

Pupil premium strategy statement

Summary information					
School	Benson Community School				
Academic Year	2016 -2017	Total PP budget		Date of most recent PP review	November 2016
Total number of pupils	595	Number of pupils eligible for PP	37% 223	Date for next internal review of this strategy	November 2017

Current attainment		
	Pupils eligible for PP (Benson)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	39%	53%
% making progress in reading	96.4	103.8
% making progress in writing	102.2	104.1
% making progress in maths	103.0	105.0

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	EAL – Newly arrived pupils and pupils with English as an additional language across the school. Poor speaking and listening skills are impacting on academic progress and attainment so that pupils are not achieving age related expectations
B	A focus on outcomes for disadvantaged more able pupils shows that this group need specific targeting to reduce the attainment gap at end of Key Stages.
C	Disadvantaged SEND pupils – the gap between national outcomes and outcomes for disadvantaged pupils needs to be narrowed.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance –Poor attendance of some pupils results in poor academic outcomes

Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
A	EAL – pupils to make rapid progress in reading, writing, maths and EGPS/phonics from starting points		EAL/PP pupils will make good progress over time is good and the gap in attainment is narrowed		
B	All pupils to receive quality first teaching in reading, writing, maths and EGPS/phonics with built in challenge		More able PP pupils will make good progress over time and the gap in attainment is narrowed		
C	All pupils to receive quality first teaching with built in differentiation in reading writing maths and EGPS/phonics		SEND PP pupils will make good progress over time and the gap in attainment is narrowed		
D	Rates of attendance are improving and where there has been persistent absence % is reduced		Reduction in numbers of families on spotlight Reduction in numbers of families with persistent absence Increase in % attending school Increase in % attending school every day		
Planned expenditure 2016 - 2017					
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve reading skills leading to greater achievement in reading across the school	Staff training: Use of challenging questions to extract key information from challenging texts – organisation of reading sessions, and time given	Reading gaps for pupils who are disadvantaged where larger than other subject areas. A whole school discussion on how best to teach reading, when and how often has encouraged a review of practice	Regular monitoring by English lead, HT, governor and AHTs Link reading to performance management targets for all staff Check data termly to ensure pupils are on track to achieve challenging targets	HT DHT AHT English lead	Termly at pupil progress meetings
Improve the teaching of maths across the school	Staff training Develop staff understanding of mastery and greater depth	Pupils do better if they have opportunities to deepen their thinking by working on challenging tasks and talking about how their solve problems	Regular monitoring by Maths lead, HT, governor and AHTs Link reading to performance management targets for all staff Check data termly to ensure pupils are on track to achieve challenging targets	HT DHT AHT Maths lead	Termly at pupil progress meetings

Costs	1 additional teacher in Y6 £42000				
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved reading skills for pupils with SEND & EAL leading to greater achievement in reading across the school	Support for learning from the inclusion team through: Early identification and targeted support for vulnerable pupils Speech and language therapy/soundswell programme EAL support – extra classes/induction programme Support from outside agencies	Small group interventions with highly qualified staff are proven to work (EEF Toolkit) Specialist support from external agencies will supplement the work of the school & challenge our practice	Continuums will demonstrate good progress for SEND pupils Assessments will demonstrate rapid progress for newly arrived and EAL pupils	Inclusion lead	Termly at pupil progress meetings
Costs	Soundswell (Speech Therapy) - £18,500 Two teaching assistants - £38,294				
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve reading skills leading to greater achievement in reading across the school	Provide tailored health mentoring and well-being support. Support pupils to manage behaviours so that they can access learning Develop plans for pupils, liaise with parents and	Low level behaviour can negatively affect achievement of all the pupils in class	Regular solution circles including meetings with parents Monitoring of behaviour strategies used by teachers to de-escalate Monitor behaviour trends as picked up by 'behaviour watch'	Inclusion lead DHT HT	Termly pupil progress meetings Ongoing weekly discussion and feedback with parents

	outside agencies – develop resilience across the school Training from specialists to develop staff understanding of behaviour management Enrich the curriculum to motivate pupils				
Cost	£17,100 Educational Consultant Health Mentors £112,000 Computer Explorers £20,000 Services for Education – Music – £28,144 Drama - £15,000				Total Expenditure: £291,488
Review of expenditure					
Previous Academic Year					
1. Quality of teaching for all					
Desired outcome	Chosen action/approach	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	
All pupils are engaged and motivated. They join in with others and develop self confidence	Curriculum enrichment: Music & drama are effective at involving and motivation pupils	Increased pupil engagement, independence skills and motivation to attend school	Both music and drama have a significant impact on pupils at Benson – they love these lessons. Singing is outstanding and drama lessons have a visible impact on the quality of writing that pupils produce	£ 15,200 – drama £28,144 Music	
2. Targeted support					

Desired outcome	Chosen action/approach	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
One to one tuition in Y3 & Y4	1:1 tuition proven EEF toolkit to make a difference			£ 30,000
3. Other approaches				
Desired outcome	Chosen action/approach	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
AHTs out of class	Coaching and mentoring of staff results in positive outcomes for pupils if the quality of teaching and learning improves	Results show that while costly this strategy worked on the whole except in reading	This approach is costly and so was not continued	Health Mentors £112,000

Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above