



Berewood Primary School
Pupil Premium Strategy Statement 2017-18

| 1. Summary information | | | |
|---|--------------------------|---|-----------|
| Total number of pupils on roll | 245 and rising | | |
| Total number of pupils eligible for PPG | 68 pupils (October 2017) | Proportion of school population | 27.8% |
| Total amount of PPG expected | £ 85,638 | Date of next internal review of this strategy | June 2018 |

| 2. Current attainment (Summer 2017) | | |
|---|-------------------------------|-------------------|
| | <i>Pupils eligible for PP</i> | <i>All pupils</i> |
| % achieving Expected or above in KS1 in reading, writing and maths | 25% | 47.3% |
| % reaching expected standard in phonics check (Y1) | 50% | 61% |
| % reaching expected standard in phonics check (Y2) | 71% | 86% |

3. Barriers to future attainment (for pupils eligible for PP, including higher attaining)

In-school barriers

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| A. | Individual learning needs | • |
| B. | Parental engagement and support / concerns relating to mental health | • |
| C. | Concerns related to personal health and emotional well-being | • |

External barriers

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| D. | Poor attendance | • |
| E. | Lack of aspiration and cultural experiences | • |
| F. | Turbulent and changing demographic of school | • |

4. Desired outcomes

| | Planned actions to address identified barriers | Success criteria |
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| A. | <ul style="list-style-type: none"> • Staff development- quality feedback and well-chosen learning activities • Induction support for new staff to focus on PP and barriers / needs • Improving resources to meet learning needs • Individual and group interventions • Additional booster sessions • External professional support- speech and language, Educational Psychologist, outreach from special schools / other services • Pupil Progress reviews • Pupil conferencing trials | <ul style="list-style-type: none"> • Pupil premium children make good progress relative to their starting points • Diminish difference between Y1 phonics check highlighted in 2016-17 review • Diminish difference in progress scores for PP starting points at BPS |
| B. | <ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • Nurture and Triple P training courses held at school • Targeted sessions for parents / carers | <ul style="list-style-type: none"> • Increased engagement with harder to reach families • Parents evaluate engagement at parent courses as useful or very useful • Good attendance at targeted family intervention, e.g. Phonics Impact |
| C. | <ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • Targeted support from Behaviour Support Specialist • Breakfast meetings • Targeted ELSA provision • Targeted Play therapist support • Transition support to secondary schools • Dogs as Therapy | <ul style="list-style-type: none"> • Evaluation from targeted support indicates successful impact against initial targets • All children more ready to engage in learning (teacher judgement) • Improved SDQ scores • Those eligible for Pupil Premium transition with confidence to their secondary school |

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| D. | <ul style="list-style-type: none"> Targeted support from trained Parent Support Worker ELSA provision Dogs as Therapy | <ul style="list-style-type: none"> Improved attendance rates for targeted pupils Reduction in overall persistent absence rates Pupil Premium attendance rates improve over the year Scaling and questionnaires show improvement against targets |
| E. | <ul style="list-style-type: none"> Facilitate access to and financial support for attendance at school and other clubs Funding support for school enrichment Funding for holiday activities / visits | <ul style="list-style-type: none"> Full pupil premium participation in enrichment activities Increased involvement in out of school and school clubs Increased opportunities for enrichment experiences |
| F. | <ul style="list-style-type: none"> Regular review impact of spending Leadership to oversee trials for new expenditure (e.g. conferencing) Attend networking within cluster and Trust to support development of leadership and management | <ul style="list-style-type: none"> Leadership skills increased Confident decisions based on school impact assessments for spending PP in short and long term New strategies explored and impact assessed |

Planned expenditure

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Evidence and rationale for this choice | Staff lead | Review |
|------------------------|---------------------------------|--|---------------------|--|
| A | Additional training for staff | Feedback and learning activities crucial to good progress for all pupils Staff development will have a long term impact Pupil Progress reviews to identify issues at early stage | SP / class teachers | Termly as part of CPD report to Governors Annual PM cycle |

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| A | Additional staffing in EYFS | Supporting transition into YR and decreasing time needed for part time attendance enhances learning from the start | VB / DS / SP / VK | Half term PP reports Staff PM reviews Annual PM cycle |
| A, C | Additional staffing- Teaching assistant | To maximise impact, previous reviews have shown that this is best linked closely to classroom learning, and class TAs are well placed to do this as they have been part of the initial learning | VK | Half term Pupil Premium reports from teachers Annual PM cycle |
| A, B, C, D | Resources, including food for breakfast | Additional materials purchased to support interventions, therapist work etc a necessity for sessions to run | SP / IF | Monthly budget reviews |

| Planned expenditure | | | | |
|-----------------------------|---|--|-------------------|--|
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Evidence and rationale for this choice | Staff lead | Review |
| A, C | Additional staffing- Teaching assistant | To address individual learning needs of PP though small group and individual session Additional staff to support in booster (Y6) and phonics (Y1/2) and to increase reading one to one time for PP children | VK | Half term Pupil Premium reports from teachers Annual PM cycle |

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|----------------|--|---|----|--|
| A | Additional staffing-teachers | Small group and individual booster support with fully trained teachers is expensive, so needs to be carefully targeted, but has high impact (EEF). Additional teaching time allocated to Y6 as part of SATs booster | SP | At Pupil Progress meetings Annual PM cycle |
| A | External Professional support (EP, Speech and Language therapy, outreach from Special Schools) | Trained colleagues (e.g. EP) identify barriers and advice on interventions and Pupil Passports objectives Training delivered by EP / outreach building staff skills, knowledge long term impact as part of staff CPD | VK | July 2018 |
| B, C, D | Parent Support Worker | Skilled professional working often in family homes and leading training, recognised as very effective by families and as part of school reviews | VK | Half term review of case load |
| C, D | ELSA | Trained staff working with supervision, to support individuals. Recognised as successful by HCC EP service, and school's own impact and reviews | VK | Half term review of case load Annual PM cycle |
| C | Behaviour support specialist | Poor behaviour affects learning of whole class. Over time there has been a reduction in poor disruptive behaviour | VK | Termly review with BD / FBPA |
| C | Play therapist | SDQs completed at the beginning and end of programme indicate improved mental health and well-being | VK | Half term review of case load |

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| Planned expenditure |
| iii. Other approaches |

| Desired outcome | Chosen action / approach | Evidence and rationale for this choice | Staff lead | Review |
|------------------------|--|---|-------------------|--|
| A, B, C, D | Resources, including food for breakfast | Additional materials purchased to support interventions, therapist work etc a necessity for sessions to run | SP / IF | Monthly budget reviews |
| E | Funding for trips, visits, club attendance | Access to experiences widen horizons and raise aspirations- some of our children (and parents) had their first trips to London and to museums and use of trains through school visits programme | SP / IF | Monthly budget reviews |
| F | SLT attend local and Trust CPD / workshops | Strong and focused leadership improves outcomes for PP children Impact studies in 2016-17 added to confident provision for 2017-18 | SLT | CPD reviews / SP performance management review |

| Review of expenditure 2017-18 | | | |
|--------------------------------------|---|---------------|---------------|
| Cost | | Review | Impact |
| £ | Additional training for staff | | |
| £ | Additional staffing- Teaching assistant | | |

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| £ | Additional staffing- teachers | | |
| £ | External Professional support (EP, Speech and Language therapy, outreach from Special schools) | | |
| £ | Parent Support Worker | | |
| £ | ELSA | | |
| £ | Behaviour support specialist | | |
| £ | Play therapist | | |
| £ | Resources, including food for breakfast | | |
| £ | Funding for trips, visits, club attendance | | |

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| £ | CPD for SLT | | |
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