

Pupil Premium Strategy 2017-18

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

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"> • Pupils with social and emotional needs which affect their learning • Low levels of oracy – especially on entry • Lack of parental engagement and support for learning at home • Poorer English and Maths skills and understanding needing catch up sessions • Lack of funding for visits and clubs

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
Additional TA support in class and for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills 	<ul style="list-style-type: none"> • Teacher & TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term 	Ongoing throughout the year July 2018	£9, 500

	<ul style="list-style-type: none"> • 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 • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • 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 	<ul style="list-style-type: none"> • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Teachers and TAs liaise with SENCO closely and regularly update tracking for pupils with SEN 		
Interventions run by SENCO	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work • Collaborative working with Oaksey Primary school to moderate good practice 	<ul style="list-style-type: none"> • 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 • Regular review of groupings and re-shaping of focus as required • Data analysis at each review to identify pupils whose progress is causing concern and to review successes 	Ongoing throughout the year June 2018	£5, 500
Additional learning resources	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them that are specific to their needs • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning 	<ul style="list-style-type: none"> • Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables) 	Ongoing throughout the year	£500
Funding for school and residential trips	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance and broaden the school’s curriculum and the pupil’s learning experiences. 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • Teachers made aware of funding available – can approach parents if appropriate 	Ongoing throughout the year	£300
Transition support in Year 6	<ul style="list-style-type: none"> • Class teacher to identify areas of need: maths, emotional and social support, etc. • 1:1/peer/group work with SENDCo / TA • Programmes drawn up with Secondary School for additional visits • Close communication between staff to address ongoing needs or any gaps identified that impinge progress. 	<ul style="list-style-type: none"> • Class teacher to monitor all learning and record progress in Tracker • Children are increasing in confidence in approaching independent work and tests. 	Ongoing throughout the year	£300

Parent Support Advisor / access to counselling service / access to trained ELSA / counselling	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To provide dedicated time and support for parents for help at home To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> Clear protocols in place to ensure pupils are referred for correct support programme Regular opportunities for ELSA/PSA to feedback to relevant staff and parents 	Ongoing throughout the year	£400
Training courses and supply for attendees	<ul style="list-style-type: none"> Identify areas of need: maths, emotional and social support, developing oracy Class teachers, teaching assistants and senior leadership team to attend courses which will impact on the learning for focus children TA network meetings to share good practise Collaborative working with Oaksey Primary school 	<ul style="list-style-type: none"> Members of staff to feedback information and resources to others Complete feedback on training form 	Ongoing throughout the year	£2, 000
			Total	£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 Management committee.

Designated staff member in charge: Mrs Jill Kelsey

Nominated governor: Mrs Daisy Broomfield

Date of next Pupil Premium Strategy Reviews:

June 2018