

Pupil premium strategy statement

1. Summary information					
School	Benington Primary				
Academic Year	2016/2017	Total PP budget	£9240	Date of most recent PP Review	09/16
Total number of pupils	104	Number of pupils eligible for PP	8	Date for next internal review of this	09/17

2. Current attainment		
One pupil in year 6 2015/2016 (attainment and progress shown below) Two pupils in 2014/2015 made 24, 24, and 18 points progress and 12,14,12 points progress. Both attained level 4 in R,W M.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected level in R,W,M	100%	53%
% points of progress in reading	3.38	0
% points of progress in writing	2.25	0
% points of progress in maths	-0.50	0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor support with learning at home.
B.	Low self- esteem.
C.	Poor prior learning. (4/8 pupils from another school.)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Home learning takes place. Homework tasks are completed on time. Parents are more involved.	Homework is completed and shows evidence of learning.
B.	Pupils have more confidence in themselves.	Pupils more prepared to take risks

C.	Pupils have a better understanding of learning and greater progress.	Pupils reaching expected levels.
D.		

5. Planned expenditure

Academic year	2016/2017
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Better understanding of learning ...higher attainment for all pupils.	A teacher working in small groups including PP pupils.	Learning may be taken at a slower pace. Targeted support where appropriate. Other pupils will benefit as pace of whole class teaching can be improved.	HT will monitor lessons regularly. Outcomes will be scrutinised by HT and class teachers.	Julia Beaven	Every term after assessments.
To improve learning outcomes for EYFS child	Small group work with TA	Child gains in confidence and progress is improved. Progress for other pupils also improved.	HT will monitor lessons regularly. Outcomes will be scrutinised by HT and class teachers.	Annie Howard	Every term after assessments
Total budgeted cost					£8025

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Improving self-esteem	A school counsellor to work with individual pupils and small groups	Past experience of this work has shown how pupil's self-confidence and self-belief can improve therefore they perform better in class and in test situations. (Evidence from previous KS2 SATS results).	HT will meet regularly with counsellor. Class teachers will be consulted about impact of sessions on pupils. Learning behaviours will improve. Attainment and progress will improve.	HT in consultation with class teachers and counsellor	This is reviewed termly with the counsellor, pupils and parents. Class teachers are consulted and discussions take place around the impact.
Building confidence	Taking part in residential visit.	Pupils gain confidence when away from home and school environment and are encouraged to try different activities.	Staff will monitor whilst on residential trip.	Y5/6 class teachers	Summer 2017 following residential visit.
Total budgeted cost					£1215
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents more able to support pupils' learning and have a better understanding.	Training events for parents...curriculum updates, maths, reading, spelling. Also support with parenting through SFW and inspirational speakers.	Research has shown that pupils make the most progress in school when parents are fully involved. We believe in engaging our parents in their children's' learning.	HT to coordinate all meetings. Class teachers to deliver where possible. Outside people to be brought in where necessary.	Julia Beaven	Summer 2017 after assessments. But ongoing feedback sheets to parents to gauge their thoughts on this work.
Total budgeted cost					£0.00

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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	Cost
To improve learning for all and raise attainment and progress.	Small group work with a teacher. Individual reading, daily.	PP in Y6 met standards. 100% of all pupils met standard in M,W and 91% in reading. Impact was very positive in KS2.	Small group worked well and enabled the one pp child in Y6 to reach expected standard in R, W, M. However, this work needs to be extended to pupils lower down the school as PP in KS1 did not meet standards. This year more time will be given for targeted support.	£3590
To improve learning for all and raise attainment and progress.	Small group work with a teaching assistant	Expected progress made, although attainment still below expected	Begin interventions at KS1.	£3200
ii. Targeted support				
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
To raise self-esteem	1-1counselling and small group work. Not all pupils attending are PP.	Small group work was successful as all pupils, PP and others, who attended attained well in SATS and were prepared for transition so that they have settled well at secondary schools (feedback from secondary schools.)	This support will continue. There will be some 1-1 support and some small group work. Group work will be for y6 pupils to aid transition and will include PP children (2).	£1170

To raise self-esteem	1-1 and small group work.	Small group work was successful as self esteem for pupils was raised	This support will continue.	£2500
iii. Other approaches				
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
To raise self-esteem.	Take part in residential trip.	Pupil was confident about transition. Attained expected standard in all areas at KS2 assessments. Progress was good, especially in reading.	We will continue with this.	£90

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.