

Benton Dene School Pupil Premium Strategy

1. Summary Information					
Academic year	2016-17	Total PP budget	£70540	Date of most recent PP review	Sept 16
Total number of pupils	113	Number of pupils eligible for PP	52	Date for next PP strategy review	Jan 17

2. Current attainment (at Sept 16)		
	Pupils eligible for PP@BDS	Pupils not eligible for PP@BDS
% of pupils making at least expected progress in reading	84.2	63.2
% of pupils making at least expected progress in writing	89.5	76.3
% of pupils making at least expected progress in number	73.7	73.7
% of pupils making at least expected progress in using and applying	85.2	74.4

3. Barriers to future progress (for pupils eligible for PP)	
In-School barriers (<i>issues to be addressed in school</i>)	
i.	All pupils that attend Benton Dene School have a Statement of Special Educational Needs or Education, Health and Care plan and have Moderate Learning Difficulties and/or autistic spectrum conditions.
ii.	Some pupils exhibit additional communication, physical and sensory barriers, for which additional intervention from multi-agency professionals is required.
iii.	Issues surrounding social and emotional aspects of learning or behavioural difficulties for which additional support and interventions are required.
External barriers (<i>requiring action outside school</i>)	
i.	The engagement of some parents.
ii.	Consistent approaches to behaviour management and communication.
iii.	Lack of opportunities to develop socially and access socially enriching opportunities.

4. Desired outcomes		Success criteria
i.	To reduce the impact of learning difficulties / autism on learners' progress.	Pupils eligible for PP funding will make at least the same level of progress as their non-PP peers.
ii.	To promote effective learning, health and well-being through a holistic approach.	The engagement of wider professional support will ensure that all barriers are identified and addressed.
iii.	To ensure that progress is maximised through working in partnership.	Barriers to learning will be identified and reduced from engaging parents and relevant additional services.

5. Planned expenditure for academic year 2016-17

How we will demonstrate that we are using PP to improve classroom practice, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Action / approach	Rationale / evidence for choice	How will we ensure it is implemented well?	Staff lead	Review	Cost
a) Reduce the number of pupils achieving less than expected progress and close the "progress gap".	Class based / individual interventions delivered by TA's.	Gaps between expected and actual progress are identified and targets set to maximise potential and improve life-chances.	Termly analysis of progress data. M&E of class-based intervention approaches. Appropriate professional development where identified.	SJ	Termly	1 x £23 888 2 x £9555
b) Barriers relating to OT / SLT are reduced through effective use of multi-agency support.	Prioritised referral system ensures appropriate and timely support. MA support advice provided to teachers / TA's. Sensory programmes implemented for relevant learners.	Barriers exist as a result of a variety of needs i.e. not just 'ability'. Therefore MA input supports the needs of the whole learner and positively influences progress.	Regular progress meetings with MA teams. Monitoring of MA led interventions. Monitoring of class based OT/SLT interventions.	SJ with AMCA	Termly	£19000
c) Pupils with ASC who cannot access the main school curriculum will make relevant and sustained progress.	SCERTS curriculum and assessment system to be used in relevant groups including full involvement from MA staff where appropriate.	Rates of progress for ASC learners identified as a whole school issue. Growing progress / attainment gap for most. Curriculum not suited to need / interests.	Monitoring of SCERTS based teaching. M&E of SCERTS progress data.	SJ with PG	Termly	see i (b)

ii. Targeted support						
Desired outcome	Action / approach	Rationale / evidence for choice	How will we ensure it is implemented well?	Staff lead	Review	Cost
a) Closing of attainment gap for most under achieving pupils.	1:1 targeted interventions identified and delivered through additional TA support.	Gaps between expected and actual progress are identified and targets set to maximise potential and improve life-chances.	Termly analysis of progress data. M&E of intervention teaching. Appropriate professional development where identified.	SJ	Termly	see i.(a) plus 1 x £9555
b) Progress improved by reducing barriers to learning through a number of therapeutic approaches	Play therapy Drawing and talking therapy Nurture / social groups	Reduction of SEMH barriers will allow more pupils to be 'ready to learn', access learning activities and demonstrate effective behaviour for learning	Evaluative feedback from therapeutic staff. Analysis of progress data. Evaluative feedback from teachers, parents and carers.	SJ	Termly	1 x £9464
iii. Other approaches						
Desired outcome	Action / approach	Rationale / evidence for choice	How will we ensure it is implemented well?	Staff lead	Review / monitoring date	Cost
a) Pupil progress is improved through working in partnership to improve the understanding, skills and engagement of parents and carers.	Parent workshops Coffee mornings / afternoons Open days Named L3G6 TA to make regular contact with identified families and provide support.	Improved parental / carer knowledge will help to ensure consistent approaches and reinforce strategies.	Parental survey feedback. Staff appraisal and feedback.	SJ with JB	Termly	see i.(a)
b) Reduce the impact of multiple barriers to learning and ensure that pupils who face the greatest number of barriers make at least expected progress.	Identification of multiple barriers and active engagement with families and wider professional teams.	The reduction of barriers to learning will allow more pupils to make greater progress. Those pupils who face multiple barriers benefit from enhanced approaches involving the family and other professionals.	Analysis of data. Feedback from parents Evidence contained within annual review reports. Reports from other agency professionals.	SJ with JB	Termly	see i.(a)
Total budgeted cost 16/17 = £81017 Total budget = £70540				Balance = - £10477		

6. Review of expenditure				
Academic year	2015-16			
i. Quality of teaching for all				
Desired outcome	Action / approach	Impact	Evaluation	Cost
All staff members will display high quality and developing skills.	Invest in the CPD of all to ensure that skills are effective and up to date	An increasing number of pupils have achieved expected progress targets. A greater proportion of staff appraisals indicate "outstanding" teaching over time.	Although an increased number of outstanding appraisal judgements have been made, gaps still exist in some strands. Targeting specific strands for professional development (and year groups) and subject action planning action planning will ensure further gains.	
i. Targeted support				
Desired outcome	Action / approach	Impact	Evaluation	Cost
LAC pupils will be supported in the SEMH needs and able to achieve in the same way as their non-LAC peers	Provision of Learning Mentor (2 days equivalent) to support LAC pupils through SEMH programme	Pupil A average point score increased from 0.2 to 1.3 over the year. Pupil B average point score increased from 6.4 to 14.1 over the year. Pupil C average point score increased from 18 to 21.2 over the year.	Learning mentor support to be kept in place to support LAC pupils. Member of staff identified to monitor and report on progress of LAC, and recommend any interventions.	Learning Mentor £9460
Progress / attainment gaps in specific strands of literacy and numeracy are reduced	Provision of TA support to deliver targeted literacy and numeracy interventions	Baseline assessment prior to delivery of an intervention programme and assessment on completion evidences pupil progress and a narrowing of attainment gaps	Progress information suggests high levels of success although further structures are required in order to fully evaluate the quality of teaching for interventions and the impact that individuals made.	2 TA X £23650 1 TLR3 £1200
Behaviour for learning is improved and SEMH barriers to learning are reduced	Provision of targeted Play Therapy time to support pupils with SEMH needs	SIP report stated that Behaviour, Safety and Welfare remains "outstanding", and a recent learning walk with governors highlighted the excellent behaviour for learning across the school. Individual support has been given to some parents to help them to understand behaviours and use strategies to minimise these. This has led to a noticeable	Continued work with individual families and pupils to support in this area. Play therapy to remain partially funded and available.	9366 1 TLR 3 £1200

		improvement in behaviour in those pupils.		
ii. Other approaches				
Desired outcome	Action / approach	Impact	Evaluation	Cost
Reduction in the level of persistent absence, and improved progress of those with high levels of absence	Funding of EWO input to address issues of persistent absence	Overall attendance was outstanding. Attendance rate for 15-16 was 95.71% which places BDS in the top 10% of schools nationally.	Further attention needed to address levels of persistent absenteeism will be given through pastoral meeting and zone leader structure.	EWO support £350
Improved progress through support strategies impacting upon positive routines and behaviour at home	Funding of part time CAMHS nurse support to engage with families and support through workshops / advice.	Pupil X experienced a reduction in "attainment gap" of 31.8 points.	CAMHS support now to be accessed through universal offer. Any addition needs to be delivered through learning mentor support.	PMH worker part funding £3500
Total cost 15/16 = £72676			Total budget = £72 523	
			Balance -£153	

Additional Information