

## Pupil Premium Strategy 2017-18 - REVIEWED

1. Summary of Information					
<b>School</b>	Sutton Benger Church of England Aided Primary School				
<b>Academic Year</b>	2017-18	<b>Total Pupil Premium budget</b>	£18, 480 allocated based on 14 children being eligible	<b>Date of most recent Pupil Premium Review</b>	December 2017
<b>Total number of pupils on roll</b>	158	<b>Number of pupils eligible for Pupil Premium funding</b>	2 FSM 5 Ever 6 5 Forces	<b>Date for next internal review of this strategy</b>	June/July 2018 (end of academic year)
		<b>Service funding</b>			

2. Identified barriers to educational achievement
Sutton Benger School has identified the following barriers for some children currently in receipt of Pupil Premium:
<ul style="list-style-type: none"> <li>• Pupils with social and emotional needs which affect their learning</li> <li>• Low levels of oracy – especially on entry</li> <li>• Lack of parental engagement and support for learning at home</li> <li>• Poorer English and Maths skills and understanding needing catch up sessions</li> <li>• Lack of funding for visits and clubs</li> </ul>

3. Key expenditure – how the allocation will be spent					
Area of spend	Intended Outcomes – why these approaches were taken	Actions	When will you review implementation?	Cost	End of year review (July 2018)
Additional TA support in class and for focused interventions	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher &amp; TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> </ul>	<p>Ongoing throughout the year</p> <p>July 2018</p>	£9, 500	<ul style="list-style-type: none"> <li>• 6 TA meetings during the year – reviewed timetabling of interventions, who is on our PP register.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Careful tracking of homework to include reading journals – ensure regular reading takes place</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> <li>• Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and SENCO review – careful planning of interventions to be completed each half term</li> <li>• SENCO observe interventions and provide feedback regarding strategies, next steps, resources</li> <li>• TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</li> <li>• Teachers and TAs liaise with SENCO closely and regularly update tracking for pupils with SEN</li> </ul>			<p>Evidence in staff meeting file.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings 3x during the year with SENDCO, Assessment leader and class teachers. Discuss attainment and progress of all learners and PP children. Evidence in Assessment file.</li> <li>• Time during the week for class teachers and TA's to liaise and communicate support for PP pupils. Use of handover books in some classes.</li> <li>• Tracking pupil progress Term 1, 3 and 5.</li> </ul>
Interventions run by SENCO	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> <li>• Collaborative working with Oaksey Primary school to moderate good practice</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO meet teachers at each review (Oct, Feb, Jun) for progress meetings – discussion regarding individual pupils including those in receipt of PP and what could improve outcomes</li> <li>• Regular review of groupings and re-shaping of focus as required</li> <li>• Data analysis at each review to identify pupils whose progress is</li> </ul>	Ongoing throughout the year  June 2018	£5, 500	<p>Closing the gap between maths age and chronological age for pupils having maths support with SENCO (evidence on provision map).</p> <p>End of year data for all PP pupils:</p>

		causing concern and to review successes			<p><u>Reading</u> – 85% expected progress  <u>Writing</u> – 69% expected progress  <u>Maths</u> – 77% expected progress</p> <p>Writing to be a whole school focus for 2018/19 (see school SIDP)</p>
Additional learning resources	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them that are specific to their needs</li> <li>• Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</li> </ul>	Ongoing throughout the year	£500	Renewal of NESSY licence for pupils to access for reading/spelling support.
Funding for school and residential trips	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance and broaden the school's curriculum and the pupil's learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate</li> </ul>	Ongoing throughout the year	£300	All PP pupils were able to take part in trips planned during the year. Information available via school website.
Transition support in Year 6	<ul style="list-style-type: none"> <li>• Class teacher to identify areas of need: maths, emotional and social support, etc.</li> <li>• 1:1/peer/group work with SENDCo / TA</li> <li>• Programmes drawn up with Secondary School for additional visits</li> <li>• Close communication between staff to address ingoing needs or any gaps identified that impinge progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher to monitor all learning and record progress in Tracker</li> <li>• Children are increasing in confidence in approaching independent work and tests.</li> </ul>	Ongoing throughout the year	£300	Liaison between Sutton Benger and receiving secondary schools for all PP pupils to discuss additional needs. Additional visits were provided for some pupils.
Access to counselling service / access to	<ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• To provide dedicated time and support for parents for help at home</li> </ul>	<ul style="list-style-type: none"> <li>• Clear protocols in place to ensure pupils are referred for correct support programme</li> </ul>	Ongoing throughout the year	£400	Access to 'Time to Talk' counselling available. Group work using ELSA skills with SENDCO for Year 6 PP pupils. One TA

trained ELSA / counselling	<ul style="list-style-type: none"> <li>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Regular opportunities for ELSA/PSA to feedback to relevant staff and parents</li> </ul>			to complete ELSA training in October 2018.
Training courses and supply for attendees	<ul style="list-style-type: none"> <li>Identify areas of need: maths, emotional and social support, developing oracy</li> <li>Class teachers, teaching assistants and senior leadership team to attend courses which will impact on the learning for focus children</li> <li>TA network meetings to share good practise</li> <li>Collaborative working with Oaksey Primary school</li> </ul>	<ul style="list-style-type: none"> <li>Members of staff to feedback information and resources to others</li> <li>Complete feedback on training form</li> </ul>	Ongoing throughout the year	£2, 000	ELSA course for one TA. Support through network meetings for English, maths and science. SENCO attends MAF meetings.
			<b>Total</b>	£18, 500	

#### 4. How will the school measure the impact of the Pupil Premium?

At Sutton Benger Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place in October, February and June and will include the SENDCo, assessment lead and teachers.

At each meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Value for Money Committee.

*Designated staff member in charge: Mrs Jill Kelsey*

*Nominated governor: Mrs Daisy Broomfield*

#### **Date of next Pupil Premium Strategy Reviews:**

End of year review June/July 2018