

## Pupil premium strategy 2018-19

1. Summary information					
School	Binstead Primary School				
Academic Year	2018/19	Total PP budget	£34540	Date of most recent PP Review	July 2018
Total number of pupils	208	Number of pupils eligible for PP	26 (12.5%)	Date for next internal review of this strategy	March 2019

2. Current attainment (July 2018 attainment)			
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>All pupils Nationally</i>
% achieved ARE in reading, writing and maths at KS2 Year 6	25%	66%	70%
% achieved ARE in reading at KS2 Year 6	25%	69%	80%
% achieved ARE in writing at KS2 Year 6	50%	79%	83%
% achieved ARE in maths at KS2 Year 6	50%	83%	81%
% achieved ARE in Spelling, Punctuation and Grammar at KS2 Year 6		83%	
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>National figure for all pupils</i>
Progress in reading at KS2 Year 6	-3.51	-1.8	0.31
Progress in writing at KS2 Year 6	-1.35	-1.2	0.214
Progress in maths at KS2 Year 6	2.12	-0.1	0.31
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>All pupils Nationally</i>
% achieved ARE in reading at KS1 Year 2	67%	82%	75%
% achieved ARE in writing at KS1 Year 2	33%	79%	69%
% achieved ARE in maths at KS1 Year	33%	83%	76%
%achieved phonics check in Year 1	100%	90%	85%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>A.</b>	Circumstances at home and at school impact on the pupil's emotional wellbeing.	
<b>B.</b>	Attainment Gap between pupils eligible for PP and all pupils. Additional support is required to diminish their difference A small number also have SEND. Additional support is required for them to make accelerated progress from their different starting points.	
<b>C.</b>	Levels of resilience for some pupils (including those eligible for PP) are not good; this leads to an over-reliance on adults and a detrimental effect on progress.	
<b>D.</b>	Narrower range of learning opportunities outside the classroom accessed by PP pupils.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Provide support for children and families so that parents engage and work in partnership with the school. Pupils express their feelings and emotions through emotional literacy sessions and social skills sessions. Use the new FLO/ELSA to support families and children.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Raised self-esteem, concentration levels are increased and pupils are able to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers. Families in need of support with access Early Help where appropriate. Family Thrive Sessions will increase communication and engagement between school and home on the wellbeing of children.
<b>B.</b>	Attainment Gap between pupils eligible for PP and all pupils. Additional support is required to diminish their difference A small number also have SEND. Additional support is required for them to make accelerated progress from their different starting points.	Gap between PP and All pupils will diminish in 2018/19 Additional support staff will allow SEND pupils to make better than expected progress from their individual starting points.
<b>C.</b>	Levels of resilience for some pupils (including those eligible for PP) are not good; this leads to an over-reliance on adults and a detrimental effect on progress.	Pupils' resilience will improve and pupils will be more able and willing to have a go at work – even when it is challenging.
<b>D.</b>	Wider Outcomes: To provide a wider range of opportunities for pupils to access learning outside the classroom	All pupils eligible for PP participate in curriculum enrichment opportunities outside the classroom, including the more able disadvantaged pupils participating in enrichment workshops. Pupils will access residential, extra – curricular activities and wider opportunities.

5. Planned expenditure				
Academic year	2018/19			
How will Pupil Premium be spent in 2018/19?				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation/Review

<u>i. Quality First Teaching for all</u>				
High quality inclusive teaching for all pupil groups ensuring attainment and progress in line with peers.	<p>Teaching Assistants in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths 2017 outcomes. Staff training.</p> <p>Targeted groups of pupils will make progress in line with their peers</p>	Assessment data – milestone points. Learning walks focussing on the targeted support. Work scrutiny and moderation	<p>HT</p> <p>English/Maths/Curriculum Lead</p> <p>Senco</p> <p>Class Teachers</p> <p>TAs</p>	<p>Disadvantaged pupils at the end of KS2 had better outcomes than Non –disadvantaged in writing and maths, and RWM combined. They were 2% below in Reading.</p> <p>Pupils made progress in line with their peers.</p>
<b>Cost</b>	Deputy Head time/cover for Coaching/training for staff.			
To close identified gaps in learning for groups of pupils	<p>Appropriate layers of challenge for pupils. 1:1 and group teaching to include pre and post teaching of areas identified through ongoing formative assessment.</p> <p>Data, observations and book scrutiny identified consistency required in effectiveness</p>	Monitoring of Teaching and Learning Staff training and support	<p>HT</p> <p>Class Teachers</p> <p>TAs</p> <p>Senco</p>	As above

<b>Cost</b>	Senco Time/cover			
<b><u>ii. Targeted support</u></b>				
Identification of needs and barriers to learning for Pupil Premium pupils.	Referrals to external agencies for targeted support and guidance where needed.  Pupils Premium pupils with additional needs or SEND assessed in order to provide appropriate support and provision to accelerate progress.	Monitoring by SENCo. Planned support programme in place as a result of assessment and consultation.	Senco	As above
<b>Cost</b>	SENCo Time/ cover			
Identification of needs and barriers to learning by emotional challenges or family need for support	FLO/ELSA to support pupils and families who need emotional support over and above that of other pupils.	Monitoring by SENCo and HT. Governor for Safeguarding.	SLT SENCo	Families accessing support has increased this year, with more asking for help from ELSA/FLO
<b>Cost</b>	FLO/ELSA salary			
To diminish the difference between PP pupils and their peers in RWM	Small group teaching using additional TAs and 1 additional TA between Year 5 & 6 to run same – day interventions and pre/post teaching work.	Monitoring by SLT  Identification of needs by Senco and through Pupil Progress meetings	SLT  SENCO  Class Teachers	See results above
<b>Cost</b>	Additional TA 5 x afternoons per week			
<b><u>iii. Other Approaches</u></b>				
Support for families and pupils who are vulnerable or anxious – emotional wellbeing	Social skills/communication sessions either 1:1 or groups 1:1 time with the family through emotional behaviour consultant. CPD Training for staff (ELSA Role)	Feedback from Consultant Feedback from class teachers and SENCo in relation to attainment, wellbeing, motivation. Parental feedback through emotional checklists	HT/Senco/ FLO/ELSA	ELSA/Flo role expanded to support more vulnerable children and SEN. Staff training completed – impact

	<p>Family Thrive Course with Penny Crossley (The Crossley Company) and ELSA/FLO</p> <p>A number of PP children have anxieties which are a barrier to learning. Increased communication and emotional literacy sessions is proven to help with anxiety and development of social skills. Pupils with emotional and social needs will benefit from a better response and attitude towards their learning. Evidence that supported families benefit children in their well-being</p>	As above	As above	<p>on reduction of exclusions and behaviour incidences in school in relation to anxiety/complexities of home life.</p> <p>Teaching staff report being well supported and more aware of pupil's emotional needs and how to support them in lessons and how to break down the barriers to learning.</p>
<b>Cost</b>	FLO/ELSA salary			
All pupils have access to a wide range of extracurricular activities.	Participation in extracurricular activities - school trips which include residential and after school clubs (subsidised for PP pupils). Arts Award and Challenge Programme. Extended school activities raise both attendance levels and self-esteem for pupils engaging them in their learning. Provide enhanced opportunities for social experiences. Feedback from pupils will consistently highlight the engagement, enjoyment and learning these occasions provide.	Admin staff will be aware of PP children and ensure costs are applied appropriately for clubs and trips. Admin staff alerted to financial difficulties in families. All requests for funding viewed on a case by case basis. Pupil Feedback	HT SBM	All trips and excursions have been inclusive and open to all pupils.
<b>Cost</b>	Dependent on pupils and need.			