

Pupil premium strategy statement

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.

Summary information					
School	Benson Community School				
Academic Year	2017 -2018	Total PP budget	£425,000 approx.	Date of most recent PP review	October 2017
Total number of pupils	560	Number of pupils eligible for PP	59% (Ever6) 326	Date for next internal review of this strategy	April 2018

Attainment or progress measures	Current attainment & progress		
	All pupils in school	Pupils eligible for PP in school	Pupils not eligible for PP in school
% achieving in reading, writing and maths	All - 43% (61% nationally)	47%	40%
% making progress in reading % attainment in reading	100.3 Average scaled score (101.2 Birmingham) 56% achieved the expected standard in reading All Benson pupils average progress in in reading +0.2	101.0 Average scaled score (101.1 Birmingham) 63% achieved the expected standard in reading PP pupils average progress in in reading -0.3	99.5 Average scaled score 48% achieved the expected standard in reading All Benson pupils average progress in in reading +1.1
% making progress in writing % attainment in writing	72% (74% nationally) achieved the expected standard in writing All Benson pupils average progress in writing +2.3	83% achieved the expected standard in writing PP pupils average progress in writing +2.2	60% achieved the expected standard in writing Non PP pupils average progress in writing +2.6

% making progress in maths % attainment in maths	All – 102.4 Average scaled score (Nationally 104.0) 66% achieved the expected standard in maths compared to 75% Nationally 10% achieved a High standard in maths compared to 23% nationally Pupil Progress: All pupils average progress in maths +0.6	102.3 Average scaled score (102.1 Birmingham) 65% achieved the expected standard in maths compared to 65% in Birmingham 9% achieved a high standard compared to 15% in Birmingham Pupil Progress: PP pupils average progress in maths +0.4 scaled score	102.5 Average scaled score 67% scaled score 100+ 12% Higher standard Non pupils average progress in maths +0.8 scaled score
% scaled score EGPS % making progress in EGPS % attainment in EGPS	All 77% (National 77%) 25% achieved a high standard (31% nationally)	87% achieved the expected standard in EGPS compared to 72% in Birmingham 24% achieved a higher standard in EGPS compared to 27% in Birmingham	67% achieved the expected standard in EGPS 26% achieved a higher standard in EGPS

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	Improve reading leading to greater achievement in reading across the school – current 2017 data shows that the gap is around 16% when we are compared to national outcomes
B	Improve the teaching of maths across the school, with a particular focus on reasoning skills – current 2017 data show that the gap is widening between school and other schools nationally
C	Improved reading, writing and maths skills for all pupils and pupils with SEND & EAL leading to greater achievement in combined scores across the school – current data shows that these vulnerable groups attain significantly lower than all pupils
D	Improve behaviour & Attendance leading to greater achievement
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Attendance – Poor attendance of some pupils results in poor academic outcomes

Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A	Improve reading leading to greater achievement in reading across the school	Achieve target of 70% in reading standards July 2018 at KS2 Achieve target of 70% in reading standards July 2018 at KS1 Achieve target of 55% in reading standards July 2018 at EYFS
B	Improve the teaching of maths across the school, with a particular focus on reasoning skills	Achieve target of 75% in maths standards July 2018 at KS2 Achieve target of 70% in maths standards July 2018 at KS2 Achieve target of 55% in maths standards July 2018 at EYFS
C	Improved reading writing and maths skills for all pupils & pupils with SEND & EAL leading to greater achievement in combined across the school	Achieve target of 61% combined July 2018 at KS2 Achieve target of 65% combined July 2018 at KS1 Achieve target of 55% combined July 2018 at EYFS Narrow the achievement gap for all pupils and groups of pupils July 2018
D	Improve behaviour & Attendance leading to greater achievement	Reduction in numbers of fixed term exclusions
E	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 2017 - 2018

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 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 1:1 reading opportunities at least once a week for all pupils Additional 1:1 reading for pupils who need it Benchmarking forms backbone of assessment Standardised tests support teacher assessments	Reading gaps have improved by outcomes are still significantly below the national average. Girls and lower attainers need to make better progress. % of readers reaching age expected needs to increase	Regular monitoring by English lead, HT, governor and AHTs Check data termly to ensure pupils are on track to achieve challenging targets	HT DHT AHT English lead	Half Termly at pupil progress meetings
Improve the teaching of	Staff training	Pupils do better if they have opportunities to deepen their	Regular monitoring by Maths lead, HT, governor and AHTs	HT DHT	Half Termly at pupil progress meetings

maths across the school, with a particular focus on reasoning skills	Develop staff understanding of mastery and greater depth Ensure that as a staff the gender gap is addressed. Identify girls who need additional support	thinking by working on challenging tasks and talking about how they solve problems	Link to performance management targets for all staff Check data termly to ensure pupils are on track to achieve challenging targets CPD for one member of staff in every year group from Y1 to Y6	AHT Maths lead	
Costs	Teaching assistant support in every year group and additional FT teacher in Y6 & 1 FT teacher in Y2 £226,288 + £23,400 £36,618 Deputy Head teacher 50% teaching commitment = £286306				
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 FSM, 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	Half Termly at pupil progress meetings
Costs	Soundswell (Speech Therapy) - £18,500				
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 behaviour & Attendance leading to	Provide tailored health mentoring and well-being support.	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	Inclusion lead DHT HT	Termly pupil progress meetings Ongoing weekly discussion and

greater achievement	Support pupils to manage behaviours so that they can access learning Develop plans for pupils, liaise with parents and outside agencies – develop resilience across the school Training from specialists to develop staff understanding of behaviour management Enrich the curriculum to motivate pupils		Monitor behaviour trends as picked up by 'behaviour watch'		feedback with parents
Cost	Computer Explorers £20,000 Services for Education – Music – £28,144 Drama - £15,000 Parent worker 19,407 Attendance Officer £12,833 Learning mentor £21,411				£116,795
Total					421,601
Review of expenditure					
Previous Academic Year 2016/2017	£446,160				
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 £286306	
Improve reading leading to greater achievement in reading across the school	Use of challenging questions to extract key information from challenging texts – organisation of reading sessions, and time given	100.3 scaled score up on last year 97.2. Attainment up to 56% from 47% but is still significantly below national average Pupil progress 0.2 is in line with national average	Reading that links with writing have made a difference 1:1 reading sessions are proving successful	Teaching assistant support in every year group and additional FT teacher in Y6 & 1 FT teacher in Y2 £226,288 +	

		Improvements noted in FSM outcomes up on last year at 101.1 (98.5 – 2016)		£23,400 £36,618 Deputy Head teacher 50% teaching commitment =
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 As above
Improve the teaching of maths across the school, with a particular focus on reasoning skills	All staff trained on mastery White Rose resources shared Focus on daily mastery skills	Boys did particularly well in 2017 with 74% of them achieving the standard	Girls fell behind boys in this cohort so different strategies will be implemented in 2017/18	Teaching assistant support in every year group and additional FT teacher in Y6 & 1 FT teacher in Y2 £226,288 + £23,400 £36,618 Deputy Head teacher 50% teaching commitment =
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
Improved reading skills for pupils with FSM, SEND & EAL leading to greater achievement in reading across the school	Improvement in outcomes for all readers up to 100.3 from 97 last year. Sen = 100.5↑ EAL = 95.5	FSM did well making significant improvements in reading in 2017. Not FSM pupils did not do as well at	Work on EAL needs to be developed further including how pupils are identified. Staff training will ensure better outcomes in 2018.	Soundswell (Speech Therapy) - £18,500

	FSM=101.1↑	99.4 but an improvement on last year even so.		
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
Improve behaviour & Attendance leading to greater achievement	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 outside agencies – develop resilience across the school Training from specialists to develop staff understanding of behaviour management Enrich the curriculum to motivate pupils Introduce Pivotal Education Train all pupils in team teach	Attendance remains close to National outcomes except for persistent absence which is higher at Benson. Behaviour is many good across the school	Continue to provide tailored approaches to pupils who require additional support and guidance Embed Pivotal approaches including scripts	Computer Explorers £20,000 Services for Education – Music – £28,144 Drama - £15,000 Parent worker 19,407 Attendance Officer £12,833 Learning mentor £21,411 Health mentor £37392

Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above</p> <p>There has been a significant drop in the funds received by the school due to new criteria attached to identification of need. This has impacted on the way we have spent the fund going forward for 2017/18. The biggest change has been to staffing – all our assistant head teachers continue to have a considerable teaching commitment and are back in class. Our new Deputy Head teacher has a 50% teaching commitment and our SENCo teaches a 25% timetable. In addition much of our funding now goes towards the costs of teaching assistants across the school.</p>

