

Pupil Premium Strategy 2016-17

| 1. Summary of Information | | | | | |
|--------------------------------|--|---|---|--|---------------|
| School | Sutton Benger Church of England Aided Primary School | | | | |
| Academic Year | 2016 - 2017 | Total Pupil Premium budget | £17, 340 | Date of most recent Pupil Premium Review | November 2016 |
| Total number of pupils on roll | 163 | Number of pupils eligible for Pupil Premium funding | 17 (10.4% of pupils) (12 FSM, 5 ever 6) | Date for next internal review of this strategy | February 2017 |

| 2. Identified barriers to educational achievement |
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| Sutton Benger School has identified the following barriers for some children currently in receipt of Pupil Premium: |
| <ul style="list-style-type: none"> The number of pupils who are in receipt of Pupil Premium and also on the SEN register at School Support or Concern (35% of pupils eligible for Pupil Premium) Behaviour – pupils with specific social and emotional needs which affect their learning Low levels of oracy – especially on entry |

| 3. Key expenditure – how the allocation will be spent | | | | | |
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| Area of spend | Intended Outcomes – why these approaches were taken | Actions | When will you review implementation? | Cost | End of year review |
| 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 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 | <ul style="list-style-type: none"> 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 TAs complete impact statements to provide evidence of outcomes and plan for next steps SENCO observe interventions and provide feedback regarding strategies, next steps, resources Clear communication between teachers and TAs – expectations within lessons TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary Teachers and TAs liaise with SENCO closely and regularly update tracking for pupils with SEN | <p>February 2017</p> <p>June 2017</p> <p>(at other times during the academic year as required)</p> | £9, 000 | <ul style="list-style-type: none"> 6 TA meetings during the year – reviewed timetabling of interventions, who is on our PP register. Evidence in staff meeting file. 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. 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. |

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| | <ul style="list-style-type: none"> Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains 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"> Tracking pupil progress Term 1, 3 and 5. |
| Interventions run by SENCO / PP leader | <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 | <ul style="list-style-type: none"> SENCO meet teachers at each review (Oct, Feb, Jun) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions 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 | <p>February 2017</p> <p>June 2017</p> <p>(at other times during the academic year as required)</p> | £5, 000 | <p>As above.</p> <p>End of year data:</p> <p><u>Reading</u> – 67% expected progress, 33% accelerated progress (3 year 1, 1 year 2, 1 year 3)</p> <p><u>Writing</u> – 73% expected progress, 27% accelerated progress (3 year 1, 1 year 3)</p> <p><u>Maths</u> – 80% expected progress, 20% accelerated progress (3 year 1)</p> |
| Additional learning resources | <ul style="list-style-type: none"> Pupils are fully supported by learning resources being made available to them Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning A range of learning styles can be catered for | <ul style="list-style-type: none"> Pupils regularly asked for ideas about how to spend funding – School Council Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables) | Ongoing throughout the year | £400 | <p>Pupil voice committee established.</p> <p>Implementation of play team – purchase of new resources for lunch times to support social communication skills and team work.</p> |
| 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 | <p>Feedback from courses shared via School share system.</p> |
| 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 the school's curriculum | <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 | £500 | <p>Information available via school website.</p> |
| Parent Support Advisor / access to counselling service | <ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development | <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 | £500 | <p>Access to 'Time to Talk' counselling available.</p> |

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| / access to trained ELSA | <ul style="list-style-type: none"> • 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 | | | | Group work using ELSA skills with SENDCO for Year 6 PP pupils. |
| | | | Total | £17, 400 | |

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

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by 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 a member of Senior Leadership Team 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 Improvement, teaching and learning and value for money committees.

Designated staff member in charge: Mrs Jill Kelsey

Nominated governor: Mrs Daisy Broomfield

Date of next Pupil Premium Strategy Reviews:

3rd February 2017

31st March 2017

7th July 2017