



Allocation For 2015/16

Benson received the following levels of Pupil Premium (money from the Government to target children on /entitled to Free School Meals):

Funding Received in 2015/16:

£389,612

| Census Dates | May 2013 | May 2014 | May 2015 | May 2016 |
|----------------------|----------|----------|----------|----------|
| Total Pupils on Roll | 474 | 483 | 567 | 596 |
| Eligible for FSM's | 225 | 242 | 300 | 223 |
| % | 47.47% | 50.1% | 53.1% | 37% |

Use: Funding has been deployed strategically to speed up eligible pupils' academic progress and removing barriers to learning. All schools receive Government money to reduce the gap in educational attainment due to social disadvantage. This is called Pupil Premium money. Below are details of how this money has been spent and what the impact has been on closing the achievement gap.

Context

The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to address the current underlying inequalities between the children eligible for free school meals (FSM) and their peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it most.

Classroom Support We have continued to use the funding to support the employment of an extra Teaching Assistants across the school-targeting children in response to analysis of data, needs and outcomes. This is in the form of extra tuition, support within class and 1-1 work.

To ensure smaller teaching groups in Year 6 could be maintained funding was used to provide an extra Teacher and Teaching Assistant.

One to one tuition has previously had an impact on children in Y4/5/6 and with pupil premium money we have been able to continue this again. Children just below age related levels in both English (reading and writing) and Mathematics are targeted for an intensive programme with a qualified teacher. As we host the Reading Recovery for city wide provision we have also been able to provide some form of reading recovery and training on reading interventions. In addition 4 assistant head teachers have not been class based in order to further support quality teaching across each phase.

Pastoral Support To support with behaviour and more importantly being able to access learning four full time Health Mentors were employed through Evolve and their Project Hero programme. Specific children received both support in and outside class, support was flexible to meet changing needs. Children received mentoring, coaching and actual academic support. An additional Learning Mentor supported children who displayed some of the most challenging behaviour, particularly in Y6. The support of a consultant, a former head teacher, with identified pupils and their families has had a positive effect upon behaviour and engagement within lessons from these pupils.

Curriculum Enrichment Funding has been used to provide musical instruments for Years 3 and 4 through Wider Opportunities. This has been used to increase pupil engagement, independent skills and motivation to attend school. To develop speaking and listening skills in younger pupils the school has been able to continue to fund a two term project with Artis. The children from Reception through to Year 2 have benefited from drama, role play and self- esteem boosting activities each week

(%) national figure

| KS2 | all | Disadvantaged | Other |
|---------|------------|---------------|------------|
| Comb | 42% (53%) | 39% (60%) | 53% (60%) |
| Reading | 47% (66%) | 45% (71%) | 53% (71%) |
| Writing | 68% (74%) | 64% (79%) | 80% (79%) |
| Maths | 69% (70%) | 66% (75%) | 80% (75%)↑ |
| EGPS | 73% (72%)↑ | 70% (78%) | 80% (78%) |
| Science | 71% (81%) | 70% (86%) | 73% (86%) |

KS2 Attainment - Percentage reaching the expected standard -scaled score 100+

| | Disadvantaged | Others |
|---------|---------------|--------|
| Reading | 96.4 | 103.8 |
| Maths | 102.2 | 104.1 |
| EGPS | 103.0 | 105.0 |

Summary of Progress gaps for all pupils and disadvantaged pupils at Benson (compared to national figures)

| Prior Attainment | Low (pupils who achieved Level 1 in Y2) | | Middle (pupils who achieved level 2 in Y2) | | High (pupils who achieved level 3 in Y2) | |
|-----------------------|---|---------------|--|---------------|--|---------------|
| | All | Disadvantaged | All | Disadvantaged | All | Disadvantaged |
| Difference | | | | | | |
| Reading | -6.33 | -7.84 | -3.11 | -4.04 | -2.79 | -4.21 |
| Writing | 0.49 | -1.15 | 0.39 | -0.17 | -2.32 | -3.88 |
| Maths | -0.23 | -2.03 | 1.39 | 0.99 | -0.80 | -0.64 |
| Overall | 17% (17%) | | 48% (68%) | | 89% (95%) | |
| Average Score overall | 87.0 (93.0) | | 97.0 (101.2) | | 106.1 (109.6) | |

Key:

| | |
|---------------------|--|
| Sig+ and top 10% | |
| Sig+ not top 10% | |
| Sig- not bottom 10% | |
| Sig-and bottom 10% | |

% of pupils working at Expected Standards KS1 2015 - 2016

| KS1 (%)national figure | all | Disadvantaged | Other | Evaluation of impact on KS2 & KS1: Benson is doing as well as other schools nationally by the end of KS2. Pupils who achieved Level 1 and Level 2 in KS1 have progressed less well over the key stage in reading. However, It should be stated that the reading paper in 2016 was particularly difficult. For more able readers, all writers, & all mathematicians' pupils at Benson are working at the new expected level by the time they reach the end of school. Disadvantaged pupils are also working around the expected level. At KS1 there are no significant differences between disadvantaged pupils at Benson and other pupils - however there are attainment gaps when compared to other pupils nationally. |
|------------------------|-----------|---------------|-----------|---|
| Reading | 56% (74%) | 57% (78%) | 53% (78%) | |
| Writing | 57% (65%) | 59% (70%) | 53% (70%) | |
| Maths | 57% (73%) | 57% (77%) | 57% (77%) | |
| Phonics Y2 | 68% (91%) | 68% (91%) | 63% (93%) | |
| Phonics Y1 | 67% (81%) | 53% (70%) | 82% (83%) | |
| Science | 62% (82%) | 62% (85%) | 60% (85%) | |