

# Pupil premium strategy statement for Benson Community School 2018 - 2019

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	2018 -2019	Total PP budget	£415,870 316 pupils	Date of most recent PP review	October 2018
Total number of pupils	512	Number of pupils eligible for PP	61.7% (FSM) 316 pupils	Date for next internal review of this strategy	October 2019

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 - 40% (64% nationally)	37%	44%
% making progress in reading % attainment in reading	Average scaled score 99.6 (104 Birmingham)  43% achieved the expected standard in reading (75% nationally)  All Benson pupils average progress in in reading +0.2	99.3 Average scaled score (102.7 Birmingham)  41% achieved the expected standard in reading  PP pupils average progress in in reading -0.31	100.1 Average scaled score (105 National)  47% achieved the expected standard in reading
% making progress in writing % attainment in writing	72% (74% nationally) achieved the expected standard in writing	78% achieved the expected standard in writing	56% achieved the expected standard in writing

	10% achieved greater depth (20% nationally) All Benson pupils average progress in writing +2.3	PP pupils average progress in writing +2.15	
% making progress in maths % attainment in maths	All – 101.8 Average scaled score (Nationally 104) 58% achieved the expected standard in maths compared to 76% Nationally 17% achieved a high standard in maths compared to 24% nationally <b>Pupil Progress:</b> All pupils average progress in maths +0.56	101.9 Average scaled score (102.4 Birmingham) 63% achieved the expected standard in maths compared to 65% in Birmingham 18% achieved a high standard compared to 16% in Birmingham <b>Pupil Progress:</b> PP pupils average progress in maths +0.42 scaled score	50% scaled score 100+ 16% Higher standard
% scaled score EGPS % making progress in EGPS % attainment in EGPS	All 66% (National 78%) 31% achieved a high standard (34% nationally)	73% achieved the expected standard in EGPS compared to 71% in Birmingham 33% achieved a higher standard in EGPS compared to 30% in Birmingham	56% achieved the expected standard in EGPS 28% achieved a higher standard in EGPS

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
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 2018 data shows that the gap is around 32% when we are compared to national outcomes
B	Improved reading, writing and maths skills for all pupils and pupils with SEND & low attainers leading to greater achievement in combined scores across the school – current data shows that these vulnerable groups attain significantly lower than all pupils
C	Improve behaviour leading to greater achievement Attendance – Poor attendance of some pupils results in poor academic outcomes

<b>Desired outcomes</b>	
	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 55% in reading standards July 2018 at KS2 Achieve target of 70% in reading standards July 2018 at KS1 Achieve target of 62% in reading standards July 2018 at EYFS
B	Improved reading writing and maths skills for all pupils & pupils leading to greater achievement in combined across the school	Achieve target of 43% combined July 2018 at KS2 Achieve target of 70% combined July 2018 at KS1 Achieve target of 60 combined July 2018 at EYFS Narrow the achievement gap for all pupils and groups of pupils July 2018
C	Improve behaviour leading to greater achievement Rates of attendance are improving and where there has been persistent absence % is reduced	Reduction in numbers of fixed term exclusions 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 2018- 2019**

**Quality teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A 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 Introduce half hourly whole class reading sessions (vipers) across Y5/Y5	Reading gaps have improved by outcomes are still significantly below the national average. Boys and SEN pupils 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
Costs	10 Teaching assistants support in every year group £300,00				

<b>ii. Targeted support</b>					
iii. Other approaches					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Improve combined scores in RWM	Track pupil attainment and progress every half term. Use PixL interventions in Y5 Develop teaching skills to enable pupils to work in mixed ability groups	Combined scores continue to improve in every year group including Y6	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
Costs	£300,000- as above				
<b>ii. Targeted support</b>					
iii. Other approaches					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C 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	Low level behaviour can negatively affect achievement of all the pupils in class  Poor attendance can have a very negative effect on outcomes for pupils	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

<b>Cost</b>	Computer Explorers £20,000 Services for Education – Music – £28,000 Drama - £15,000 Parent worker £16,990 (50% of time) Attendance Officer £20,851 Pastoral Manager £19,714 (50% of time)			<b>£120,000</b>
<b>Total</b>				<b>£420,000</b>
<b>Review of expenditure</b>				
Previous Academic Year 2017/2018	<b>£446,160</b>			
1. Quality of teaching for all				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned and whether you will continue with this approach</b>	<b>Cost</b> £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	99.6 scaled score slightly down on last year 100.4. Attainment 43% from 56% but very high mobility Pupil progress 0.2 is in line with national average Improvements noted in FSM outcomes up on last year at 101.1 (98.5 – 2016)	Reading that links with writing have made a difference 1:1 reading sessions are proving successful  Scaled score 100.1 – in line with previous year. Pupil progress -2.3	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 =
2. Targeted support				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on</b>	<b>Lessons learned and whether you will continue with this approach</b>	<b>Cost</b> As above

		<b>pupils not eligible for PP, if appropriate</b>		
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 achieved better than boys this year. – Son the gap has narrowed. Gap between FSM and non FSM pupils in maths is not significant (101.8 compared to 101.9 respectively) In fact, children receiving pupil premium funding did better at reaching the expected standard in maths. 62% achieved the standard compared to 53% who did not receive funding.	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 =
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned and whether you will continue with this approach</b>	<b>Cost</b>
Improved reading skills for pupils with FSM, SEND & EAL leading to greater achievement in reading across the school	Improvement in outcomes for all readers maintained at 99.6 from 100.4 last year. Sen = 87.2 EAL = 98.6 up on last year FSM=97.2	FSM did well making significant improvements in reading in 2017. Not FSM pupils did not do as well at 99.4 but an improvement on last year even so.	EAL pupils achieved in line with other pupils in the school and 20% of this group achieved a higher standard in maths. Sen pupils still lag behind other groups.	Soundswell (Speech Therapy) - £18,500
3. Other approaches				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned and whether you will continue with this approach</b>	<b>Cost</b>

<p>Improve behaviour &amp; Attendance leading to greater achievement</p>	<p>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</p>	<p>Attendance remains close to National outcomes except for persistent absence which is higher at Benson.  Behaviour is many good across the school</p>	<p>Continue to provide tailored approaches to pupils who require additional support and guidance  Embed Pivotal approaches including scripts</p>	<p>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</p>
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<b>Additional detail</b>
<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 but are now out of class. This has enabled the school to release the Deputy Headteacher &amp; SENCO so that they can lead more strategically across the school</p>