



Sutton Benger CE VA Primary: Pupil Premium Strategy Statement

2018 – 2019

| 1. Summary Information | | | | | | | |
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| School | Sutton Benger CE VA Primary | | | | | | |
| Academic Year | 2018/19 | Total PP Budget | £14, 700 | | | Date of most recent PP Review | October 2018 |
| | | | | 2017/18 | 2018/19 | | |
| Total number of pupils | 161 | Number of pupils eligible for PP | Service | 5 | 5 | Date for next internal review of this strategy | January 2019 |
| | | | FSM/E6 | 7 | 9 | | |
| | | | AfC | 0 | 0 | | |
| | | | LAC | 0 | 0 | | |
| Pupil Premium Statement | | | | | | | |
| <p>This academic year the pupil premium grant is £14, 700. Following our review of disadvantaged learners their needs and barriers to learning, the grant has been assigned to the following initiatives and interventions. These will support these pupils by improving progress and access to the curriculum.</p> <p>The funding has been allocated to the following:</p> <ul style="list-style-type: none"> • A proportion of funding for teaching assistants working directly with disadvantaged learners in the classroom • A proportion of funding for Emotional Literacy Support • A proportion of funding for teaching assistants working 1:1 with disadvantaged learners on interventions • A proportion of funding with support he purchase of learning resources • A small proportion of funding to enhance the curriculum | | | | | | | |

| 2. Current Attainment |
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| Please see school website for details – Key Stage Test Results. |

3. Measuring Impact

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 subject leader 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 agenda item on the governors' Teaching and Learning Committee.

5. Barriers to future attainment

Internal barriers

A The number of disadvantaged children attaining age related expectations.

B 36% of pupil premium children are on the SEND register.

C Difficulty with social and emotional aspects of learning, self-regulation, social contexts and resilience to change.

D Lack of fluency with maths facts and inability to reason effectively in mathematics.

E Lack of application of known spelling patterns in written work and stamina for longer pieces of writing.

External barriers

F Parental involvement with learning.

G Emotional wellbeing of pupils (separated parents, parents absent for periods of time, difficult family lives).

6. Desired Outcomes

| | Desired outcomes and how they will be measured | Success criteria |
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| A | In reading, writing and maths, PP children are to make accelerated progress so the gap is narrowed with non-PP children. Use of school assessment data to measure progress. | Progress will be in line with national average or better and in line with their peers. |
| B | Children with SEND who are also eligible for PP will make progress at least in line with their peers. Use of school assessment data to measure progress. | Children eligible for PP funding who have a special educational need to be carefully monitored to ensure that they make good progress in all areas and the progress and attainment gaps will narrow (especially in writing). |
| C | Develop personal skills and qualities that will support pupils with emotional aspects of school life, including support in playground situations, self-regulation and raising their aspirations in learning. | Disadvantaged pupils will have access to ELSA support. Referrals to outside agency support will be made as applicable. |
| D | Improve children's fluency with maths facts and their ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematician. Whole school approach to times tables and maths curriculum | Attainment and progress for disadvantaged children will be in line with other children. |

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| E | Whole school approach to spellings and phonics, with targeted impact on PP pupils. | Scheme implemented, training given and resources provided. Good progress is evident from baseline data using Vernon spelling test. |
| F | All parents will feel fully included in the life of the school and are well informed about their child's progress. | For all parents to visit the school regularly for parent consultations, workshops, concerts, events open days etc. Some events specifically tailored towards parents of those eligible for PP funding. |
| G | Children will feel happy, safe and secure and will have the tools to be able to talk about their emotional well-being. | All children will feel happy, safe and secure at school and will be equipped with tools to enable them to think and talk about their emotional well-being. The school's ELSA will support some children. |

| 7. Planned Expenditure | | | | |
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| Academic year | | 2018 - 2019 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen approach / action | What is the evidence and rationale for this choice? | How will you ensure it is implemented? | When will you review? |
| To ensure disadvantaged children are making accelerated progress, therefore narrowing the gap with non-disadvantaged children. | Resource the curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year. To ensure staff have up to date training to be able to tailor the curriculum to the needs of all children, including challenging the most able whilst supporting those underachieving. 1:1 and small group teaching of basic skills | Our internal monitoring of pupil progress shows that when disadvantaged children are given the appropriate scaffolding tools and support they are able to use these to achieve positive outcomes. | Class teachers, with the support of the senior / middle leadership team through pupil progress meetings. | During pupil progress meetings (3 times a year) |
| Whole school approach to spellings and phonics. | To research, resource and implement a whole school approach to spellings and phonics, giving clear progressions and ensuring challenge for more able. | 50% of current PP children are working below ARE in reading and writing. | English subject leader will implement and monitor. Reviews of spelling and reading ages (October and March) | During pupil progress meetings (3 times a year) Analysis of standardised scores in October and March. |
| Children will feel happy, safe and secure and will have the tools to be able | PSHE curriculum | Social and emotional support interventions have an identifiable and significant impact on attitudes to | PSHE subject leader to monitor teaching of PSHE curriculum. | March and July 2019 between PP lead and ELSA |

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| to talk about their emotional well-being. | 1:1 and small group sessions with the schools ELSA To ensure staff have up to date training to support pupils with being about to talk about their emotional well-being. | learning, social relationships in school, and attainment itself. | PP lead / SENCO to monitor support offered by the schools ELSA | During pupil progress meetings (3 times a year) |
| Whole school approach to maths curriculum. | To research, resource and implement a whole school approach to maths, giving clear progressions and ensuring challenge for more able. | 50% of current PP children are working below ARE in maths. | Maths subject leader will implement and monitor. Reviews of maths ages (October and March) | During pupil progress meetings (3 times a year) Analysis of standardised scores in October and March. |
| ii. Targeted support | | | | |
| To ensure PP children of all abilities, are making accelerated progress, therefore narrowing the gap with PP children. | Teaching assistants to provide targeted interventions. Senior / middle leaders to monitor the quality of provision for PP pupils and interventions, only continuing with those that have a successful impact. | TA's to focus on specific needs. Focus support for specific PP children working significantly below ARE / or showing slow progress. | SENCO to monitor and identify children for support following pupil progress meetings. Starting point (baseline) measure to be taken, then compared against end point to show impact. Progress and impact recorded by TA's leading interventions. Training for TA's (as applicable). Work is planned and followed up by class teachers. | During pupil progress meetings (3 times a year) During meetings between class teachers and SENCO. |
| Targeted Social and Emotional well-being of the most vulnerable children to enable effective access to the | Continued funding of ELSA trained TA to provide support for PP and vulnerable children to ensure high levels of engagement in learning by tailoring provision to individual needs. | The Education Endowment Foundation's Research shows that - Social and emotional learning interventions almost always improve emotional or attitudinal outcomes. | ELSA, SENDCo and PP leader will monitor: Emotional support – Progress from start of support. Behaviour support service – progress from start | Termly (6 times a year) |

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| curriculum and life skills preparation. | | These programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. | of support. Profiling Weekly & termly records. | |
| To use the AGAT programmes for children identified as being more able but vulnerable through pupil premium identification. | Use the gifted and talented day courses provided by the local authority for English and Maths to provide more able children, eligible for pupil premium funding, with targeted educational challenges that link to developing mastery skills. | The Education Endowment Foundation's Research shows that ... Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons. | The English and Maths subject leaders will use internal tracking systems to identify children eligible and track the success of the programmes through individual pupil conferencing and reports from the gifted and talented tutors following day courses. AGAT subject leader will support and monitor. | As the courses come available through the local authority. |
| Children with SEND who are also eligible for PP will make progress at least in line with their peers. | 1:1 and small group teaching of basic skills as well. TA's will revisit training from scaffolding course during staff meetings. | 1:1 support in basic skills as well as learning skills (metacognition). Metacognition and self regulation approaches have consistently high levels of impact. | Monitoring of data, observation of intervention, work scrutiny, pupil voice, monitoring of PP profiles and Support plans | 3 x yearly |
| iii. Other approaches | | | | |
| All parents will feel fully included in the life of the school and are well informed about their child's progress. | Parents to visit the school regularly for parent consultations, workshops, concerts, events open days etc. Some events specifically tailored towards parents of those eligible for PP funding | Parental involvement is consistently associated with pupils' success at school (EEF Teaching and Learning toolkit). | Non-attendance at parent consultations will be actively pursued. | Parent Consultation meetings in terms 2 and 4. Additional parent / class teacher meetings for pupils with SEND (who are also PP). |