

**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | |
| **School** | Ben Rhydding Primary School | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £15100 | **Date of most recent PP Review** | Sept 17 |
| **Total number of pupils** | 212 | **Number of pupils eligible for PP**  **2017-18** | 9 | **Date for next internal review of this strategy** | Jan 2017 |

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|  | 1. **Current attainment** | | | |  |
| **Attainment for: 2016-2017 (2 pupils both SEND) KS2** | | *Y6 Pupils eligible for PP = 2* | *National* | *Pupils not eligible for PP = 24* | *National* |
| **% achieving expected standard or above in reading, writing and maths** | | 0% |  | 96% |  |
| **% achieving expected standard or above in reading** | | 0% |  | 96% |  |
| **% achieving expected standard or above in writing** | | 50% |  | 96% |  |
| **% achieving expected standard or above in maths** | | 50% |  | 100% |  |
| **Attainment for: 2016-2017 (1 pupil) KS1** | | *Y2 Pupils eligible for pp = 1* | *National* | *Pupils not eligible for PP= 31* | *National* |
| **% achieving expected standard or above in reading** | | 100% |  | 71% |  |
| **% achieving expected standard or above in writing** | | 0% |  | 74% |  |
| **% achieving expected standard or above in maths** | | 0% |  | 77% |  |

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| 1. **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)* | | | |
|  | | Social and emotional intelligence | |
|  | | Poor self-confidence and low self-esteem | |
| **C.** | | SEND range 1 SEMH | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Deprivation in home situation; narrow life experience outside of school. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | The attainment of the PP children is in line with the non – PP children (small numbers of PP pupils in each year group, including Y2 and Y6 make in school comparisons and national comparisons difficult). | | Children are able to reach the expected level of attainment in reading, writing and maths.  The interventions put in place have a positive effect on the attainment  Planning is directly linked to the objectives and gaps are closed. |
|  | PP children make progress in line with the non-PP children across all areas of the curriculum | | Progress is clear in their books  The interventions put in place have a positive effect on the achievement  Planning is directly linked to the objectives and gaps are closed. |
|  | The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. | | Whole school 2018 predicted progress outcomes are successfully achieved. |
|  | Children become more self-confident and their self-esteem is improved. | | Children are able to take pride in their work  They have the self-confidence to try things and rise to the challenge.  Teachers set them aspirational targets.  Interventions are put in place to improve self-esteem |

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| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | **2017/18** | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | |
| 1. **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?** | |
| The attainment of the PP children is in line with the non – PP children | Pupil progress meetings will look specifically at the PP children and track their attainment and progress.  Book scrutinies will be used to shows that progress is being made towards each PP pupils expected standard/target.  Interventions and support will be put in place to scaffold the learning and diminish the difference if and when learning gaps are identified. | | | Children who are not on track to meet their end of year target will recieve support from intervention groups.  (LSA, specific interventions for SEMH children) | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  Pupil data will be accurately recorded, reveiwed and used to show impact. | Peter Timms  Glen Hartford  Sandy Leach | | October 2017 and ongoing during pupil progress meetings. | |
| PP children make progress in line with the non-PP children across all areas of the curriculum. | Pupil progress meetings will look specifically at the PP children and track their attainment and progress.  Learning walks and monitoring will be used to identify and confirm that progress is in line with the expected rate.  Interventions and support is put in place to accelerate the progress. | | | Children who are not on track to make expected progress will gain support from intervention ( LSA, specific interventions for SEMH children) | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  The LSAs will have an impact file which is in line with the PM and will be reviewed in March. | Peter Timms  Glen Hartford  Sandy Leach | | October 2017 and ongoing during pupil progress meetings. | |
| Children become more self-confident and their self-esteem is improved | PSHE lessons and assemblies are regularly held with the children.Specific interventions such as anxiety gremlin and socially speaking will be used with the children who, through assessment, will benefit from them.  5 point scale in class to measure feelings.  . | | | Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale.  Children to learn strategies to help them take on challenges and to understand that failing is okay.  Working as a team in order to achieve a shared goal. | Staff to be trained during staff meetings and in class in order to deliver specific interventions.  Working with the children and giving them the responsibility to take the project further and to have a go. | Peter Timms  Sandy Leach  Gwyn Wilcock  Dawn Robinson | |  | |
| 1. **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?** |
| Children make expected or better progress and attainment. | Pupil progress meetings will focus on how the PP children are achieving and attaining.  . | | Children are tracked so that if the rate of progress is not in line interventions can be put in place to help support. | | Continue to track the children and ensure that the planning for specific objectives is out in place to help diminish the difference.  The impact of specific interventions will be tracked.  LSAs and teachers will work directly with the children to ensure that attainment is in line with expected standards. | | Peter Timms  Sandy Leach  Glen Hartford | | September 2017 |
| PP children make progress in line with the non-PP children across all areas of the curriculum | Pupil progress meetings will look specifically at the PP children and track their attainment and achievement | | Children who are not on track to make expected progress will gain support from intervention ( LSA, specific interventions for SEMH children) | | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  The LSAs will have an impact file which is in line with the PM and will be reviewed in March. | | Peter Timms  Glen Hartford  Sandy Leach | | January 2017 |
| Children to become more self-confident and their self-esteem is improved. | Specific interventions such as anxiety gremlin and socially speaking to be used with the children who would benefit from them.  5 point scale in class to measure feelings and if they feel anxious or upset this will be followed up by the adults in the class.  Children given specific roles and responsibilities both within the class and throughout the school.  . | | Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale.  Children to learn strategies to help them take on challenges and to understand that failing is okay.  Working as a team in order to achieve a shared goal. | | Staff to be trained during staff meetings and in class in order to deliver specific interventions.  Working with the children and giving them the responsibility to take the project further and to have a go.  Pupil trips and residential trips to Robinwood to help enhance life experiences, self-esteem and self-confidence. | | Peter Timms  Sandy Leach  Glenda Cumberland | |  |
| Teachers provide appropriate strategies and time for practice/interventions to embed and demonstrate an impact in all areas of learning. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up and meet, or surpass their progress targets. | HLTAs and TAs deliver targeted support to vulnerable children to accelerate their emotional and academic development, self-esteem, self-confidence and basic Skills.  Small group intervention to support reading, maths and writing using ‘real life’ themes. | | Education Endowment Foundation evidence suggests that small group tuition has a +4 months impact on learning.  Education Endowment Foundation evidence suggests that phonics tuition has a +4 months impact on learning.  Education Endowment Foundation evidence suggests that 1:1 tuition has a +5 months impact on learning | | Children are accessing the curriculum fully and engaging in meaningful, holistic and ‘real life’ learning opportunities to ensure learning across all curricular areas is accelerated.  Lesson Observations/monitoring cycles  School Assessment Evaluations and actions  Pupil Progress Meetings  Work In Books | | Peter Timms  Sandy Leach  Glenda Cumberland  Lucy Alston | | £13,600 (Classroom support and interventions)  £1500 (School trips and residentials)  Total  £15,100 |
| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | **2016/2017** | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | | | **Lessons learned** | | | | **Cost** |
| The attainment and achievement gap is closed between PP children and non-PP children | Planning altered to ensure learning needs are met based on the previous outcomes | The children’s learning is more continuous and is based on achievement from the previous lesson. Therefore the approach is more individualised in the classroom.  The numbers of children in each class are very low and so the outcomes are difficult to judge as an overall group. | | | Continue with the planning approach as it is now making a significant impact on the outcomes for the children.  Review the impact of interventions regularly to ensure the best results for the children. | | | |  |
| 1. **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** |
| The interventions chosen for the children impact significantly on the outcomes for those children | Interventions tailored to the gaps in learning presented by the pupils | 55% of the 12 children in receipt of PP in 2016-17 were also on the SEND register. Each child had a provision map which ensured the interventions were timely and addressed their needs. The small number of PP throughout the school and the high % of PP with SEND make it difficult to draw any conclusions with confidence.  However, as with the majority other pupils, all the PP pupils made their required progress. This will continue to be monitored. | | | Review the impact of interventions regularly to ensure the best results for the children. | | | | £18,625 |

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| 1. **Additional detail** |
| Current school data supports that the PP is helping pupils within the school to meet and surpass their progress targets. This is being achieved through an accurate assessment system, targeted interventions, challenging performance management targets and the introduction of challenging pupil targets.  The number of children eligible for Pupil Premium in 2016-17 was 11, this represented 5% of the schools pupil population. 6 out of the 11 (55%) Pupil Premium pupils were also on the SEND register. Attainment and progress for all the Pupil Premium throughout the school for the academic year 2016-17 was:  **Progress**  Reading 10/11 PP pupils made their expected progress = 91%  Writing 11/11 PP pupils made their expected progress = 100%  Mathematics 11/11 PP pupils made their expected progress = 100%  **Attainment**  Reading 6/11 PP pupils reached their ARE = 56%  Writing 5/11 PP pupils reached their ARE = 45%  Mathematics 6/11 PP pupils reached their ARE = 56%  **Current Pupils’ Progress and Attainment 2016-17**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Name** | **Reading** | | **Writing** | | **Maths** | | **SEN?** | |  | Progress | Attainment | Progress | Attainment | Progress | Attainment |  | | **Pupil A Year 6** | Accelerated  (5A+) | Exceeding  (5A+) | Accelerated  (5A+) | Exceeding  (5A+) | Accelerated  (5A+) | Exceeding  (5A+) | NO | | **Pupil B Year 6** | Expected  (5A) | Exceeding  (5A) | Accelerated  (5A+) | Exceeding  (5A+) | Expected  (5A) | Exceeding  (5A) | NO | | **Pupils C**  **Year 6** | Expected  (5C-) | Below  (5C-) | Expected  (5C-) | Below  (5C-) | Expected  (5C-) | Below  (5C-) | YES | | **Pupil D Year 6** | Accelerated  (5C) | Below  (5C) | Accelerated  (5C) | Below  (5C) | Expected  (5C-) | Below  (5C-) | YES | | **Pupil E**  **Year 6** | Accelerated  (5A-) | Exceeding  (5A-) | Accelerated  (5A-) | Exceeding  (5A-) | Accelerated  (5A) | Exceeding  (5A) | TBC | | **Pupil F**  **Year 3** | Accelerated  (2B-) | Expected  (2B-) | Accelerated  (2B-) | Below  (2c) | Accelerated  (2B-) | Below  (2c) | TBC | | **Pupil G**  **Year 4** | Expected  (3c-) | Below  (3c-) | Accelerated  (3c) | Below  (3c) | Expected  (3c-) | Below  (3c-) | YES | | **Pupil H**  **Year 2** | Slow  (1B) | Below  (1B) | Expected  (1B) | Expected  (1B) | Expected  (1B-) | Expected  (1B-) | TBC | | **Pupil I**  **Reception** | N/A | N/A | N/A | N/A | N/A | N/A | YES |   PP Progress and Attainment of current pupils  Number of PP pupils making their expected progress in:  Reading 7/8 = 88%  Writing 8/8 = 100%  Maths 8/8 = 100%  Number of PP pupils making their expected ARE in:  Reading 4/8 = 50%  Writing 4/8 = 50%  Maths 4/8 = 100%  With such a small number of PP pupils confidence levels in this data are low. Each pupils represents 12.5%.  50% of the PP pupils (4/8) are also on the SEND register. This will lso have to be taken into account when looking at the % of PP meeting ARE at the end of the year. All the none SEND PP pupils (4/4) met ARE at the end of the academic year (100%).  **Overall Assessment Headlines and Actions July 2017**  Whole School Pupils Progress in July 2017   |  |  |  |  | | --- | --- | --- | --- | | TOTAL EXPECTED+ PROGRESS | | | | |  | READING | WRITING | MATHS | | EYFS (29) | % | % | % | | YEAR 1 (31) | 81% | 83% | 77% | | YEAR 2 (32) | 81% | 97% | 94% | | YEAR3 (31) | 90% | 97% | 84% | | YEAR 4 (34) | 100% | 94% | 90% | | YEAR 5 (31) | 97% | 100% | 90% | | YEAR 6 (26) | 100% | 100% | 100% |  |  |  | | --- | --- | | PROGRESS KEY | | | 0% - 70% |  | | 70% - 80% |  | | 80% + |  |   **Reading**   * Overall picture is very positive with all cohorts having at least 85% of the children making the progress. * The children in each cohort who have not made expected progress have been highlighted by the teacher and have case studies with background, actions, interventions and previous work documented.   **Writing**   * In all cohorts great progress has been made to address the figures for February and now all year groups are making at least 85% progress- with 4 year groups making over 95% progress   **Maths**   * The maths progress shows that most cohorts have at least 85% making expected progress. * Year’s 2, 4, 5 & 6 show particularly positive picture with over 90% making at least expected progress. * The children who have not made expected progress at this point in the year have been highlighted by the teacher and have case studies with background, actions, interventions and previous work documented.   An improvement in school data, both internally and nationally, shows that the strategies being funded by the PP and deployed by the school are having a positive impact on pupil outcomes.  **Test results 2016**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | BRPS  % Met the expected standard  100 | National  % met the expected standard  100 | BRPS  Met High level of achievement 110+ | National  Met High level of achievement 110+ | BRPS  Average scaled score | National Average scaled score | BRPS progress measure | | Reading | 87% | 66% | 65% | 19% | 111.0 | 102.6 | +4.16 | | Writing | 74% | 74% | 19% | 15% | N/A | N/A | -1.09 | | Grammar | 90% | 72% | 58% | 22% | 110.6 | 104.0 | N/A | | Maths | 84% | 70% | 39% | 17% | 108 | 103.0 | 1.65 | | Overall | 68% | 53% | 13% | 5% | N/A | N/A | N/A |   **End of Key Stage 1 2016**   |  |  |  | | --- | --- | --- | |  | BRPS met the expected standard | National Met the Expected standard | | Reading | 75% | 74% | | Writing | 53% | 65% | | Maths | 69% | 73% | | Overall (reading+writing+maths) | 47% | 60% |   **Phonics screening test 2016**   |  |  |  | | --- | --- | --- | |  | BRPS (met the expected standard) | National (met the expected standard) | | Phonics (year 1) | 91% | 81% |   **Test results 2017**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | BRPS  % Met the expected standard  100 | National  % met the expected standard  100 | BRPS  Met High level of achievement 110+ | National  Met High level of achievement 110+ | BRPS  Average scaled score | National Average scaled score | BRPS progress measure | | Reading | 88% | 71% | 58% | NA% | 109.0 | 104 | +2.7 | | Writing | 92% | 76% | 27% | NA% | N/A | N/A | +0.3 | | Grammar | 96% | 77% | 50% | NA% | 110.0 | 104.0 | N/A | | Maths | 96% | 75% | 44% | NA% | 110.0 | 104.0 | +1.9 | | Overall | 85% | 61% | 27% | 10% | N/A | N/A | N/A |   **End of Key Stage 1 2017**   |  |  |  |  | | --- | --- | --- | --- | |  | BRPS met the expected standard 100 | BRPS  Met High level of achievement 110+ | National Met the Expected standard | | Reading | 71% | 46% | 74% | | Writing | 72% | NA | 66% | | Maths | 75% | 50% | 73% | | Overall (reading+writing+maths) | 63% |  | 60% |   **Phonics screening test 2017**   |  |  |  | | --- | --- | --- | |  | BRPS (met the expected standard) | National (met the expected standard) | | Phonics (year 1) | 81% | 81% | |