



Berewood Primary School
Pupil Premium Strategy Statement 2016-17

1. Summary information			
Total number of pupils on roll	195 and rising		
Total number of pupils eligible for PPG	61 pupils (May 2017)	Proportion of school population	30.8%
Total amount of PPG expected	£ 72,455.00	Date of next internal review of this strategy	June 2017

2. Current attainment		
		<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in KS1 in reading, writing and maths	Summer 2017	47.3%
Phonics Check (Year 1)	Summer 2017	61.2%
Phonics Check (Year 2)	Summer 2017	86.8%

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

In-school barriers

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

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
A.	<ul style="list-style-type: none"> • Staff development- quality first teaching • 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 implemented 	<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 2015-16 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
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) • Pupil Premium transition with confidence to their secondary school
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

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 	<ul style="list-style-type: none"> Full pupil premium participation in enrichment activities Increased involvement in out of school and school clubs
F.	<ul style="list-style-type: none"> Regular review impact of spending Leadership to attend training in use of PP 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

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	Quality First Teaching is key 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
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 through 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
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 2017
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

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 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 2015-16 added to confident provision this year	SLT	CPD reviews / SP performance management review

Review of expenditure 2016-17

Cost		Review	Impact
£1,555	Additional training for staff	QFT and individualised support as part of induction for new staff ensured at least good judgements for quality of teaching, learning and assessment (Ofsted July 2017)	High impact for all pupils, skills built in areas prioritised (moderation, assessment, phonics)
	CPD for SLT	Few opportunities but well used and added to reflection of current provision, as well as suggesting new and different strategies for next year	Good
£22,782	Additional staffing- Teaching assistant	Intensive support for phonics check had good impact, though earlier intervention would have improved outcomes for PP Increased support used effectively, although not all able to ensure additional daily reading for PP	Good impact, increase time and ensure support / intervention is more targeted and responsive to data
	ELSA	Targeted children supported and improved engagement, confidence and enjoyment at school Families supported and issues addressed Behaviour and attention in class improved Versatile and timely support available- more hours needed next year	High
£3360	Parent support worker	Targeted families supported and challenged. Engagement of most families improved Nurture programme very useful for those who	High

		regularly attended Communication between school and home enhanced	
£30,616	Additional staffing- teachers	Cover costs for transition days / home visits added to understanding of individual needs / barriers. Support for new children enhanced Release for teachers to attend training indirect impact on PP, but improved high quality interventions overall	Good impact on relationships and awareness of needs as children start at school
£3225	External Professional support (EP, Speech and Language therapy, outreach from Special schools)	Changes in staffing from speech and language support impacted on consistency in messages Outreach from Special Schools highly valued and continuing EP support very useful in building knowledge, supporting identification of needs and actions to address concerns	High impact (EP) Good impact (therapy / outreach)
£5223	Behaviour support specialist	Targeted children supported and challenged in their behaviours Improvements meant that a wider and younger group of children could access support	Good
	Play therapist	Targeted support increased engagement and self-esteem. Families supported and parental skills improved Expensive so important to target accurately	Good
£4031	Resources, including food for breakfast	Small but useful expense, enabling a few children to begin the school day in a more nurtured environment, so able to access learning in lessons	Good

	Other resourcing, including additional staffing	more quickly.	
£1,472	Funding for trips, visits, club attendance	Enabled all PP children to attend all additional enrichment opportunities.	High