



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
Total amount of PPG received	£90,851		

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

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 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

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

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

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

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
£734	Additional training for staff	Staff CPD, particularly in identifying and addressing learning needs of pupils in receipt of Pupil Premium has continued across the year, including focus meetings, coaching, paired and team working, and addressing developments such as use of Pupil Premium reports, interventions and working with parents. External advice and support from Outreach has been more targeted as year teams have become established especially in KS1 classes.	Pupils have received targeted intervention and progress has increased overall for each individual. High impact for all pupils, skills built in areas prioritised (moderation, assessment, phonics)
£44,700	Additional staffing- Teaching assistant	With increased staffing Intensive support and monitoring for phonics checks was in place earlier this year. Additional staffing was targeted at vulnerable groups and linked to assessment of need through the PP half term reviews	High impact for all pupils. Where staffing was increased, time available for direct teaching and intervention increased and impacted on individual successes, notably in phonics and maths
£34,077	Additional staffing- teachers	Adjustments to teaching groups enabled staff to focus on need and adjust provision for groups including children in receipt of PP Intervention was sometimes supported through additional teacher time Cover costs for PP and progress reviews,	More time was available for staff to work with individuals including those new to the school, building confidence and focusing of learning and progress from the start.

		transition sessions, home visits and for courses increased time and quality of provision.	
£1,703	External Professional support (EP, Speech and Language therapy, school nurses, 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. The EP has led training and supported complex conversations with families, as well as increased the school's capacity to support children with SEND and in receipt of PP. Consistent support from the school nurse team with same nurse over the year.	High impact (work with EP and school nurses) good impact elsewhere.
Included in other	Parent Support Worker	Easy to access support for families, highly valued by parents	High impact on engaged families, children more ready to learn and parents supported
Included in additional staffing, teaching assistant	ELSA	Targeted children supported and improved engagement, confidence and enjoyment at school Families supported and issues addressed Behaviour and attention in class improved. Changes in arrangements over the year with staffing changes, but new staff appointed for 2018-19.	High, and highly valued by parents and staff

Included in other costs	Behaviour support specialist	Targeted children supported and challenged in their behaviours Improvements meant that a wider and younger group of children could access support School staff training enhanced by working alongside specialist	High impact for children receiving support Training for school staff is enabling the role to be sustainable and internally developed.
£4,925	Play therapist	Targeted support increased engagement and self-esteem. Families supported and parental skills improved	Impact for families engaged in this work is high, but limited due to costs
£748	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 more quickly.	Good
£1,579	Funding for trips, visits, club attendance	Enabled all PP children to attend all additional enrichment opportunities.	High impact, increasing understanding of the world and making learning real and relevant for all
Included in other costs	CPD for SLT	Limited availability for all SLT, but shared work with head teacher and deputy head teacher supported strategic oversight of provision for vulnerable children	Good professional development for HT and DHT
£2,384	Other- Including Parent support worker, Behaviour support specialist, CPD for SLT		
Total expenditure: £90,851			

