

Pupil premium strategy statement: Benfieldside Primary

1. Summary information					
School	Benfieldside Primary school				
Academic Year	2018/19	Total PP budget	163,100	Date of most recent PP Review	September 2018
Total number of pupils	259	Number of pupils eligible for PP	121 + 6 EYPP 2 * LA top sliced funding	Date(s) for next internal review of this strategy	January 2019 April 2019 July 2019
		LAC			

2. Current attainment

Good level Of Development (GLD) 67% - 50% PP, 78% non PP

Y1 phonics: 78% - 79% PP, 78% non PP

Y2 reading: 63%- PP 62% non PP 65% Y2 Writing: 63%- PP 67% non PP 59% Y2 Maths 68% - PP 71%, non PP 59%

Y6 reading: 51%- PP 48%, non PP 57% Y6 writing 78%- PP 74%, non PP 86% Maths: 62%- PP 57%, non PP 71%

Progress measures to be added when confirmed by ASP in autumn 2018.

Notes: 62% of the 2018 Y6 cohort was PP eligible. 1 pupil had an EHCP after the May 2018 census. 7 pupils in the cohort were persistent absentees, of which 4 were PP eligible. 7 pupils in the cohort joined the school after KS1 exit. 1 pupil joined reception class on 14th May and didn't reach GLD. 2 pupils joined Y1 in May and June and did not pass the phonics screening. 1 pupil joined Y2 in May 2018.

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 was 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 in some cases 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 38% (In 2017-18 the range of pupils eligible for PP from Y1-Y6 was 38% - 63%). Estimated PP (including EYPP, LAC Ever6) for 2018 is 50%

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	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.	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.
C.	Many pupils have learning needs which do not directly attract funding from top up, but need access to interventions in small groups.
D.	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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	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	Pupil attendance is a weakness and is below the national average. Persistent absenteeism (90% and below) was 16.3% for the first two terms of 2016-17 and 11.31% for the first two terms of 2017-18. By the end of the academic year 2018 this was 9.3% (above the 2017 NA of 8.7%). Whole school attendance 2017-18 was 95.47% (94.43% PP, 96.56% non-PP).
C	Many parents are unwilling or unable to support their child with homework etc.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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, plus additional swimming session in KS2.
B.	The reading and maths attainment outcomes for PP to be similar to writing to narrow the attainment gap by the end of KS2. KS1 PP pupil progress accelerates and attainment rises above EY exit & is similar to non-PP	Attainment and progress improves across and by the end of KS2, especially in reading and mathematics KS1 exit shows improvement from EY exit.
C.	Early intervention and high-quality resources are available to develop reading and writing and maths in KS1.	The % of PP pupils reaching expected standard KS1 statutory assessments rise to become similar to National disadvantaged (N.B PP reading 2018 and PP NA reading 2017 are similar) and non PP in school.
D.	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 & is closer to National.

E.	Promotion of Nursery provision to increase NOR & increase % of pupils transferring from our nursery into our reception class.	The % of pupils transferring from Nursery to Reception increases and their baseline scores at the beginning of Reception class improve from 2017.
F.	Improved attendance by PP pupils to at least match NPP and close the gap with National attendance levels.	Attendance data shows gap closing & PP attendance improving
G.	Pupils have access to focussed intervention in all subjects delivered by experienced teachers and TAs, as well as focussed resources in order to close the gap with non-disadvantaged pupils	Gap between PP and NPP narrows further at ARE in all year groups, and a higher % of PP pupil reach greater depth.

5. Planned expenditure					
Academic year	2018-18				
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 & Cost	When will you review implementation?
A	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 & data analysis/tracking	KB/HT £3300	Spring 2019 Summer 2019

A	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 Peripatetic music programme and hire of instruments – quality judged by PM of staff by Music service and progress of pupils	RL/HT £1450	Spring 2019 Summer 2019
A, B, D, G	All Pupils from YN-Y6 are taught by qualified teachers during their regular teacher's PPA time, in all but exceptional circumstances.	Teachers have a greater depth of subject knowledge of the Foundation subjects than TAs/HLTAs and this provides quality first teaching	In school monitoring – book scrutiny and lesson observations and progress tracking	SLT £19604	Spring 2019
A	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, HT /SMT and admin staff discuss planned visit costs and available subsidies on a case by case basis. No trips will be cancelled due to lack of parental contributions and no pupils will miss out on opportunities due to restricted family finances.	HT/Admin team/class teachers £5000	Summer 2019
B	Use of Accelerated reading programme in Year 3, 4 and 5 for 2018-19 onwards – purchase of licences; staff training and cover; new books purchased. <i>Upgrades to KS2 library</i> and storage of 'accelerated reader' books Y6 use 'Project X comprehension Express'	Need to increase % of pupils reaching ARE and making at least good progress; Pupils need encouragement and resources to develop a love for reading KS2 library needed to be more 'user friendly' and an environment conducive to reading for pleasure	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, Y5 and Y6 respectively	LR/HT £3000 (AR and DHT release time) £1000 library	Spring 2019 Summer 2019
B	Curriculum enriched through author visit	Need to broaden experience & understanding of writing process/ awareness of reader	Engage in event, take pupil and staff feedback, monitor subsequent learning activities/work/lessons	DHT £450	Autumn 2018

A	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 LA swimming manager	DHT/HT Staff cost only: £2485	Summer 2019
B G	DHT to teach Y5/6 ability set 4 mornings per week for literacy and maths. DHT to take a Y6 Project X comprehension express group 4 ½ hour afternoon sessions per week. Equates to 0.5	Reduce pupil numbers per set, utilise experience and expertise of DHT in Y5/6 team, focus teaching on narrower ability range in order to accelerate progress and raise attainment	Monitoring by HT and assessment leader to check impact of small ability sets & comprehension approach	HT/assessment lead £23745	Autumn 2018 Spring 2019 Summer 2019
Total budgeted cost					£ 60,034

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 & cost	When will you review implementation?

<p>B C D G</p>	<ul style="list-style-type: none"> All Reception and KS1 staff are trained to deliver the RWInc Phonics programme. Purchase of further RW Inc resources and books to deliver the programme Parent/Carer meetings held to introduce programme and gain their support for Home Reading 2 x support sessions with RW Inc trainers in school to ensure programme is running accurately. DHT release time to model, monitor and screen phonics/RWI periodically throughout academic year 	<p>Outcomes at end of EYFS and KS1 are below National for reading and a large number of pupils currently receive limited support at home. Y1 phonics improved by 20% with the initial introduction of RWI and this needs to be maintained /built upon</p>	<p>Monitoring by the English co-ordinator; improved reading outcomes at end of EYFS and KS1. Y1 phonic result 2018 at least maintained.</p>	<p>LR (includes DHT release time) £2000</p>	<p>Summer 2019</p>
<p>D</p>	<ul style="list-style-type: none"> Blast 1 programme operates to improve communication skills of identified YN pupils Blast 2 used in autumn term with identified YR pupils <p>School takes part in Nuffield early language intervention programme/research to develop language skills of identified YR pupils (delivered spring and summer 2019, TA and teacher training cover costs autumn 2018)</p>	<p>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 TAs and teachers to improve outcomes.</p>	<p>Monitoring by EYFS leader, SENCO and Literacy Leader – improved outcomes for all pupils at end of EYFS (Nursery and Reception)</p>	<p>YC; CC, LR £2500</p>	<p>Autumn 2018 (Blast 2) Spring 2019 Summer 2019</p>

	<p>KS2: Use of Speech and Language link assessments identify pupils behind ARE Preparation of support plans/provision maps by staff to ensure pupils receiving intervention.</p>				
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G	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 £80000	Summer 2019
Total budgeted cost:					£84,500

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?
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<p>F</p>	<ul style="list-style-type: none"> • Ensure Nursery and Reception classes in former Sure Start building have a fit for purpose indoor and outdoor environment. • Employ and EYFS apprentice to give support to both R and N pupils and increase the % of direct intervention. 	<p>Aspects of the former Sure Start building need to be modified to provide a fit for purpose environment in which activities can be better planned to meet pupils' learning needs. For example- upgrades to shelters to allow for imaginative outdoor play and exploration, in inclement weather.</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>	<p>Monitoring by HT and EYFS leader</p>	<p>HT/ YC</p> <p>£4000</p> <p>£6940</p>	<p>Spring 2018 September 2018 with tutor</p>
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G	<p>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>Monthly targets will be set and monitored with parents/carers invited to attendance meetings. Offers of help will be made via the school nurse, Early Help referral process, Food Bank Vouchers etc.</p> <p>School reward system to be relaunched for good and improved attendance.</p>	<p>Current attendance of all pupils is below National and that of PP pupils is below other pupils. Frequently the reason given is poor health or lack of desire to be in school. Monthly attendance meetings, drop-in sessions with the nurse, attendance at TAF meetings by Inclusion manager & senior staff will show support to parents/carers, as well as encourage better attendance.</p>	<p>Monitoring by Inclusion Manager and HT</p>	<p>HT / CC</p> <p>£8176</p>	<p>Spring 2019</p>
Total budgeted cost					£19,116

Total Pupil Premium expenditure = £ 163650 (£163,100 pupil premium funding)
 £550 from budget carry forward