

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Archbishop Benson C of E Primary School				
Academic Year	2018-2019	Total PP budget	£71,279	Date of most recent PP Review	July 2019
Total number of pupils	430	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
Data gathered at Data Drop Summer Term 2 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	26% of pupils at ARE RWM	
% making expected progress in reading (as measured in the school)	59% of Pupils	
% making expected progress in writing (as measured in the school)	78% of Pupils	
% making expected progress in mathematics (as measured in the school)	59% of Pupils	

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	High number of pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health.
B.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than other groups. This leads to slower reading progress and links to passes at Phonic assessments in year 1 and the number of pupils achieving a GLD in the EYFS.
C.	Cohort fluctuations in PPG numbers, KS1 UFISM reduction in uptake and eligibility markers. Identification of pupils eligible for support and parental unwillingness indicate need in KS1: reduction in budget to support.
D.	Learning outcomes in Reading, Writing and Maths are below national averages and the previous year's result showed 43% of PP pupils meeting end of Y6 age-related objectives in line with national averages for all pupils

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

E.	Attendance rates for SENDPPG pupils, Lack of personal transport impacts on lateness and result's in lower attendance.
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F.	Low parental aspiration for some PPG pupils. Some pupils hold low life expectation for themselves resulting in limited access to a range of opportunities, such as cultural, social and inspiration	
G.	Lack to opportunities for some PPG children to be involved in extra-curricular activities and uptake of school trips and visits.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. All staff to be TIS trained and to use agreed strategies for all pupils.	Behaviour improvement and reduction in loss of golden time for PP pupils. TIS training evident from observations and monitoring, showing a decrease in need for emotional support for pupils who have had TIS interventions.
B.	Improve decoding and phonetic skills for pupils eligible for PP in the EYFS and Year 1. Enhanced provision for phonics teaching, including planning and implementation. More pupils will make accelerated progress in phonics and reach ELG's in Reading and Writing. Oral language skills will be improved by quality phonics.	Increase in number of pupils reaching ELG's in Reading and Writing in the EYFS. Increase number of pupils meeting the threshold for the phonics screening in Year 1. Communication Data indicated increasing number of children working at and exceeding age-related expectations.
C.	Pupil grouping and opportunities are made with consideration for PP numbers to meet all pupils' needs. Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.	Pupils are supported by flexible groups to support needs of individuals and meet cohort specific needs. Support plan targets for individuals are met in reduced time scales. PP HLTA works closely with PP pupils delivering targeted support.
D.	Improved learning outcomes in Reading, Writing and Maths - % of PP pupils meeting end of Y6 age-related objectives in line with national averages for all pupils	Regular communication between PP teacher/TA and Y6 teachers + PP subject leader re: individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources. Increased results for 2019 compared to previous year.
E.	Attendance for all pupils eligible for PPG is in line with school attendance.	Attendance across the school exceeds good+. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Family support worker to develop strong pastoral relationships with pupils and families.
F.	Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus or school planning. Family Learning sessions target disadvantaged families including PP across EYFS and KS1.	All children have a rich diet of extra-curricular activities, and experiences to relate their learning. Pupils participate in Family Learning sessions with their family which supports parents in understanding how to support their child and builds aspirations within the family unit. Funding support for music tuition which enables all pupils to access the additional provision.
G.	All PP children are able to participate in extra-curricular and residential activities. New curriculum planning ensures all staff plan enrichment opportunities within every year group, including 'wow' moments and trips/visit each half term.	All pupils who wish to attend extra-curricular activities do so. Every pupil is engaged in trips/visits and real life experiences which enhance learning and understanding.

5. Review of expenditure

Academic Year		2018-2019			
i. Quality of teaching for all					
Action	Intended outcome	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
Pupil grouping and opportunities are made with consideration for PP numbers to meet all pupils' needs. Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.	All classes to have additional adult support (TA per class all am)	Assessment data and opportunities for intervention/targeted support for pupils will support the continuation of this throughout the year.		Focused in class support and pre-teaching offered the best support for PPG pupils. The provision of smaller group teaching positively enhanced the teacher input.	14 x TA provision per term (1 per class all am)
Improved learning outcomes in Reading, Writing and Maths - % of PP	% of PP pupils meeting end of Y6 age-related objectives in line with national averages for all pupils	2018-2019 R 4/7 = 57% - (GD in R 2/7 = 29%) W 5/7 = 71% M 4/7 = 57% RWM 3/7 = 43%	2017-2018 R 50% W 35.7% M 85.7%	Further improvement required compared to previous year's results in Maths (greater number of PP pupils in previous year, almost double compared to this year).	PP HLTA 10 hours per week Spring and Summer Term.
ii. Targeted support					
Action	Intended outcome	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

<p>Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. All staff to be TIS trained and to use agreed strategies for all pupils.</p>	<p>Behaviour improvement and reduction in loss of golden time for PP pupils. TIS training evident from observations and monitoring, showing a decrease in need for emotional support for pupils who have had TIS interventions. One to One intervention and mentoring to overcome emotional need barriers.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>New behaviour policy introduced and behaviour system supporting confidence and independence. Evident in all classes from lesson observations and pupil conferencing.</p>	<p>Continue with provision. Continue to focus on provision into KS2 to ensure it has a good impact with pupils in terms of attitude to school.</p> <p>Not all pupils' needs are met. HA pupils not targeted by interventions need to be a focus for forthcoming year. PPHLTA to support social/emotional group as part of PP coverage.</p> <p>Introduction and development of 'Good to be Golden' as part of behaviour policy to support all pupils in being recognised for their positive achievements should further support emotional well-being.</p>	<p>PP HLTA 10 hours per week Summer Term.</p> <p>INSET TIS Training Day</p> <p>TA training sessions x5</p>
<p>Improve decoding and phonetic skills for pupils eligible for PP in the EYFS and Year 1. Enhanced provision for phonics teaching, including planning and implementation. More pupils will make accelerated progress in phonics and reach ELG's in Reading and Writing. Oral language skills will be improved by quality phonics.</p>	<p>Increased results for all pupils in phonics screening in Year 1 and greater achievement for all EYFS pupils in meeting the GLD at the end of the reception year.</p>	<p>Achievement of 93% in phonics screening results. Increased of % from previous years GLD in the EYFS. 2017-2018 64% GLD, 2018-2019 73% GLD. Reduction of Salt referrals made in Year 1 & 2. Only pupils with SEND remaining under external SALT provision when leaving the EYFS and entering Year 1.</p>	<p>Continue with provision. Look at continued reduction in number of SALT referrals made in year 1 and 2 as needs are met in EYFS and referrals are made early in the EYFS.</p>	<p>10 Hours TA per week</p> <p>PP HLTA 10 hours per week Spring and Summer Term.</p>
<p>Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus of school planning</p>	<p>Opportunity for experiences beyond cultural understanding for PP pupils at school.</p>	<p>All pupils had enhanced provision that supported increases in cultural understanding. There was no discernible direct benefit for PP pupils.</p>	<p>Change focus to support funding for specific pupils to access opportunities within classes and residential trips.</p>	
<p>iii. Other approaches</p>				

Action	Intended outcome	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
Attendance for all pupils eligible for PPG is in line with school attendance.	Attendance for Pupils who are PPG is increased to good+ Family support worker to develop strong pastoral relationships with pupils and families.	Attendance report data – Attendance monitoring on a half termly basis has led to the school attaining 96.2% and above attendance over the whole school year. Pupil support of medical issues has improved, with the increased parental liaison from teachers using class dojo. Staff follow up on absence has increased again and all TA's contact families when absence is not reported by 9am. This has supported increase in attendance. Attendance across the school exceeds good+. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. PP attendance now at 93.9%.	Maintain provision for next academic year	
Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus of school planning. Family Learning sessions target disadvantaged families including PP across EYFS and KS1.	Higher number of PP attend afterschool clubs. Increase in number of cultural activities per class. PP families targeted for Family Learning. 90% attendance rate.	All children have a rich diet of extra-curricular activities, and experiences to relate their learning. Pupils participated in Family Learning sessions with their family which supported parents in understanding how to support their child and building aspirations within the family unit. Funding support for music tuition which enabled PP pupils to access the additional provision. PP funding used for swimming costs for PP families. Introduction of half termly wow moments and family learning opportunities.	Introduce PP pupils as sports leaders in Year 5.	

All PP children are able to participate in extra-curricular and residential activities. New curriculum planning ensures all staff plan enrichment opportunities within every year group, including 'wow' moments and trips/visit each half term.	All pupils who wish to attend extra-curricular activities did so (some second choice, or in a different term). Every pupil is engaged in trips/visits and real life experiences which enhance learning and understanding.	Introduction of half termly wow moments and family learning opportunities. Increased number of trips to 1 per half term for Year R, 1 and 2. All pupils who wanted to attend residential trips in Year 4 and Year 6 attended.	Continue with provision and funding for next academic year. Focused support for club provision and funding has increased pupil participation in afterschool clubs. Offer further trips and visit opportunities into KS2.	See separate funding overview for residential and visit costs.
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6. Planned expenditure

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Academic Year	2019-2020	Total PP budget	£81,290	Date of most recent PP Review	July 2019
Total number of pupils	412	Number of pupils eligible for PP	70	Date for next internal review	Feb 2020

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop consistent approaches to teaching and learning through agreed criteria and expectations for learning environments across all year groups.	Agreed language for teaching core subjects Consistency in working walls for Literacy and Maths Agreed display designs in learning	2018-2019 Monitoring highlighted inconsistencies in learning environments and a lack of independence for some pupils because of this. Consistency will enable all pupils to flourish and support the initial development of metacognition https://educationendowmentfoundation.org.uk/evidence-	Monitoring of learning environments Pupil conferencing CPD	HTB/JK/JB SLT	July 2020

	environments to support transition from year to year Regular monitoring of learning environments	<u>summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</u>			
Expectations are high for all pupils: Improving outcomes in Reading, Writing and Maths with a focus on early intervention.	Understanding and using data to track PP pupils Precision teaching Understand and determine the barriers pupils feel they face	Percentage of pupils meeting ARE in RWM when leaving year 6 was 43%. RWM 3/7 = 43%	Termly Data Tracking Pupil conferencing	MtT DG HTB	July 2020
Total budgeted cost					£1000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus of school planning	Opportunity for experiences beyond cultural understanding for PP pupils at school.	All pupils will have enhanced provision that supports increases in cultural understanding. The school will address using the new values to enable all pupils including PP to access cultural experiences.	Planning monitoring Pupil Conferencing	JK/HB/JB Class Teachers	July 2020.

Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Early intervention to support emotional needs	Continuation of successful outcomes from last year Assess ways of monitoring progress for such pupils and recording SE need.	Monitoring of pupils via TIS support plans and intervention exit data	JW with class teachers JT	July 2020 Family Support Coordinator salary
Improve oral language skills for pupils eligible for PP in reception class. Enhanced provision for SALT in EYFS Number of referrals to SALT increased and more pupils have needs met in EYFS	Reduction of Pupils continuing with external SALT provision into KS1	Continuation of successful outcomes from last year	Monitoring of pupils SALT support plans and intervention exit data	EYFS/Yr1 class teachers	July 2020
Allocation of funds to support class, group and whole school trips, visits and visitors.	Finance is not a barrier to planning whole school or class experiences that support learners.	Reduction in voluntary contributions from parents have made some trips less viable. To support curriculum aims and provides a varied and inspiring range of enhancing experiences funding to support these is necessary.	Staff awareness of fund to support trips an allocation proportionate to PPG pupils within classes.	Class teachers with AS	July 2020
Total budgeted cost					£6000 (included in FSC salary in additional funding below)

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to develop ways to engage and involve parents by increasing the percentage of parental involvement.	Staff are trained to share ways to interact and engage with parents and families Development of whole school open morning/afternoon	Development required to enable staff to understand and buy-in to the importance of positive relationships with parents. Parental feedback from Parent survey suggests that communication and evidence of learning at school are still a focus which parents feel they need more information about.	Increased attendance of parents at school events – measured feedback kept in parental involvement books for each class. Further improvement in parent survey results.	SLT Class Teachers AB	Sept 2020

All PP children are able to participate in extra-curricular activities.	PP pupils attend a club if they want to. The school supports parents/careers in enabling the pupils to attend afterschool clubs.	Current analysis shows where care issues are found in family pupils have hesitancy to attend any clubs. Transport constraints hinder the attendance for some pupils.	PP Lead to support families in engaging with online club system and facilitate additional PP pupils attendance of clubs JP to ensure that PP pupils are given opportunities to attend a club within the academic year.	HTB JP	July 2020
Attendance for all pupils eligible for PPG is in line with school attendance.	Attendance for Pupils who are PPG is increased to good+ Family support worker continue to develop strong pastoral relationships with pupils and families.	Attendance report data – Attendance monitoring on a half termly basis has led to the school attaining 96.2% and above attendance over the whole school year. Pupil support of medical issues has improved, with the increased parental liaison from teachers using class dojo. Staff follow up on absence has increased	Maintain provision for next academic year	JT HG AB	July 2020
Total budgeted cost					£5850

7. Additional detail

Allocated funding for continuing projects from prior to 2018-2019:

Achievement for All Programme - £3000

Trips, the Arts, Sports £4,300

Investment in initiation of Rainbow Cove to secure pupil inclusion through the development of early needs intervention and graduated personalised provision for targeted disadvantaged pupils with complex needs and to consequently improve the impact of Quality First Teaching for all pupil groups within the classrooms £30,700