Pupil Premium Statement

bentley new village primary school

headteacher: kirsten mckechnie

2018 - 2019

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| 1. **Summary information** | | | | | |
| **School** | Bentley New Village Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £185,460 | **Date of most recent PP Review** | December 2018 |
| **Total number of pupils** | 283 | **Number of pupils eligible for PP** | 141 (50%) | **Date for next internal review of this strategy** | February 2019 |

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| 1. **KS2 Attainment 2017-18** | | | | |
|  | *2017-2018 KS2 Outcomes Pupil Premium* | *2017-18 KS2 Outcomes*  *Non Pupil Premium* | *2017-18*  *Difference* | *2017-18 KS2 PP Outcomes National* |
| **% achieving in reading, writing and maths** | 63% | 89% | 26% | 49% |
| **% making progress in reading** | 75% | 89% | 14% | 63% |
| **% making progress in writing** | 69% | 89% | 20% | 67% |
| **% making progress in maths** | 75% | 100% | 25% | 62% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **Identified Issues Evidence** | | | |
|  | | Behaviour issues for a small group of Year 3 & 4 pupils (83% PP) in addition to key identified pupils from other year groups is having a detrimental effect on their ability to access the classroom, remain on task and thus make academic progress, compared that of their peers. To enable these pupils to succeed, a bespoke learning approach has been identified with relevant CPD training. | 2017-2018  PP exclusions half termly; 71%, 71%, 100%, 100%, 75%, 80%. Average 83% PP  15/18 pupils excluded PP 83%  SEN exclusions half termly: 76%, 100%, 75%, 100%, 100%, 100%. Average 92% SEN of which 70 -100% SEMH  CPOMs  Individual pupil progress and attainment data  Class Behaviour & Inclusion files  Lesson observations/Monitoring |
|  | | Pupils in Years 3,4 & 5, who are eligible for PP, did not achieve as well as others in Reading and Writing. | Year 2: Combined 38%, Reading 48%, Writing 43%, Maths 57%  Non PP; Combined 56%, Reading 67%, Writing 72%, Math 67%  Year 3: Combined 13%, Reading 13%, Writing 20%, Math 13%  Non PP: Combined 43%,Reading 50 %, Writing 50%, Math 43%  Year 4; Combined 40%, Reading 45%, Writing 45% Maths 40%  Non PP; Combined 69%, Reading 84%, Writing 77%, Math 77% |
| **C.** | | Phonics Year 1 PP and Year 2 Resits obtained positive results through specific intervention delivered by trained staff to identified pupils. To maintain this upward trend, PP pupils need targeted support and daily intervention. | 2017-2018;  Year 1 88% compared to national 71%  Non PP 62% compared to national 85%  Year 2 resits; 71% compared to national 55%  Non PP 0% compared to national 64% |
| **External barriers** | | | |
| **D.** | | Attendance; pupils, who are eligible for PP, form one of the lowest vulnerable group attenders with 94%. PA group analysis shows that 49% of persistent absentees are PP. | 2017-2018 Attendance data, group analysis, PA data |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes* | | *Success criteria* |
|  | Behaviour issues for the small group of Year 3 & 4 pupils are addressed through Thrive and a bespoke learning approach and environment. Behaviour incidents are reduced and they make progress against their social and emotional and academic targets. | | No. of fixed term exclusion has been reduced term on term  No. of safe holds are reduced term on term  Curricular coverage increased  Curricular progress improved  Social and emotional progress is improved  Outer agency involvement where relevant to support learning and development |
|  | Pupils, eligible for Pupil Premium, close the gap and achieve their end of year targets for years 3,4,5 | | 2018-2019  Year 3 PP; Combined 9%,  Reading 37% below, 63% ARE, 0% GD  Writing 47% below, 53% ARE, 0% GD  Math 37% below, 585 ARE, 5% GD  Year 4 PP: Combined 18%  Reading 27% below, 63% ARE,10% GD  Writing 40% below, 43% ARE, 17%GD  Math 27% below, 63% ARE, 10% GD  Year 5 PP; combined 21%  Reading 34%, 53% ARE,13%GD  Writing 35%, 63% ARE, 3% GD  Math 31% below, 59% ARE, 9% GD |
|  | Pupils in KS1, who are eligible for PP, achieve as well as other pupils in attaining a pass in the Year 1 Phonics screening or during Year 2 re-sits. This has impact upon the success of PP eligible pupils in attaining Exp Or GD in KS1 reading outcomes. | | Year 2018-2019  80% PP pupils predicted to pass the Year 1 screening  66% PP pupils predicted to pass the Year 2 resits |
|  | Attendance, for pupils eligible for PP, is improved  PA, for pupils eligible for PP, is reduced  PP pupils have eaten breakfast each day | | Reduce the number of persistent absentees among pupils eligible for PP by 10% to 39%  PP attendance improves from 94% to 97% in line with the whole school target  Pupils eligible for PP have access to breakfast club  Pupils attending the attendance incentives increases term by term. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018-19** | | | | |
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| **Project A – Social and Emotional Development** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **Staff lead** | **When will you review implementation?** |
| Behaviour issues for a small group of Year 3 & 4 pupils and key identified pupils, are addressed through Thrive and a bespoke learning approach and environment. Behaviour incidents are reduced and they make progress against their social and emotional and academic targets. | Identified pupils in Year 3 & 4 receive an intensive Thrive based approach to their learning in a reduced and supportive environment. Sessions are led by Thrive qualified practitioners and qualified teaching staff. | | The Thrive approach advocates that each child has to have a ‘good’ brain development from birth to allow them to be developmentally ready to learn. Case studies and evidence shows that where a child has trauma or insufficient parenting, it can affect the synapsis and links made within the brain linking behaviour to thinking. Whilst these gaps in a child’s development exists, it limits the academic progress that they can make. By reprogramming the brain through the Thrive approach, we can increase a child’s emotional development to a stage where they are more perceptive and ready to learn. | **AS, LW, KG,** | **Feb 2019**  **May 2019**  **July 2019** |
| Thrive qualified Inclusion Manager is in place; quality assuring Thrive delivery, screening and monitoring progress. CPD is delivered to all members of staff with further bespoke training to staff with specific Thrive responsibilities or to key workers to Thrive pupils. | | **LW** |  |
| **Total budgeted cost** | | | | | **51%** |
| **Project B –Years 3,4 &5 attainment** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **Staff lead** | **When will you review implementation?** |
| Pupils, eligible for Pupil Premium, close the gap and achieve their end of year targets for years 3,4,5 | Identified pupils with SEMH in these cohorts are supported by members of the Thrive team, enabling a positive learning environment for all learners in class.  Class teacher is released weekly for CPD opportunities and supported by AHT to ensure QFT. | Identified pupils need targeted support to catch up to be in line to meet their end of year and end of key stage targets.  Research shows that strengthening quality first teaching has a greater impact upon pupil progress than intervention programmes. | | **KH,**  **SS,** | **Feb 2019**  **May 2019**  **July 2019** |
| **Total budgeted cost** | | | | | **26%** |
| Desired outcome; There is an increase in the number of PP pupils attaining ARE in Years 3,4 and 5 in Reading, Writing, Maths.  Action; Class teacher to be released by HLTA to provide CPD opportunity for the CT  Staff led; KH & VS (Data Lead) | | | | |  |
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| **Project C – Phonics** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **Staff lead** | **When will you review implementation?** |
| Pupils in KS1, who are eligible for PP, achieve as well as other pupils in attaining a pass in the Year 1 Phonics screening or during Year 2 re-sits. This has impact upon the success of PP eligible pupils in attaining Exp Or GD in KS1 reading outcomes. | A group of skilled phonics deliverers – including the R,W,Inc Champion to deliver daily phonics sessions to Year 1.  RWInc Champion to monitor the impact of teaching and learning in phonics in FSU and KS1. | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Children failing to pass the Year 1 phonics screening do less well in the future in reading. Those that do not pass the re-sit in Year 2 often never catch-up | | **SH** | **Feb 2019**  **May 2019**  **July 2019** |
| 1:1 phonics sessions delivered to support borderline children in becoming securely competent at decoding, fluency and accuracy | **SH** | **Feb 2019**  **May 2019**  **July 2019** |
| **Total budgeted cost** | | | | | **11%** |
| Desired outcome; The number of pupils, eligible for Pupil Premium, passing the Phonics screening test is maintained or surpasses 2017’s results. There is an increase of pupils who achieve ARE in the Year 2 reading SATs (2020) as a result.  Action; Intervention to be delivered by qualified 1:1 RWInc staff member  Staff; SH, T.CH, | | | | |  |
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| **Project D** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **Staff lead** | **When will you review implementation?** |
| Attendance, for pupils eligible for PP, is improved  PA, for pupils eligible for PP, is reduced  PP pupils have eaten breakfast each day | Inclusion Manager has specified job role of monitoring daily the attendance, Persistent Absentees and Lates. Pupils identified as either PA, becoming PA or frequently late are supported with action taken.  ASP meetings and EPNs are carried out. | Attendance directly impacts the progress a child makes both academically and socially.  Pupil progress meetings and data tracking shows a link between poor attenders and pupils off track to meet their targets. | | **AS,**  **GF,**  **CB,**  **LW** | **Feb 2019**  **May 2019**  **July 2019** |
| Attendance initiatives and rewards are updated and impact is monitored. |
| Breakfast club is funded for Pupil Premium children to support their attendance. | **AS with KMc** | **Feb 2019**  **May 2019**  **July 2019** |
| **Total budgeted cost** | | | | | **12%** |
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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| **Project A –** | | | | |
| **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** |
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| **Project B** | | | | |
| **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** |
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| **Project C** | | | | |
| **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** |
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| **Project D –** | | | | |
| **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** |
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| **Project E –** | | | | |
| **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |