

Pupil premium strategy statement: Benfieldside Primary

1. Summary information					
School	Benfieldside Primary school				
Academic Years	2019/20	Total PP budget	£167500 (based on real time figures, not January census).	Date of most recent PP Review	September 2019
Total number of pupils	239 including nursery 33 nursery 206 YR- Y6	Number of pupils eligible for PP LAC	113 x PP 8 x PLAC 1x service child EYPP to be confirmed 7/11/19	Date(s) for next internal review of this strategy	January 2020 April 2020 July 2020

2. Current attainment

End of year review data 2019:

GLD 70% overall. EYPP 67%, non EYPP 72% **(5% gap, narrowed from 28% in 2018 and 25% in 2017. The National gap is 19% in 2019)**

Y1 phonics: overall 93% PP 92%, non PP 94% **No significant gap**

Y2: **25% of cohort were SEN and only one of the SEN pupils was not PP eligible.** Reading : 57% PP, 75% non PP, Writing 52% PP 81% non PP, maths PP 62% non PP 81%

Y6: reading: PP 68% (higher than NA PP) non PP 88%, writing PP 74% (higher than NA PP) non PP 88% maths PP 74% (higher than NA PP) non PP 100% GPS PP 79% (higher than NA PP) non PP 88%.

Y6 Average point scores (APS): **reading** PP 103.9 non PP 105.6 **GPS** PP 104.1 (higher than NA PP) non PP 105.9 **maths** PP 105.6 (higher than NA PP) non PP 107.4

Y6 2019 progress measures (value added) reading PP+1.8 non PP +2.3 Writing PP +1.3 non PP +2.3 maths PP +2.8 non PP +3.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<p>The % of pupils entitled to PP is significantly higher than National. 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 66% and never falls below 37%. Figures for 2019/20: YR 61%, Y1 37%, Y2 37%, Y3 66%, Y4 62%, Y5 60%, Y6 52%</p>	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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. Whole school attendance 2017-18 was 95.47% (94.43% PP, 96.56% non-PP). PA for 2019 Y1- Y6 was 10%
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 (Y3/4 recorder lessons through Durham Music service SLA), opportunity to attend school external visits and residential, plus additional swimming session in KS2.
B.	The attainment gap between PP and non PP pupils to narrow 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 and gap narrows KS1 exit shows improvement from EY exit and narrower gap

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. 2019 data shows: Reading 5% lower than NA PP, writing 3% lower than NA PP maths 1% lower than NA PP in 2019
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. PP gap is reduced from 25% to 5% in 2019 outcomes data and overall GLD has risen to 70% (2018 NA 72%).
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 2018
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 See case studies and referral documentation. This remains a priority at the school.
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	2019-20				
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 Y3/4 pupils in KS2 have access to regular music provision	Pupils would be unable to access specialist music tuition	Access SLA with Music Service who supply only qualified music professionals to deliver programmes;	RL/HT £1600	Spring 2020 Summer 2020 Tuition provided by

					Durham Music Service to all three Y3/4 classes.
A, B, C, 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 £48,387	Spring 2020 PPA cover provided by experienced teachers-quality assured by headteacher (see monitoring file)
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 £10000	Summer 2020
A, B	Use of Accelerated reading programme in Year 3, 4 and 5 for 2019-20 – purchase of licences; staff training and cover; new books purchased. Y6 use 'Project X comprehension Express' All use Cracking Comprehension EY, KS1 and KS2 library book borrowing	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, Y5 and Y6 respectively	LR/HT £4000	Autumn 2019 Spring 2020 Summer 2020
A, B, C	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 £500	Spring 2020

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 & PE Lead 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 £2565 (staff cost)	Summer 2020 Plus regular monitoring of Swimphony data
B G	DHT to coach, model, train, support staff across school and monitor impact of RWI phonics and literacy programmes (accelerated reader, reading rocketeers, project x)	utilise experience and expertise of DHT to further strengthen teaching and learning in order to accelerate progress and raise attainment	Monitoring by HT and assessment leader	HT/assessment £25,200 (part week)	Autumn 2019 Spring 2020 Summer 2020
C	Employ additional KS1 teacher to reduce class sizes and focus support (number on roll indicates two large classes could operate, but we have three smaller ones)	Opportunity to capitalise on low adult: pupil ratios and focus learning to meet needs Opportunity to focus on what pupils need (e.g reading for fluency and applying phonic skills)	Monitoring by HT, DHT (KS1 lead) & assessment leader	£27,974	
Total budgeted cost				£ 120226	

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?
B C D G	<ul style="list-style-type: none"> All Reception and KS1 staff continue training to deliver the RWInc Phonics programme, including Development Days. 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 1 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>Since 2016 Y1 and Y2 phonic outcomes have improved (2019 93%Y1) this needs to be maintained, however pupils need to progress rapidly through RWI to be better prepared for each transition point</p>	<p>Monitoring by the English co-ordinator; improved reading outcomes at end of EYFS and KS1. Y1 phonic result 2018 at least maintained, 2019 result aspired to.</p>	<p>LR</p> <p>(includes DHT release time) £2000</p>	<p>Autumn 2019 Spring 2020 Summer 2020</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 School takes part in Nuffield early language intervention programme/research to develop language skills of identified YR pupils (delivered spring and summer 2020, TA and teacher training cover costs autumn 2019) <ul style="list-style-type: none"> 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>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 2019 (Blast 2) Spring 2020 Summer 2020</p>
<p>G</p>	<p>Interventions planned by teacher and led by teacher or TA using key resources</p>	<p>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</p>	<p>Data shows gap is closing in progress and attainment measures.</p>	<p>SLT £33752</p>	<p>Autumn 2019 Spring 2020 Summer 2020</p>
<p>Total budgeted cost:</p>					<p>£38252</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?
F	<ul style="list-style-type: none"> Replenish Reception class outdoor equipment (mud kitchen, utensils etc.) and purchase storage shed. 	LA supported EY evaluation summer 2019 identified additional resources needed to support pupils learning and development of independent skills	Monitoring by HT and EYFS leader	HT/ YC £650	Summer 2019 Autumn 2019
G	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. 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. Referrals to enforcement team made where attendance is PA and not improving. School reward system to be relaunched for good and improved attendance.	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.	Monitoring by Inclusion Manager and HT on a monthly basis	HT / CC £8522	Summer 2019 Autumn 2019 Spring 2020 Summer 2020 Monthly meetings with HT
Total budgeted cost					£9172

Total Pupil Premium expenditure = £ 167650 (£167,500 pupil premium funding)
£150 from budget carry forward