | Number of pupils eligible for PP | 128      | Date for next internal review of this strategy | April/May 2018 |

| 2. Current attainment   |                               |          |                                   |          |
|---|-------------------------------|----------|-----------------------------------|----------|
|   | Pupils eligible for PP – 2017 |          | Pupils not eligible for PP - 2017 |          |
|   | School                        | National | School                            | National |
| % of pupils achieving the expected standard in reading, writing and maths | 43%                           | 67%      | 100%                              | 67%      |
| reading progress score  | 0.9                           | 0.0      | 1.7                               | 0.3      |
| writing progress score  | 4.2                           | 0.0      | 3.2                               | 0.2      |
| maths progress score  | 4.4                           | 0.0      | 4.6                               | 0.3      |

Notes: Progress in writing and maths places the school significantly above National ( In 2017 for example the % of pupils entitled to FSM was 39% compared to National figure of 24% - however when other factors such as Ever 6 and LAC/adopted from care are added the % of pupils eligible for PP is 54.3%). Pupils living in the immediate neighbourhood of the school are mainly from low income or no income families, with generally poorer health and aspirations for the future and often negative attitudes towards supporting their child's education. In some Year groups the % of PP children can rise to 75% (Y6 in 2016-17) but never falls below 40% (In 2016-17 the range of pupils entitled to FSM from Y1-Y6 was 46-71%, and to PP higher).

| 3. Barriers to future attainment (for pupils eligible for PP including high ability)  |
|---|
| The % of pupils entitled to PP is significantly higher than National ( In 2017 for example the % of pupils entitled to FSM was 39% compared to National figure of 24% - however when other factors such as Ever 6 and LAC/adopted from care are added the % of pupils eligible for PP is 54.3%). Pupils living in the immediate neighbourhood of the school are mainly from low income or no income families, with generally poorer health and aspirations for the future and often negative attitudes towards supporting their child's education. In some Year groups the % of PP children can rise to 75% (Y6 in 2016-17) but never falls below 40% (In 2016-17 the range of pupils entitled to FSM from Y1-Y6 was 46-71%, and to PP higher). |
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>  |

|   |   |
|---|---|
| <b>A.</b>   | Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.  |
| <b>B.</b>   | Many pupils have speech and language difficulties, which is shown by poor communication skills and understanding of language – they benefit from additional adult support throughout their school career. |
| <b>C.</b>   | Many pupils have learning needs which do not directly attract funding from top up, but need access to interventions in small groups.  |
| <b>D.</b>   | Many pupils do not have access to additional opportunities that are needed to provide a rounded education and that would raise aspirations for the future.  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>A</b>  | Many pupils have very limited opportunities to visit areas outside of their home community. This means they have a poor range of experiences to draw upon and apply to many areas of their education.     |
| <b>B</b>  | Pupil attendance is a weakness and is below the national average for 2015-16 (95.8% all – 95.4% PP) & 2016-17 (94.9% all – 93.9% PP)  |
| <b>C</b>  | The health of PP pupils is adversely affected by home conditions and poorer diets compared to NPP pupils  |
| <b>D</b>  | Many parents are unwilling or unable to support their child with homework etc.  |

| <b>4. Outcomes</b> |   |  |
|--------------------|---|--|
|                    | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>          | Ensure PP pupils receive a broad and balanced curriculum with opportunities to in school activities that their parents may be unable or unwilling to help their child access. | PP pupils have access to learning a musical instrument, developing understanding of a MFL, opportunity to attend school external visits and residential.   |
| <b>B.</b>          | The reading outcomes for PP improve so that progress measures are similar to writing and maths to close the attainment gap by the end of KS2.                                 | Reading attainment and progress improves   |
| <b>C.</b>          | Pupils have access to high quality physical education, especially to swimming.  | A higher % of pupils reach the end of KS2 expectations for swimming.   |
| <b>D.</b>          | Early intervention and high quality resources are available to develop reading in EYFS and KS1.   | The % of PP pupils reaching the expected standard in the Y1 phonics screening, end of EYFS and KS1 reading assessment rises to become similar to National. |
| <b>E.</b>          | Pupils in EYFS have access to high quality speech, language and communication programmes to develop early communication skills.   | The % of pupils reaching ARE at the end of EYFS in these areas improves year on year to at least match National.   |
| <b>F.</b>          | Increase the number of children moving from our Nursery to Reception by developing 30 hours and high quality provision for EYFS   | The % of pupils transferring from Nursery to Reception increases and their baseline scores at the beginning of Reception class improve from 2016.          |

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| <b>G.</b> | Improved attendance by PP pupils to at least match NPP and close the gap with National attendance levels.   | Attendance data shows gap closing   |
| <b>H.</b> | Pupils will have access to milk every day in school   | All PP pupils access milk in school   |
| <b>I.</b> | Pupils have access to focussed intervention in all subjects by experienced teachers and TA's, as well as focussed resources in order to close the gap with non-disadvantaged pupils | Gap between PP and NPP closes further at ARE in all year groups, and a higher % of PP pupils reach greater depth. |

| <b>5. Planned expenditure</b>  |  |   |   |                              |   |
|--|--|---|---|------------------------------|---|
| <b>Academic year</b>   | <b>2017-18</b>   |   |   |                              |   |
| 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. |  |   |   |                              |   |
| <b>i. Quality of teaching for all</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 &amp; Cost</b> | <b>When will you review implementation?</b> |
| <b>A</b>   | All pupils in KS2 have access to MFL teaching  | Pupils have little/no opportunities to consider other cultures/language due to deprivation  | Provision of external specialist teacher for Y5-6; teaching by MFL co-ordinator for both Y3-4 – quality judged by monitoring  | KB/HT<br>£3184               | Spring 2018                                 |
| <b>A</b>   | All pupils in KS2 have access to regular music provision and if wanting to learn to play an instrument loan and tuition fees will be paid by school. | Pupils would be unable to access music tuition and purchase instruments without this support; Music provision in school would be less compared to other schools without subsidy | Access SLA with Music Service who supply only qualified music professionals to deliver programmes; Use of Music service staff for delivery of Peripetetic music programme and hire of instruments – quality judged by PM of staff by Music service and progress of pupils | LL/HT<br>£1376               | Spring 2018                                 |

|                            |  |   |  |                                       |               |
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| <b>A</b>                   | All pupils in the school have teacher's PPA for Foundation Subjects or Core subjects covered by qualified teachers                               | Teachers have a greater depth of subject knowledge of the Foundation subjects than TA's/HLTA's and this provide quality first teaching  | In school monitoring – book scrutiny and lesson observations   | SLT<br>£19604                         | Spring 2018   |
| <b>A</b>                   | Pupils offered subsidised or fully funded opportunities e.g. Residential, Educational Visits, in school enrichment activities (e.g. Planetarium) | Pupils may not be able to take part in these activities due to low income of families.  | Class teachers aware of pupils entitled to PP and offer of support/reduced rates discussed.  | HT/Admin team/class teachers<br>£2130 | Summer 2018   |
| <b>B</b>                   | Use of Accelerated reading programme in Year 3 & 4 for 2017-18 onwards – purchase of licences; staff training and cover; new books purchased.    | Need to increase % of pupils reaching ARE and making at least good progress; Pupils need encouragement and resources to develop a love for reading  | In school monitoring and measuring the improvement in reading age (more than increasing chronological age) as well as higher % reaching ARE and making at least good progress at end of Y3 & Y4 respectively | LR<br>£6226                           | Summer 2018   |
| <b>B</b>                   | Introduce new approach to Guided reading across KS2  | Need to increase % of pupils reaching ARE and making at least good progress by end of KS2; Pupils need to develop higher order reading skills.  | In school monitoring and measuring the improvement in reading age (more than increasing chronological age) as well as higher % reaching ARE and making at least good progress at end of Y5 & Y6 respectively | LR and all KS2 staff<br>£12541        | Summer 2018   |
| <b>C</b>                   | Purchase of an additional SLA to take a further year group to weekly swimming lessons  | Many pupils cannot access private swimming lessons – so we will purchase an additional SLA for swimming provision to enable all pupils in Y3 and Y4 to go swimming. Then after 2 years of swimming a higher % will meet National expectations for the end of KS2. | Monitoring by the DHT to ensure quality of provision and time in pool is appropriate for both classes; HT to discuss any issues raised about quality with LEA swimming manager                               | DHT/HT<br>Staff cost only: £2485      | Summer 2018   |
| <b>Total budgeted cost</b> |  |   |  |                                       | <b>£47546</b> |

| 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? |
| D                    | <ul style="list-style-type: none"> <li>All Reception and KS1 staff to be trained to deliver the RWInc Phonics programme.</li> <li>Purchase of RW Inc resources and books to deliver the programme</li> <li>Parent/Carer meetings held to introduce programme and gain their support for Home Reading</li> <li>2 x support sessions with RW Inc trainers in school to ensure programme is running accurately.</li> </ul> | Outcomes at end of EYFS, Y1 and KS1 are below National for phonics/reading and a large number of pupils currently receive limited support at home.   | Monitoring by the English co-ordinator; improved outcomes at end of EYFS, Y1 phonics test and KS1.            | LR<br><br>£13,822   | Summer 2018                          |
| E                    | <ul style="list-style-type: none"> <li>Blast programme operates to improve communication skills of target young people</li> <li>Use of Speech and Language link assessments identify pupils behind ARE</li> <li>Preparation of support plans/provision maps by staff to ensure pupils receiving intervention.</li> </ul>  | Many pupils lack opportunity to develop age appropriate speech, language and communication skills at home. These programmes will identify pupils behind and give discrete programmes which can be taught by TA's and teachers to improve outcomes. | Monitoring by EYFS leader and SENCO – improved outcomes for all pupils at end of EYFS (Nursery and Reception) | YC; CC<br><br>£3757 | Summer 2018                          |

| I                            | Interventions planned by teacher and led by teacher or TA using key resources   | Gap between PP and NPP pupils is closing, but this needs to happen more quickly, especially at Greater depth and so a higher % of pupils reach attainment levels equal to National in all subjects   | Data shows gap is closing in progress and attainment measures. | SLT<br>£67,547      | Summer 2018                          |
|------------------------------|---|--|--|---------------------|--------------------------------------|
| <b>Total budgeted cost:</b>  |   |  |  |                     | <b>£85126</b>                        |
| <b>iii. Other Approaches</b> |   |  |  |                     |                                      |
| 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? |
| F                            | <ul style="list-style-type: none"> <li>• Move Nursery and Reception classes into former Sure Start building to use bespoke Early Years equipment and space to meet needs of pupils.</li> <li>• Advertise 30 hours provision and encourage uptake.</li> <li>• Employment of a L3 qualified EYFS</li> </ul> | <p>Unit is currently under-utilised and was created for EYFS pupils. This facility could not be replicated in school due to age of current building and lack of resources.</p> <p>At the start of this period Nursery provision was very traditional (am &amp; pm sessions) and our numbers were in decline as parents/carers want more flexible provision. The introduction of 30 hours provision has enabled us to be more</p> | Monitoring by HT and EYFS leader                               | HT/ YC<br><br>£6024 | Spring 2018                          |
|                              | <p>practitioner to supervise lunch for 30 hour pupils and provide key activities during lunch.</p> <p>□ Employ and EYFS apprentice to give support to both R and N pupils and increase the % of direct intervention.</p>  | <p>flexible and consequently numbers are increasing.</p> <p>This will give an additional member of staff to support supervision and teaching ratios in both settings and release the teachers to give more focussed interventions.</p>   |  |                     |                                      |

|                            |  |  |   |                                   |                    |
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| G                          | <p>SENCo and Inclusion Manager to have dedicated time (2 sessions weekly) in order to identify, encourage and offer support to parents/carers who struggle to ensure their pupils are in school.</p> <p>½ termly targets will be set and monitored with parents/carers invited to attendance meetings. Offers of help will be made via the school nurse and TAF process.</p> <p>School reward system to be established for good and improved attendance.</p> | <p>Current attendance of all pupils is below National and that of PP pupils is below other pupils.</p> <p>Frequently the reason given is poor health or lack of desire to be in school – 1/2/termly attendance meetings, drop-in sessions with the nurse, attendance at TAF meetings by Inclusion manager will show support to parents/carers, as well as encourage better attendance.</p> | <p>Monitoring by SENCo/Inclusion Manager and HT</p>     | <p>HT / CC</p> <p>£6050</p>       | <p>Spring 2018</p> |
| H                          | <p>Payment for milk daily from Cool Milk</p>   | <p>Many of our pupils come from homes where milk may not be seen as a healthy choice for a drink; we feel that it is important all pupils have access to a drink containing calcium and protein daily.</p>   | <p>HT, class teachers and Admin team monitor uptake</p> | <p>HT/Admin staff</p> <p>£500</p> | <p>Summer 2018</p> |
| <b>Total budgeted cost</b> |  |  |   |                                   | <b>£12574</b>      |

Total Pupil Premium expenditure = **£145,246**