



Berewood Primary School
Pupil Premium Strategy Statement 2018-19

1. Summary information			
Total number of pupils on roll	305 and rising		
Total number of pupils eligible for PPG	78 pupils (September 2018)	Proportion of school population	25.6%
Total amount of PPG expected	£100,010	Date of next internal review of this strategy	July 2019

2. Current attainment (Summer 2018)		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% achieving Expected or above in KS1 in reading, writing and maths	58.3%	63.2%
% reaching expected standard in phonics check (Y1)	72.7%	88.1%
% reaching expected standard in phonics check (Y2)	50%	50%
% reaching GLD in EYFS	64.7%	82.1%

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

In-school barriers

A.	Individual learning needs	•
B.	Poor parental engagement and support / concerns relating to parents' 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 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 • Continue to diminish difference between Y1 phonics check highlighted in 2016-17 review and improved in 2017-18 • 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
C.	<ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • Training and targeted support of school's own Behaviour Support Specialist • Breakfast meetings • Targeted ELSA provision • 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) • Those eligible for 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

		<ul style="list-style-type: none"> 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. progress reviews) Attend networking within cluster and Trust to support development of leadership and management Increased staff CPD in leadership at all levels (e.g. NPQH, MLNPQ) 	<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
A	Additional staffing in EYFS	Supporting transition into YR and decreasing time needed for part time attendance enhances learning from the start	VB / FB / 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 / LA	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 and Y2 as part of SATs booster, and to Y1 and Y2 for phonics checks	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 2019
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 teachers / outreach

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, ELSA 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	Senior teachers attend local and Trust CPD / workshops	Strong and focused leadership improves outcomes for PP children Impact studies in 2017-18 added to confident provision for 2018-19	SLT	CPD reviews / SP performance management review

Review of expenditure 2018-19				
Cost		Review	Impact	
£	Additional training for staff			
£	Additional staffing- teachers			
£	Additional staffing- teaching assistants			

£	External professional support- EP, speech and language, school nurses, outreach from special schools		
£	Parent Support Worker		
£	ELSA		
£	Behaviour Support Specialist- training and time		
£	Resources, including food for breakfast / breaks, equipment for group / individual sessions		
£	Funding for trips, visits, uniforms, enrichment, club attendance		
£	CPD for senior and middle leaders		