

Pupil premium strategy statement 2017-18

1. Summary information					
School	Bedenham Primary School				
Academic Year	2017-18	Total PP budget	£146,500	Date of most recent PP Review	June 2017
Total number of pupils	299	Number of pupils eligible for PP	105 FSM 20 Service 1 post LAC	Date for next internal review of this strategy	Dec 2017

2. Current attainment (2016)					
		<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national benchmark)</i>	
Y6	% achieving in reading, writing and maths	19% (4%)	12% (6%)	60% (7%)	
	Reading progress score	-2.67 -5.09 to 0.26	-4.26 -7.25 to 1.28	+0.33	
	Writing progress score	+2.37 -1.51 to 4.79	+1.14 -1.85 to 4.13	+0.12	
	Maths progress score	-3.49 -5.54 to 1.43	-3.95 -6.49 to 1.42	+0.24	
	Reading scaled score	95.8	94.1	103.8	
	Maths scaled score	96.5	95.3	104.1	
		<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>National (all)</i>	<i>Pupils not eligible for PP (disadvantaged benchmark)</i>
Y2	% Reading standard (expected / exceeding)	82% (11%)	73% (0%)	74% (24%)	78% (27%)
	% Writing standard (expected / exceeding)	79% (3%)	67% (0%)	65% (13%)	70% (15%)
	% Maths standard (expected / exceeding)	76% (3%)	60% (0%)	73% (18%)	77% (20%)
Y1	% Phonics screening	82%	71%	81%	83%

		<i>All pupils</i>	<i>Pupils eligible for FSM</i>	<i>National (all)</i>	<i>Pupils not eligible for PP (disadvantaged benchmark)</i>
EYFS	% Good level of development	71%	71%	69%	72%
	% Reading ELG	91%	86%	77%	80%
	% Writing ELG	79%	71%	73%	75%
	% Number ELG	88%	71%	79%	81%
	% Shape, space & measures ELG	97%	100%	82%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Oral language skills of PP pupils are lower than for other pupils on entry to reception; this slows reading and writing progress in subsequent years
B.	The quality of teaching and learning overall has been inconsistent which has resulted in a lower than expected combined (RWM) attainment and progress for all pupils including those eligible for pupil premium
C.	Maths progress and attainment across the school is lower for those eligible for pupil premium
D.	Behaviour issues of small groups of Year 1, 4 & 5 (2016-17) pupils, most of whom are eligible for PP, have a detrimental impact on their academic progress and that of their peers. These pupils often have considerable emotional and social needs and often need support in being Ready To Learn.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance for PP children is broadly in line with that of others but are more likely to be late; they frequently miss out on key inputs and/or 'interventions' (1.32% lates for PP and 0.48% for not PP)
F.	Many of the families of the children classed as pupil premium are unable /unwilling to contribute towards the costs of extra-curricular opportunities and school visits but it is essential that they take part in such activities to broaden life experiences and increase life chances. This puts added pressure on budgets.
G.	Children eligible for services pupil premium frequently require additional emotional support,

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils in Reception	Pupils eligible for PP in reception class make rapid progress by the end of the year; all pupils eligible for PP meet age related expectations.
B.	Improve the quality of teaching and learning, especially across KS2	Pupils eligible for PP make at least as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices
C.	Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP	Pupils eligible for PP make at least as much progress as 'other' pupils, across the school in maths. Measured by teacher assessments and successful moderation practices

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
D.	Behavioural and emotional issues of identified pupils addressed.	Fewer behaviour incidents recorded for PP pupils on the school system (without changing recording practices or standards). Fewer emotional outbursts for identified pupils are recorded.
E.	Decrease the number of 'lates' for PP pupils	Reduction in the % of lates for PP pupils to be <u>at least</u> in line as those not eligible
F.	Ensure there is equality of opportunity for all pupils, including those eligible for PP	No pupils are excluded from a broad range of extra-curricular activities and visits due to financial barriers.
G.	Ensure service children continue to receive appropriate emotional and social support	Service pupils make as much progress as 'other' pupils. Measured by teacher assessments and moderation practices

5. Planned expenditure

Academic year

2017-18

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 / estimated cost	When will you review implementation?
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Ensuring all staff provide high quality marking and feedback</p> <p>Revisit CPD on feedback, marking and assessment (6 new teachers from Sept 2017)</p>	<p>We want to invest some of the PP 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 further develop and embed across the school.</p>	<p>Use initial INSET day (Sept 4) and some staff meetings to deliver training.</p> <p>Fortnightly work scrutiny by middle leaders who will provide feedback to embed processes (always include matched PP / non PP pupils)</p> <p>HoS / ML / EL attend HAM project meetings to keep up to date re: assessment processes</p> <p>Evaluation of feedback policy</p>	<p>HoS</p> <p>£2,000 for release</p>	<p>Jan 2018</p>
<p>A. Improve oral language skills for pupils in Reception</p>	<p>Employment of an additional teaching assistant within Reception</p>	<p>Many of our pupils enter school below national levels, joining us working within the 30-40 months EYFS criteria within their personal, social and emotional, literacy and numeracy aspects of learning and with a severe paucity of language. Employing an additional Year R teaching assistant means we can operate smaller family groups and also enables pupils to be grouped in smaller numbers for phonics and number input.</p>	<p>Key worker groups identified by July 2017</p> <p>Peer observation between key workers in Reception</p> <p>Ongoing review of 'Tapestry' entries and progress data</p>	<p>EYFS leader</p> <p>£10,000</p>	<p>At least termly</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / estimated cost	When will you review implementation?
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	Targeted CPD regarding reasoning and mastery in mathematics, including using pupil conferencing to identify specific areas for development	<p>Investment in long term changes through effective training for all staff so that the quality of teaching overall improves and approaches can be embedded across the school.</p> <p>EEF Toolkit suggests mastery learning is particularly effective</p>	<p>New maths leader attend maths conference</p> <p>Use HIAS support to work with identified staff</p> <p>Maths leader supported by SLT to analyse HAM data to identify key aspects of maths for CPD during staff meetings.</p> <p>Peer observation</p>	<p>HoS & maths leader</p> <p>£3,000 for HIAS / courses and release</p>	At each data capture
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	Effective transition arrangements across the school ensuring new teachers know the specific needs of all pupils and address those needs quickly and effectively	Ensuring staff have good knowledge of the strengths / areas of development for all pupils means that there can be a sharp rigorous start to the new academic year	<p>Timetable transition meetings to ensure staff have sufficient preparation and discussion time.</p> <p>SENCo / PP leader sit in on transition meetings</p>	<p>EHT</p> <p>£2,000 for release</p>	Oct 2017
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p> <p>D. Behavioural and emotional issues of identified pupils addressed.</p>	Reduce class sizes in upper KS2	Reducing class sizes is a relatively expensive but effective approach according to the EEF toolkit. The aim is to have single age classes enabling a clear focus on age-related expectations and enabling the small number of pupils with behavioural issues to be carefully split up to minimise their impact.	<p>Employ experienced teacher for the fourth upper KS2 class</p> <p>EL / ML actively involved in planning through at least half termly attendance at PPA</p> <p>Monitoring of quality of teaching; work and planning scrutiny</p>	<p>EHT / governors</p> <p>£35,000 additional teacher</p>	At each data capture
<p>A. Improve oral language skills for pupils in Reception</p> <p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p> <p>D. Behavioural issues of identified pupils addressed.</p>	Further develop positive learning behaviours, including self-regulation and meta-cognition	<p>EEF toolkit suggests developing pupil's meta-cognition and self-regulation has an extremely high impact on academic progress and attainment.</p> <p>Giving pupils with behavioural difficulties a range of strategies for self-regulation will mean there are less extreme incidents; staff can focus on academic achievement and progress for all children</p>	<p>Involvement of advocate teacher and HoS in GEIP growth mindset project – trialled ideas in one classroom summer 2017 ready to be shared and rolled out across the whole school from September 2017.</p> <p>Use initial INSET day (Sept 4) and some staff meetings to deliver training.</p> <p>Peer observation of attendees' class after the course, to embed learning</p> <p>Pupil interviews and lesson observations</p>	<p>EHT</p> <p>£6,000 for GEIP project, release and peer observations</p>	Half termly
Quality of teaching for all total budgeted cost					£58,000

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 / estimated cost	When will you review implementation?
A. Improve oral language skills for pupils in Reception	1:1 and small group provision of three Early Language interventions for children in Reception	Some of the pupils need targeted support to catch up. The three programmes: Keep On Talking; Nursery Narrative and Time to Talk are recommended by the local authority and shown to be effective both in our school and other schools	Timetabling ensures staff have sufficient preparation and delivery time. Liaison and moderation with other local schools regarding delivery PP leader fortnightly meeting with EYFS leader	EYFS leader £4,000 for staffing and attendance at local EYFS support groups	Half termly data capture
B. Improve the quality of teaching and learning, especially across KS2	Developing the role of pupil premium advocates across KS1 and KS2 to mentor and provide individualised instruction	Mentoring and individualised instruction are deemed to have good impact from EEF toolkit. The PP advocates will be able to target specific learning gaps for individuals / small groups as a result of discussion with PP leader and classteachers who will analyse HAM domains and ongoing pupil responses to tasks	Initial training for PP advocates provided by LLP. Fortnightly meetings between PP advocates and PP leader. PP advocates attend relevant year team planning sessions at least fortnightly Develop PP plans (PPPs) (similar to IEPs but for targeted PP pupils who are not SEND). PP advocates timetabled to meet with identified target children at least five times weekly for mentoring and individualised / small group instruction. PP advocates may also monitor attendance, liaise with parents, and provide opportunities for targeted pupils to complete homework	PP leader 50% of PP advocate salaries (£37,500) CPD for PP advocates (£1,000)	Fortnightly review of PPPs by PP leader PP leader to report to SLT monthly
B. Improve the quality of teaching and learning, especially across KS2 C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP	Provision of 1:1 tuition for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support in order to increase attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Initial focus will be on mathematics for PP (not SEND) pupils	Extra teaching time and preparation time paid for out of PP budget, (volunteers sought all teachers CAN volunteer) Impact overseen by PP leader Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions	PP leader £6,000 for extra teaching and prep time	Half termly
B. Improve the quality of teaching and learning, especially across KS2 C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP D. Behavioural and emotional issues of identified pupils addressed.	Additional ELSA / family support worker provision to meet the social, emotional, moral and spiritual needs of children so that they are ready to learn.	EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure, the children know that the ELSA is always available for a chat if they are concerned about anything. This emotional support assists in developing pupils' self-esteem and confidence and helps to improve their readiness to learn. The ELSAs run a range of social & emotional interventions for children as required and parent support groups.	SENCo to monitor the work of the ELSAs. Pre- and post- intervention ELSA data will be regularly analysed. Attainment and progress data for those involved regularly in ELSA interventions will be closely analysed School records of behavioural issues and emotional / social outbursts will be reviewed half termly. IBMPs and risk assessments will be kept up to date	SENCo & behaviour leader 50% of cost of family support worker (£15,000)	Half termly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / estimated cost	When will you review implementation?
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p> <p>D. Behavioural and emotional issues of identified pupils addressed.</p>	<p>Provision of a qualified counsellor to meet the needs of pupils with significant emotional / social anxieties. <i>Although disadvantaged pupils are prioritised other pupils can benefit too</i></p>	<p>EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure. Counsellor support gives children strategies to deal with their worries, concerns and anxieties. This support enables very mistrustful children begin to open up with a resultant positive impact on their self-esteem and well-being. The counsellor signposts individuals to outside agencies who are able to offer additional support.</p>	<p>All staff can identify pupils who would benefit from counsellor time</p> <p>Evaluations by pupils and parents following involvement with the counsellor will be analysed for impact</p> <p>School records of behavioural issues and emotional / social outbursts will be reviewed half termly. IBMPs and risk assessments will be kept up to date</p>	<p>SENCo & Behaviour leader</p> <p>50% cost of counsellor (£3,500)</p>	<p>Half termly</p>
<p>G. Ensure service children continue to receive appropriate emotional and social support</p>	<p>Provision of 'Forces Club' for services pupils to assist in ensuring their social, emotional, moral and spiritual needs are met.</p> <p>One of our ELSAs runs "Forces Club" with a particular focus on the emotional needs of service family children and knows when family members are deployed or about to be deployed.</p>	<p>EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure.</p> <p>'Forces Club' is highly valued by pupils and parents (see latest OFSTED report)</p> <p>Through 'Forces Club' the targeted pupils have access to ELSA support.</p> <p>They are also given a variety of opportunities to understand their parents' jobs through visits to local military bases and historical sites as well as having military visitors in school.</p>	<p>Additional emotional support provided when parents are deployed.</p> <p>Service pupil and family interviews</p> <p>Attainment and progress data for service pupils will be closely analysed</p> <p>Forces children are appropriately supported during deployments and are enabled to maintain contact.</p>	<p>HoS</p> <p>£6,000 (ie services premium)</p>	<p>Half termly</p>
Targeted support total budgeted cost					<p>£73,000</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 / estimated cost	When will you review implementation?
F. Ensure there is equality of opportunity for all pupils, including those eligible for PP	Contribution towards the cost of school visits, sporting events, music, special curricular events.	<p>To meet the social, emotional, moral and spiritual needs of children</p> <p>To give access to a range of curricular activities which broaden their life experiences and knowledge and understanding of the world.</p> <p>Our trips/visitors considerably enhance the school curriculum and make it relevant and real to the pupils. Without Pupil Premium to support some families in terms of financial contribution towards trips / music lessons we would need to reduce the number of these opportunities significantly, as we would not be able to fund them through the normal school budget.</p>	<p>Office staff will track pupil involvement / attendance with regards to trips and visitors and inform SLT when PP pupils have not contributed towards costs.</p> <p>For residential activities families of PP children are contacted to see if they would like to attend and there is agreement regarding individual contributions required</p> <p>Music lessons are subsidised for all pupils, but further subsidy is available for PP children if required</p>	EHT £7,500 allowed	Termly
E. Decrease the number of 'lates' for PP pupils	<p>Provision of breakfast club – free to pupils eligible for PP.</p> <p>Rewards for children who have 100% attendance</p>	<p>To ensure pupils have access to a healthy breakfast in order to avoid low energy levels and arrive at school promptly thus improving their readiness to learn.</p> <p>Improved attendance and punctuality contributes towards improving progress data across the school.</p>	<p>Monitor the attendance of pupils at breakfast club.</p> <p>Actively encourage those eligible for PP to attend, especially those who are regularly late</p> <p>Monitor lateness data half termly for the PP children</p> <p>Monitor the attendance of targeted pupils</p> <p>Termly rewards for 100% attendance</p>	HoS & HSLW £3,500 towards costs	Half termly
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	Provision of Easter School and targeted 'booster' sessions for Year 6 pupils	<p>To give individual /small group support needed to attain end of Key Stage 2 targets.</p> <p>All Year 6 pupils are invited to attend Easter school which runs for 6 days during the school holidays BUT disadvantaged families are specifically targeted and encouraged.</p>	<p>HAM domain analysis by Year 6 teachers</p> <p>Actively encourage Year 6 PP children to attend</p>	HoS & Y6 teachers £2,225 towards salary and resource costs	Summer 2018
<p>B. Improve the quality of teaching and learning, especially across KS2</p> <p>C. Improve the progress / attainment of all pupils with regards to maths ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Prioritise the marking and feedback of PP children.</p> <p>'Colour code' pupils' books to make it easy to identify PP (incl services) / SEND / non PP</p>	We want to invest some of the PP 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.	Fortnightly work scrutiny by middle leaders who will provide feedback to embed processes (always include matched PP / non PP pupils)	HoS £40 for labels	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / estimated cost	When will you review implementation?
B. Improve the quality of teaching and learning, especially across KS2	Provision of dedicated leadership time weekly to focus on the progress and attainment of PP pupils and the impact of PP advocates	The teaching schools council identifies that focussed leadership is essential to ensuring the best provision and impact for PP children. Having a dedicated PP leader will ensure that their needs can be appropriately prioritised.	PP leader to have 0.2FTE release each week to meet with PP advocates, review paperwork and provision associated with PP children. PP leader to report to HoS / EHT / governors at least half termly	EHT £4,000 towards cost of release for PP leader	Half termly
Other approaches total budgeted cost					£17,265

Planned expenditure summary	
Quality of teaching for all total budgeted cost	£58,000
Targeted support total budgeted cost	£73,000
Other approaches total budgeted cost	£17,265
TOTAL BUDGETED COST	£148,265

6. Review of expenditure - to be completed July 2017

Previous Academic Year	2016 -17
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i. Quality of teaching for all

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

ii. Targeted support

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

iii. Other approaches

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk