

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|------------------------------------|----------------------------------|--------------|--|-----------|
| School | Bentley High Street Primary School | | | | |
| Academic Year | 2018 | Total PP budget | 175,560 | Date of most recent PP Review | 28/9/19 |
| Total number of pupils | 476 | Number of pupils eligible for PP | 109 (23%) | Date for next internal review of this strategy | See below |
| Autumn Review | | Spring Review | | Summer Review | |
| 20.12.18 am | | 11.04.18 am | | 12.07.18 am | |

| 2. Current attainment | | | |
|--|--|--------------------------------------|----------------------------|
| KEY STAGE 2 | National Pupil premium Data | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| Reading | 63% | 50% | 73% |
| Writing | 67% | 54% | 92% |
| Maths | 62% | 67% | 85% |
| SPaG | 65% | 67% | 92% |
| Combined | 49% | 38% | 65% |
| KEY STAGE 1 | | Pupils eligible for PP school) | Pupils not eligible for PP |
| Reading | 61% | 64% | 78% |
| Writing | 54% | 50% | 59% |
| Maths | 62% | 86% | 57% |
| Combined | 49% | 50% | 57% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | |
| A. | Baseline EYFS data shows that children entering foundation are lower than their peers. GLD achieved is 11% below other disadvantaged pupils nationally. Oracy is notably | | |

| | | |
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| B. | Pupil premium children are often disengaged and show a lack enthusiasm for learning- this makes them reluctant to participate in extracurricular learning activities | |
| C | Behaviour issues for small percentage of PP children in certain cohort's impact on academic progress. | |
| D | PP children are underachieving in one or more subjects which is impacting on their combined attainment | |
| E | PP boys are underachieving in literacy- (reading and writing) as some lack basic skills | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E | Lack of parental engagement to invest support in learning gains | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be</i>) | | Success criteria |
| A. | Improved attainment for PP achieving GLD | <ul style="list-style-type: none"> ✓ Pupils eligible for PP in F2 achieve GLD through improved oral language skills so that all aspects of the curriculum can be achieved with a particular emphasis on reading, writing and maths. ✓ Improved interventions to support the development of oracy |
| B. | Reduced behaviour issues (PP BOYS) | <ul style="list-style-type: none"> ✓ Fewer behaviour incidents recorded ✓ Exclusions for PP children does not exceed non-PP. ✓ Support plans are place for PP children struggling to manage their behaviour either through SEN or through behaviour review meetings. ✓ Children are supported through mentoring which accelerates their engagement with learning |
| C. | PP children improve their combined attainment | <ul style="list-style-type: none"> ✓ Combined attainment for pupil premium children develops at the end of KS2 to reach national disadvantage figures ✓ Gap is closed on combined attainment through school for disadvantaged pupils. |
| D. | PP boys are achieving in literacy- (reading and writing) | <ul style="list-style-type: none"> ✓ TAs well trained to meet the needs of learners in all lessons ✓ Teachers skilled in effective TA deployment ✓ All learners are moved on or supported in ALL aspects of lessons ✓ Structured interventions are in place and are monitored across school to support the enhancement of basic skills. |
| E. | Increased parental engagement. | <ul style="list-style-type: none"> ✓ More parents attending family learning events ✓ More pupils engage with home-learning ✓ Evidence of home reading ✓ Attendance on trips (reducing financial barrier). |

5. Planned expenditure

| Academic year | 2018/2019 (September-July) | | | | |
|---|--|---|---|------------|---|
| 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? |
| Improved support for PP children in lessons | <ul style="list-style-type: none"> • MAT TA professional development training- all TAs participate in 3 sessions • TA coaching and MER • Curriculum resources and enhancement • MAT networks- EYFS, Y2 and Y6 outcomes • Professional development for all staff- disadvantage pupils. (metacognition) • Engagement and training in EEF improving literacy project • School a lead school in development matters programme | <p>Continuing Professional Development in response to new initiatives to promote improved outcomes- assessment, TA support (proven to have an impact if deployed well), developing effective Collaborative learning (EEF moderate impact), meta-cognition and self-regulation (EEF-high impact) and the development of peer critique.</p> <p>Professional development for staff- memory and metacognition- EEF. Proven impact on disadvantage pupils</p> <p>A series of CPD sessions linked to the educational endowment funds recommendation paper.</p> <p>Teachers develop knowledge of the following structure:</p> <ol style="list-style-type: none"> 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; 7. Structured reflection. | <p>Monitoring and evaluation</p> <p>Working party analysis- personalised observations. Links to individual TA appraisal objectives.</p> <p>Regular monitoring will take place in teaching and learning groups with specific focus on PP provisions. Leads will conduct drop-ins of children showing limited progress</p> <p>Headteacher will offer coaching and support to develop provisions for PP children and ensure strategies are having a positive impact.</p> | RA HC | <p>Termly review</p> <p>Teacher professional development takes place during the spring term</p> |
| Total budgeted cost | | | | | £4000 |
| 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>More disadvantage children achieve combined outcomes.</p> | <p>1 to 1 tuition in place for targeted pupils in Y5 and Y6 to support their achievement reaching combined 5 pupils identified in Y6 5 pupils identified in Y5 3rd Space learning-maths tuition for pupils- £70 per week for 5 pupils. Tuition for 12 weeks. (£840) 1 TA per year group conducts prevision teaching every afternoon- targeting pupils who are making limited progress and who lack basic skills (70 hours per week on</p> | <p>EEF- Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups</p> | <p>Training and guidance will be put in place for school tutors. Coverage records and specific objectives will be identified by class teachers.</p> | <p>RA HC KP</p> | <p>Pupil progress meetings Record from intervention</p> |

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|-------------------------|---|--|--|---|---|
| Reduce behaviour issues | <ul style="list-style-type: none"> • 1 to 1 for 2 disadvantage pupils with behavioural difficulties- equates 7.5 days a week • Mental health lead- full time • Family Support – manager of pastoral team. • Roots of empathy • SLE support • Dinner Time Training • Additional dinner time supervisor x2 • PASS • CPOMs • Mentoring room. • resources and training | <p>EEF states social and emotional learning has moderate impact for moderate cost</p> <p>EEF states that behaviour interventions have a moderate impact for a moderate cost, based on extensive evidence.</p> <p>The school knows that children with support in dealing with challenging behaviours are able to show greater concentration in class.</p> | <p>Scrutinise behaviour records-aim to see a reduction in instances</p> <p>Progress in pupil attitudes-PASS assessment</p> <p>Monitoring attendance</p> <p>The school must ensure the identification of target pupils is fair and transparent.</p> <p>Observations of relevant pupils in class will ensure strategies are being effective.</p> <p>School mentor and family support work will be highly trained to combat the unique barriers that children may have.</p> | <p>RA</p> <p>SB</p> <p>HC</p> <p>RA</p> | <p>Weekly catch up meetings to review strategies and children’s progress.</p> <p>Behaviour records monitored for close tracking of children on behaviour interventions.</p> <p>Termly-pastoral records</p> <p>PASS scrutiny-pre and post mentoring.</p> <p>Targeted children observed in the classroom when referred.</p> |
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| Improved outcome for PP children | <ul style="list-style-type: none"> Supporting revision in KS1 and KS2-Revision guides and Booster sessions and Test base renewal Structured interventions and licenses- rapid read, maths and phonics, precision teaching Maths resources- concrete Reciprocal reading training and resources Cover to support moderation Assessment resources Closer focus on tracking SEN PP children- SENCO Attendance initiatives- 1617-94% 1718- 93.8% | <p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p> <p>latest study of Rapid Reading, with the online elements of the programme included, shows that the results can regularly outstrip even that, with four times expected progress in reading accuracy witnessed in recent Worcestershire trial in over 50% of participants. (IMPACT OF RAPID- http://www.pearsonschoolsandfecolleges.co.uk/Assets/Library/SECTORS/PRIMARYASSETSNEW/SpecialEducationalNeeds/T682-Rapid-Efficacy-brochure-FINAL.pdf)</p> <p>Reading comprehension strategies-EEF moderate impact for very low cost based on extensive evidence.</p> <p>Feedback at the point of learning has very high impact for low cost. Potential gain +9months (Sutton Trust – EEF)</p> | <p>Half termly intervention scrutiny- documenting lesson observation and measurable impact measures. Findings reported to SLT.</p> <p>Rigorous pupil progress meetings- termly with SLT and half termly with phase leaders focusing on the progress of PP children.</p> | RA/ML HM SR/JG/MG | Ongoing- half termly reports to Governors |
| Total budgeted cost | | | | | £5754 |
| 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>Early identification of pupils needing literacy support so intervention can be put in place.</p> | <p>Purchase and implementation of the British Vocabulary Picture scale- BPVS2 (taking place in EYFS and across school for SEN pupils) Targeted support needs to be put in place for these children</p> <p>Purchase and implementation of the YARC reading assessment to identify pupils needing support in specific areas and suggesting targeted intervention</p> | <p>Use of BPVS3 will help you identify any delays in a child's vocabulary development, even before they are in full time education, informing intervention strategies to help extend their vocabulary</p> <p>The assessment is suitable for non-readers and children with specific learning difficulties, such as autism or cerebral palsy, as no reading is required and responses can be given by pointing or gesture</p> <p>Purpose of YARC- Obtain in-depth, diagnostic assessment of a pupil's reading and comprehension skills</p> <p>Identify specific problems and inform appropriate interventions</p> <p>Assess EAL pupils and those requiring extra time in examinations</p> <p>Inform educational planning and benchmarking against the national average</p> | <p>Intervention lead in school will support the implementation of assessments and ensure staff are held accountable for progress as a result of intervention.</p> | <p>HC CT</p> | <p>Team meetings-impact of intervention.</p> |
| <p>Improved parental engagement</p> | <ul style="list-style-type: none"> • Residential visits • Day visits • On-going parental support program. • Family learning opportunities/ incentives • Celebration initiatives • Home learning initiatives/resource bags • ICT • School website maintenance • Library books/resources • Reading journals across school | <p>EEF shows that parental involvement has a moderate impact for moderate cost.</p> <p>Pupils accessing home learning provides regular opportunities to develop enthusiasm and engagement for all aspects of the curriculum. This helps to inform parents of curriculum coverage so that they can support pupils at home and praise achievements.</p> <p>Home learning provides more opportunities to develop application of skills</p> <p>Celebrating learning supports pupils in developing and sustaining positive learning behaviours.</p> | <p>Home learning scrutinised to ensure PP children are accessing learning at home- including the use of grab bag resources.</p> <p>Registers from family learning events collated and impact monitored</p> <p>Reading journals reinforced by school staff to develop effective reading links between school and home. Monitored by teachers in school</p> | <p>DD</p> <p>JG/MD</p> <p>DD</p> <p>RA</p> | <p>Termly review</p> |

6. Review of expenditure

| Previous Academic Year | | 2017/18 | | |
|--|---|--|---|---------|
| Desired outcome | Chosen action / approach | Estimated 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 |
| Improved oral language skills in reception | CPD ☑ Action research – phase 2 ☑ Resources ☑ Visit to other schools |  <p>GLD results improved for BHSP. Speaking up from previous year to 78.3 from 75%. Reading was up by 13.3% and writing 8.3% from previous year</p> | Speaking still below national (school 78.3% and national 85.5%). Therefore oracy needs to remain a core priority. In addition reading and writing still remains below national. In order to provide children with the best starting points, this area must continue to be a focus. However, this will be moved to a whole school literacy focus. Although projects have helped to support teacher’s pedagogy, more needs to be applied into the learning environment to develop oracy. The use of diagnostic tools need to be used for early identification and support for children with vocabulary and oracy barriers. | £23 500 |
| Improved support for PP children in lessons (TA project phase 2) | Tailored program to meet need. ☑ Lesson studies across MAT. ☑ TA coaching ☑ CPD ☑ Curriculum resources and enhancement ☑ Reading resource book bundles ☑ Assessment resources ☑ Forest schools (additional person trained) ☑ Head of school- day focus. | The TA project was launched across the MAT and involved Tas receiving specific professional development linked with developing outcomes in lessons through: AFL, questioning, targeted support. Tas were involved in a scrutiny cycle where each was appraised and supported for development. This had an impact on teaching and learning standards and the provision of PP children in class. Key stage 1 PP children achieved above other PP children nationally in all except writing with a variation of -4. KS2 PP children achieved above PP nationally in maths and GPS but were below in reading and writing. Progress was -0.1 in all aspects but below non PP pupils | The TA project will continue for the next academic year however staff will be able to elect from a range of modules offered across the MAT. This will ensure that they are being provided with specific development needs linked to their performance. The MER cycle will continue to ensure the best quality of provision for pupils in class. Variation will end of year outcomes between disadvantage and non-disadvantage pupils means that strengthening quality first teaching must remain a focus. This includes TA training for structured interventions such as precision teaching | |
| Reduce behaviour issues | Learning mentor ☑ Family Support – manager of pastoral team. ☑ Roots of empathy ☑ SLE support ☑ Dinner Time Training ☑ Additional TA ☑ Additional dinner time supervisor ☑ PASS ☑ CPOMs ☑ Dyslexia screening ☑ Mentoring room. ☑ resources and training ☑ TLRs to monitor outcomes ☑ Teaching Assistants (20%) | Roots of empathy and pastoral mentoring took place across school. All programmes can show positive impact measures. PASS is used in school to measure the impact of pastoral provisions. One to one support was put in place for children with behavioural needs. This has supported effective integration in school. This has included dinner time support for non-structured times which has ensured that pupils were better engaged for learning in afternoon sessions. | Due to the contexts of the school, this must remain a focus so that more children’s pastoral and mental health needs are met. This will be developed further with the creation of a mental health lead. Training will be needed to ensure greater impact. | £130600 |

| Improved outcome for PP children | Revision guides ☑ Booster sessions ☑ Construction Project (to motivate boys) ☑ Rapid reading, Rapid phonics, Direct phonics intervention ☑ Maths resources ☑ Reciprocal reading training and resources ☑ Cover to support moderation ☑ Assessment resources ☑ Test base renewal ☑ Closer focus on tracking SEN PP children. ☑ Action research project. | Key stage 1 PP children achieved above other PP children nationally in all except writing with a variation of -4. KS2 PP children achieved above PP nationally in maths and GPS but were below in reading and writing. Progress was -0.1 in all aspects but below non-PP pupils. Combined figures were significantly below non-PP. This must be a priority next year. However, results were cohort driven and not typical of the progress of PP pupils. In the previous year, the progress of PP children was stronger than non PP pupils. | More focused provision for PP is needed. The school will be moving towards one to one tuition for identified pupils such as third space learning. In addition, the school will adopt precision teaching and the use of diagnostic assessments to better strengthen the impact of interventions. | | | | | | | | | | | | | | | | |
|-------------------------------------|--|---|--|---------------|-------------------|-------|-------|-------|-------|-------|-------|-------|-----|-------|-------|-------|-------|---|--------|
| Attendance for PP National average. | Attendance incentives and rewards ☑ Attendance administration time ☑ Breakfast club worker ☑ Breakfast club learning mentor ☑ Specific training day focusing on Early Years attendance. | <p>Attendance for Pupil Premium children is 93.8%. Attendance for non Pupil Premium children is 95.4%. The school attendance improved in 2017-2018. Persistent absentees have reduced from 17.6% previous year to 13.8 however it remains above the national average of 8.8. The school sets a target of 10% for 2018-2019.</p> <table border="1" data-bbox="707 549 1296 708"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>93.4%</td> <td>95.8%</td> </tr> <tr> <td>15-16</td> <td>92.4%</td> <td>95.4%</td> </tr> <tr> <td>16-17</td> <td>94%</td> <td>95.3%</td> </tr> <tr> <td>17-18</td> <td>93.8%</td> <td>95.4%</td> </tr> </tbody> </table> | | Pupil Premium | Non Pupil Premium | 14-15 | 93.4% | 95.8% | 15-16 | 92.4% | 95.4% | 16-17 | 94% | 95.3% | 17-18 | 93.8% | 95.4% | Although school attendance improved in 2017-2018, the school is still working hard to achieve national. The school is setting a realistic target of 96%. 95% was achieved previously. In addition, persistent absentees have reduced from 17.6% previous year to 13.8 however it remains above the national average of 8.8. The school sets a target of 10% for 2018-2019 | £17500 |
| | Pupil Premium | Non Pupil Premium | | | | | | | | | | | | | | | | | |
| 14-15 | 93.4% | 95.8% | | | | | | | | | | | | | | | | | |
| 15-16 | 92.4% | 95.4% | | | | | | | | | | | | | | | | | |
| 16-17 | 94% | 95.3% | | | | | | | | | | | | | | | | | |
| 17-18 | 93.8% | 95.4% | | | | | | | | | | | | | | | | | |
| Improved parental engagement | Residential visits ☑ Day visits ☑ On-going parental support program. ☑ Family learning opportunities/ incentives ☑ Celebration initiatives ☑ Home learning initiatives/resource bags ☑ ICT ☑ School website maintenance ☑ Library books/resources | <p>The resource bags were not developed due to funding.</p> <p>Residentials and day visits were completed as per curriculum provision. Pupil attendance on all was high.</p> <p>Family learning opportunities were held but attendance of PP families needs to be more regularly monitored</p> | <p>Home learning is being reviewed in a bid to encourage more opportunities for reading.</p> <p>Home learning tutorials via the school website will be developed to support families learning together at home. The will be reviewed as a key area for school development. The school wants to focus on engaging with PP families.</p> | | | | | | | | | | | | | | | | |

7. Additional detail

Key Stage 2

| Pupil Premium | PP | National | variation | Exceeding | Progress |
|---------------|-----|----------|-----------|-----------|----------|
| Reading | 50% | 63% | -13% | 13% | -0.1 |
| Writing | 54% | 67% | -13% | 0% | -0.1 |
| Maths | 67% | 62% | +4% | 0% | -0.1 |
| GPS | 67% | 65% | +2% | 17% | |
| Combined | 38% | 49% | -11% | 0% | |

| SEN | SEN | National | variation | Exceeding | Progress |
|----------|-----|----------|-----------|-----------|----------|
| Reading | 10% | 42% | -32% | 10% | -3.8 |
| Writing | 50% | 36% | +14% | 0% | +1.55 |
| Maths | 40% | 41% | -1% | 0% | -1.83 |
| GPS | 40% | 38% | +2% | 0% | |
| Combined | 10% | 23% | -13% | 0% | |

Key Stage 1

| Pupil Premium | PP | National | Variation |
|---------------|----|----------|-----------|
|---------------|----|----------|-----------|

| | | | |
|----------|-----|-----|------|
| Reading | 64% | 61% | +3% |
| Writing | 50% | 54% | -4% |
| Maths | 86% | 62% | +14% |
| Combined | 50% | 49% | +1% |

| SEN | SEN support | National | Variation |
|----------|-------------|----------|-----------|
| Reading | 22% | 33% | -11 |
| Writing | 11% | 24% | -13 |
| Maths | 22% | 36% | -14 |
| Combined | 11% | 20% | -9 |

Phonics

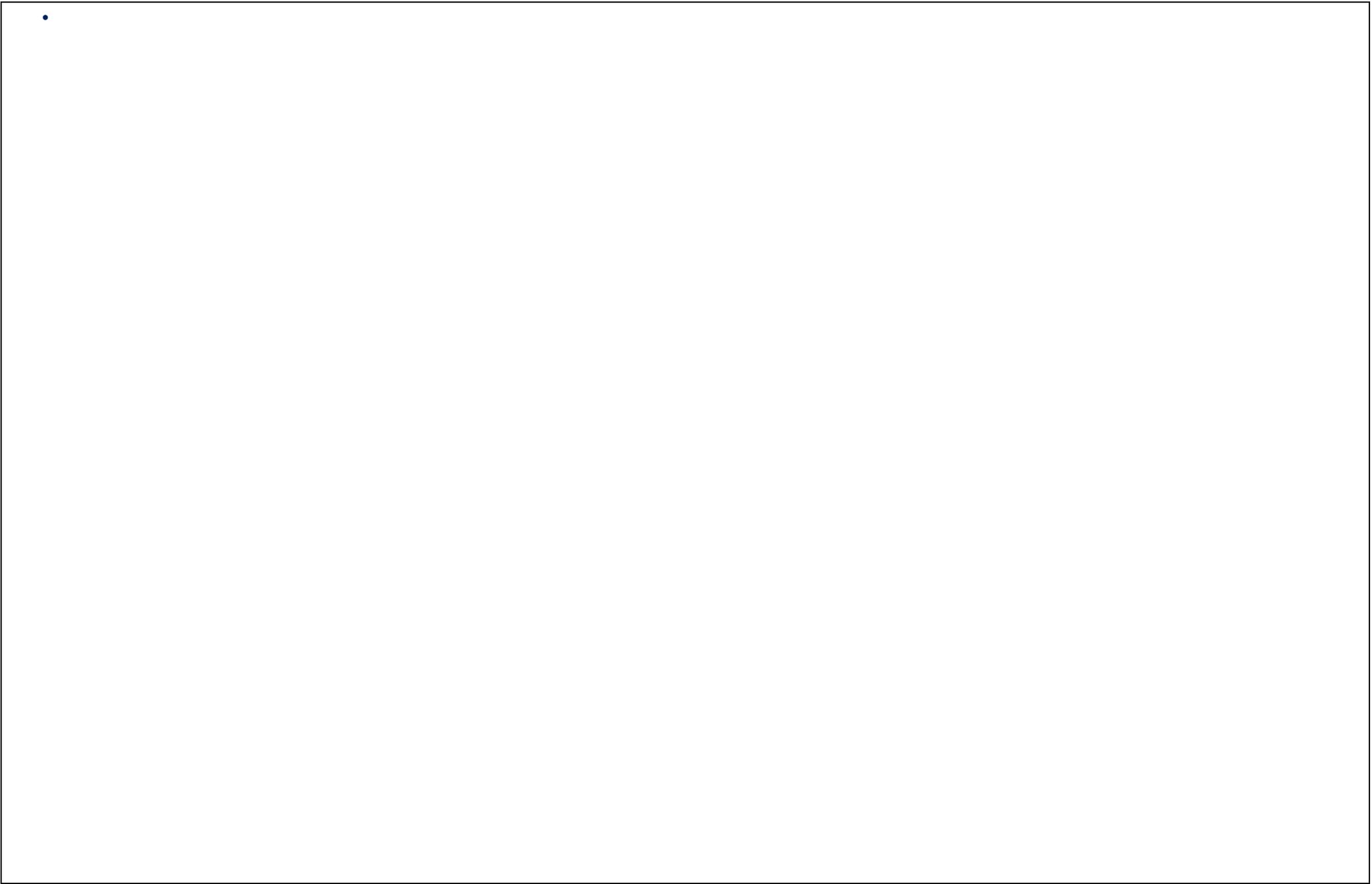
| Pupil Premium | Pupil Premium | National | Variation |
|---------------|---------------|----------|-----------|
| Year 2 end | 93% | 85% | +8 |
| Year 2 resits | 83% | 55% | +28 |
| Year 1 | 50% | 71% | -21 |

| SEN | SEN | National | Variation |
|-----|-----|----------|-----------|
|-----|-----|----------|-----------|

| | | | |
|---------------|-----|-----|-----|
| Year 2 end | 63% | 69% | -6 |
| Year 2 resits | 50% | 50% | 0 |
| Year 1 | 8% | 48% | -40 |

EYFS-GLD

| GLD | School | National | Variation |
|-----|--------|----------|------------------------|
| PP | 45% | 56% | -11 (10% up from 2017) |
| SEN | 30% | 28% | +2 |



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