



# PUPIL PREMIUM STRATEGY 2018-19



Pupil Premium Strategy Statement 2017/8

1. Summary information					
<b>School</b>	Bedford Hall Methodist Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£69 960 + £5000 carry over £74 960	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	R-Y6: 205 3YO: 28 Total: <b>233</b>	<b>Number of pupils eligible for PP</b>	47 – Y1-6	<b>Date for next internal review of this strategy</b>	December 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average <i>provisional</i> )	
<b>% achieving expected level at Key Stage 2</b>	<b>Reading</b>		71%	<b>75%</b>	
	<b>Writing</b>		71%	<b>78%</b>	
	<b>Maths</b>		57%	<b>76%</b>	
	<b>Combined</b>		57%	<b>64%</b>	
<b>% achieving higher level at Key Stage 2</b>	<b>Reading</b>		14%	<b>28%</b>	
	<b>Writing</b>		14%	<b>20%</b>	
	<b>Maths</b>		14%	<b>24%</b>	
	<b>Combined</b>		0%	<b>10%</b>	
<b>Average Scaled Score For Disadvantaged Children</b>	<b>Reading</b>		91	<b>105</b>	
	<b>Writing</b>		-	<b>-</b>	
	<b>Maths</b>		101	<b>104</b>	
<b>Average Progress Measure For Disadvantaged Children</b>	<b>Reading</b>		+2.23		
	<b>Writing</b>		+2.24		
	<b>Maths</b>		+3.67		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Current attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils in Year 2 needs closing so more children reach A.R.E. Current attainment for disadvantaged Year 2 pupils is significantly below national averages.
<b>B.</b>	Current attainment gap in reading and writing between disadvantaged and non-disadvantaged children in Year 3 needs closing so more children reach A.R.E. Current attainment for disadvantaged Year 3 pupils is significantly below national averages.
<b>C.</b>	Attainment for Year 5 disadvantaged pupils in reading (67%); writing (44%); and maths (56%) is significantly below national averages
<b>D.</b>	Current attainment of disadvantaged pupils would require accelerated progress in order to reach greater depth.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance rate of disadvantaged pupils impacts on lost teaching and learning time
<b>F.</b>	Punctuality rate of disadvantaged pupils impacts on lost teaching and learning time
<b>G.</b>	Pupils identified with social and emotional needs that affect their behaviour and attitude to learning.
<b>H.</b>	Support families and pupils experiencing complex situations within their home lives. Identify support, key staff and agency involvement. Support pupils with communication difficulties, behavioural difficulties and low self-esteem through bespoke support: Nurturing interventions, talking mats, Lego therapy

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Y2 Disadvantaged pupils make accelerated progress in reading, writing and maths, impacting on outcomes at end of KS1.	<ul style="list-style-type: none"> <li>▪ Diminish the difference of 35% between PP and Non-PP achieving A.R.E in reading, writing and maths.</li> <li>▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters)</li> <li>▪ Disadvantaged pupils make accelerated progress to diminish the difference between them and national others.</li> <li>▪ In reading, writing and maths at least 57% PP pupils to meet A.R.E by July 2019.</li> <li>▪ Pupils at risk of not meeting targets are identified at the earliest point to receive Wave 1 interventions, monitored by SENDCo and SLT.</li> </ul>
<b>B.</b>	Y3 Disadvantaged pupils make accelerated progress in reading and writing, impacting on outcomes at the end of Year 3.	<ul style="list-style-type: none"> <li>▪ Diminish the difference of 26% between PP and Non-PP achieving A.R.E in reading (in-house data)</li> <li>▪ Diminish the difference of 18% between PP and Non-PP achieving A.R.E in writing (in-house data)</li> <li>▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters)</li> </ul>
<b>C.</b>	Y5 Disadvantaged pupils make accelerated progress in reading, writing and maths, impacting on outcomes at the end of Year 5.	<ul style="list-style-type: none"> <li>▪ PP pupils make accelerated progress to diminish the difference between them and national others in reading, writing and maths</li> <li>▪ Reading, writing and maths combined attainment increases to 67%</li> <li>▪ PP meet their end-of-year attainment targets.</li> <li>▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT.</li> </ul>
<b>D.</b>	Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2019.	<ul style="list-style-type: none"> <li>▪ PP pupils make accelerated progress to diminish the difference between them and national others working at greater depth.</li> <li>▪ PP meet their end-of-year attainment targets.</li> <li>▪ Pupils at risk from not meeting targets are identified at the earliest point to receive Wave 1 interventions monitored by SLT.</li> </ul>

<b>E.</b>	Increase the attendance of disadvantaged children to be in line, or above, national average in 2018-19	<ul style="list-style-type: none"> <li>▪ Reduce the number of persistent absentees among pupils eligible for PPG.</li> </ul> <p><b><u>2017-18 Figures:</u></b>  PP persistent absentees: 31.6%  Non – PP persistent absentees: 0.6%</p> <ul style="list-style-type: none"> <li>▪ Overall attendance among pupils eligible for PPG improves from 91.1% to 96% to be in line with national expectation.</li> </ul>
<b>F.</b>	Improved punctuality rates of disadvantaged pupils.	<ul style="list-style-type: none"> <li>▪ Overall punctuality among pupils eligible for PPG improves in order to diminish gap between PP and non – PP</li> </ul> <p><b><u>2017-18 Figures:</u></b></p> <ul style="list-style-type: none"> <li>▪ Authorised: PP 4.88% and Non-PP 2.16%</li> <li>▪ Unauthorised: PP 4.01% and Non-PP 0.82%</li> </ul>
<b>G.</b>	Behaviour and attitudes of disadvantaged pupils to learning are conducive.	<ul style="list-style-type: none"> <li>▪ Support pupils with communication difficulties, behavioural difficulties and low self-esteem through bespoke support: Nurture groups, talking mats, Lego therapy</li> <li>▪ Growth Mindset strategies are embedded through teaching and learning strategies – building resilient learners.</li> <li>▪ Reduce the number of behaviour incidents logged (Bromcom) specific to pupils eligible for PPG.</li> <li>▪ 5% reduction of incidents logged each term.</li> <li>▪ Pupils causing concern are identified at the earliest possible point to receive targeted support.</li> </ul>
<b>H.</b>	Enhance pupils' educational and cultural experiences.	<ul style="list-style-type: none"> <li>▪ Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.</li> <li>▪ Writing outcomes for disadvantaged pupils to be in line with national averages and greater depth.</li> </ul>

## 5. Planned expenditure

**Academic year**      **2018-19**

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?
A. Rate of progress in reading, writing and maths improves for disadvantaged pupils in Year 2, resulting in improved outcomes at the end of Key Stage1, and combined percentages.	To use collaboration (SLT support, Learning Triads (maths focus/GD) as the drive to improve teaching and learning in order to raise standards.  Pupils receive good or better teaching focused on diminishing gaps so they achieve national expectation or/and greater depth.	Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the trust and across the LLG consortium.  Proven history in school of Learning Triads and SLT support raising standards in teaching and learning.	Observations and drop ins identify, select and drive CPD needs and focus for teaching support. SLT manage and oversee collaboration of team teaching, coaching and 1:1 support to impact on quality of teaching and learning. SLT monitor impact: book sampling, observations, drop ins, PIRA/PUMA tests, pupil voice.	SLT	December 2018  April 2019  July 2019  Costing: <b>£2000</b>
B. Rate of progress in reading and writing improves for disadvantaged pupils in Year 3. PPG outcomes at the end of Year 3 are in line with Non-PP.	CPD/INSET Twilights to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions.	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.	Monitoring and evaluation through work sampling, pupil voice, etc to strategically manage teaching and learning across school. This is ongoing by SLT.	Class teachers and SLT	Ongoing  Costings: <b>£4268</b>

C. Rates of progress for disadvantaged pupils in Year 5 improves, resulting in better outcomes at the end of year and combined percentages.  D. Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2019.	Achievement for All Programme – supporting staff to deliver quality intervention to pupil premium children in Year 3 and Year 5.	Ofsted recognise the Achievement For All programme because of the impact it has in schools and it is also considered effective use of pupil premium funding.	Coaching sessions (9 times per year) with provider for Year 3 and Year 5 teachers, as well as SLT.  Needs analysis completed by a range of stakeholders – TAs, teachers and SLT to ensure coaching remains relevant.	LR and AL  SLT	Costing: <b>£4150</b>
	To expose children to rich vocabulary and technical language	To enable pupils to meet the national expectations for reading and access age-appropriate reading material. This will meet the school's priorities stated on School Development Plan (SDP). Pupils' spoken and written language will be enhanced as a result of this exposure – e.g 'meandering river' rather than 'bendy river'	Teacher to choose books that are linked to their foundation subjects. English lead to quality assure books for age appropriateness. Reading results will improve.	RG, LR, AL  English Lead	Costing: <b>£1000</b>
	Speech and Language Support	To provide children with speech and language support which will impact on interactions and progress in learning. (Elklan and Talking Mats)	EYFS leader to identify key children. SENCo to ensure teaching assistants delivering intervention are trained and liaise with TESS team	SENDCo	Costing: <b>£200</b>
<b>Total budgeted cost</b>					<b>11 618</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Rate of progress in reading, writing and maths improves for disadvantaged pupils in Year 2, resulting in improved outcomes at the end of Key Stage1, and combined percentages.	To provide pupils with targeted support: -Pre-learning sessions -Misconceptions groups -Boosters -Extended Learning Opportunities (ELOs) -Additional TA hours	Pupils receive bespoke ELOs focused on diminishing gaps so they achieve national expectation or/and greater depth.  To use Tracking Grids to identify gaps in learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up.	Latest data is used to identify, select and drive targeted intervention needed.  SLT manage and oversee ELOs – review each half term – most recent assessments to be used to identify vulnerable groups. SLT monitor termly intervention records and review.	Class teachers and SLT	December 2018  April 2019  July 2019  Costings: £45, 143
	B. Rate of progress in reading and writing improves for disadvantaged pupils in Year 3. PPG outcomes at the end of Year 3 are in line with Non-PP.	Teaching assistants cover to release teachers to provide bespoke Extended Learning Opportunities (ELOs) for targeted pupils	Pupils receive specialist intervention focused on diminishing gaps so they achieve national expectation or/and greater depth.	Latest data is used to identify, select and drive targeted ELOs needed. SLT manage and oversee ELOs. SLT monitor termly intervention records and review.	Class teachers and SLT
C. Rates of progress for disadvantaged pupils in Year 5 improves,	Use Pixl Intervention Programme to provide Extended Learning Opportunities (ELOs)	Bepoke ELOs which are designed to raise attainment for children working just below or just at age related expectation. The purpose is to close gaps in learning through timely interventions.	Latest data is used to identify, select and drive targeted intervention needed.  Teachers will track pupil progress and monitor strengths and areas for development.	Class teachers and SLT	Costings: £2600



<p>resulting in better outcomes at the end of year and combined percentages.</p> <p>D. Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2019.</p>	<p>Pastoral Manager to provide Extended Learning Opportunities (ELOs) such as Lego Therapy to break down barriers to learning</p>	<p>Pastoral Manager has excellent relationships with families and is best placed to remove barriers to learning. Attitudes to learning, mindset and self-esteem is improved.</p> <p>During ELOs, pupils will learn how to interact appropriately which will develop communication between pupil and teacher.</p>	<p>Regular meetings between pastoral manager and class teachers ensures a consistent approach.</p> <p>SLT monitor impact of interventions and review termly.</p>	<p>Pastoral Manager</p> <p>SLT</p>	
<b>Total budgeted cost</b>					<b>£47 743</b>

<b>iii. Behaviour, Welfare and Safeguarding</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>E. Improved percentage attendance of disadvantaged pupils and a reduction in persistent absentee figures</p> <p>F. Improved punctuality rates of disadvantaged pupils.</p> <p>G. Behavior and attitudes of disadvantaged pupils are conducive to learning.</p>	<p>Pastoral team (Pastoral manager and Attendance Officer) to support families and pupils who are vulnerable</p>	<p>Strong links between the pastoral team and vulnerable families will support the work of outside agencies. Pastoral team advise vulnerable families and support them with necessary paperwork.</p> <p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning during ELOs.</p> <p>Early intervention impacts on targeted pupils attendance and punctuality will improve. Leading to a decrease in lost learning time and positively impacting on pupil outcomes and attainment.</p> <p>Attendance for pupils eligible for PPG and persistent absenteeism remain below the national average.</p>	<p>Feedback from other agencies, parents and pupils.</p> <p>Attendance percentages are reviewed half termly and pupils targeted accordingly.</p> <p>Regular meetings between pastoral manager and attendance officer impact next steps for particular cases and Early Help pupils identified.</p> <p>Decrease on incidents logged on CPOMs.</p> <p>Regular monitoring of attendance figures, with a particular focus on PA.</p> <p>Reported to governors.</p>	<p>Pastoral Team and SLT</p>	<p>Half Termly</p> <p>Costing: £400 for CPOMs</p>

	Breakfast club to be free of charge for disadvantaged pupils who are persistently late or hungry in the morning.	Pupils are in school, breakfasted and ready to start the day with a positive attitude to learning. Impacts on increased concentration and outcomes, attendance and punctuality.	Attendance and punctuality figures for PA pupils are regularly monitored and pupils' needs reviewed regularly. Case study to demonstrate impact.	Pastoral Manager, SEND coordinator and Headteacher	Half termly  Costing: £5054
	Pastoral Manager to support families who may be eligible to receive funding.	The Eligibility Service supports parents with advice on how to claim. Positive relationships with Pastoral team ensure pupils attend school.	Pupil premium children are identified.	SLT	Ongoing  Costing: £580
	Counsellor employed to work with identified vulnerable pupils and their families	The demand for identified pupils to receive support from external professionals is significant. This support will help to positively impact on pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate.	Baseline and exit assessments to be completed to demonstrate impact. Fortnightly supervisions.	Pastoral Manager  Counsellor	Fortnightly  Costing: £4000
<b>Total budgeted cost</b>					<b>£10 034</b>

**iv. Wider Opportunities**

<p>G. Enhance pupils' educational and cultural experiences.</p>	<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> <li>- Visits and trips: hook pupils engagement and further learning</li> <li>- visitors to EYFS</li> <li>-Experiences that develop the whole child and SMCS experiences</li> <li>- Residential experiences in Year 5 and 6</li> </ul>	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>-Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.</p>	<p>Creative curriculum reviews: evidence from:</p> <ul style="list-style-type: none"> <li>- Monitoring</li> <li>- Floor books</li> <li>- Reflective logs</li> <li>- Pupils books (Writing outcomes are tracked/ moderated)</li> <li>- Pupil voice</li> </ul> <p>Sharing through performance, assembly, workshop: parent feedback</p> <ul style="list-style-type: none"> <li>- Writing outcomes tracked and moderated.</li> </ul>	<p>Headteacher and Deputy Headteacher</p>	<p>Half termly</p> <p>Costing: £3210</p>
<b>Total budgeted cost</b>					<b>£3410</b>
<b>Final budgeted cost</b>					<b>£72 605</b>

6. Review of expenditure				
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
Improve pupil progress and number of children reaching ARE.	<ul style="list-style-type: none"> <li>• Introduction of learning triads</li> <li>• Inclusion manager and SLT have worked with teachers on quality first teaching strategies.</li> <li>• Begun Achievement for All programme - analysis of data identified pupil premium children in Years 2 and 4 to participate in this 2 year programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative teaching and learning opportunities through learning triads and 1:1 teaching and learning support and bespoke staff meetings have resulted in teaching overtime being at least good.</li> <li>• Vast majority of pupil premium children are on track to meet their end of year targets. In Year 2 writing and mathematics and in Year 3 mathematics a PPG child has surpassed target and is currently working at ARE. This is a result of quality first teaching and 1:1 intervention.</li> <li>• The programme has been launched to all staff within a staff meeting led by AfA. The main actions being: RQT coaching with AfA advisor leads to secure understanding of data and impacts on next step planning; Staff meeting each term, prior to progress meeting, for staff to analysis data and plan in appropriate interventions.</li> </ul>	<p>Learning triads are now embedded and the collaboration between schools has improved teaching and learning. This will continue next year.</p> <p>SLT will continue to monitor quality first teaching approaches.</p> <p>This year (May 2018) staff were trained in the delivery of structured conversations. The Achievement for All programme will be launched with parents during Autumn 1 2018.</p>	£10 000

<p>To provide targeted and specific interventions for children who are at risk of under achieving</p>	<ul style="list-style-type: none"> <li>• Boosters</li> <li>• 1-1 tuition</li> <li>• After school lessons</li> <li>• Pixl Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Children have received additional intervention based on data gap analysis. This has been impacting on gaps in learning to ensure children remain on track to achieve their end of year targets.</li> <li>• Additional intervention in Year 4 has enabled 2 PP children to make accelerated progress in mathematics meaning they should pass their end of year targets.</li> <li>• 1:1 tuition has enabled targeted pupil premium children to make at least 1 step progress within the half term through identifying and addressing through tuition gaps in learning.</li> <li>• Pixl intervention programme has been purchased and is being used within Year 6 to identify and address specific gaps in learning. This has enabled the teacher to provide targeted intervention aligned with the end of key stage national tests. This was roll out to years 3, 4, and 5 during the summer term.</li> </ul>	<p>Teachers felt that 1:1 tuition for an hour after school was not beneficial as the session was too long to target a specific skill and pupils were tired at the end of the day. Instead, we will provide targeted intervention 'little and often' through the use of Extended Learning Opportunities' (ELOs)</p> <p>Y6 Data shows that Pixl intervention programme is a useful tool to signpost teachers towards effective interventions. This is to be rolled out throughout the whole school next year.</p>	<p>£53,921</p>
<p>Enhance pupils educational and cultural experiences</p>	<ul style="list-style-type: none"> <li>• Trips to places of interest</li> <li>• Visitors in to school</li> </ul>	<ul style="list-style-type: none"> <li>• A range of wider curricular activities have been delivered within individual classes and as a whole school to develop children's SMSC experiences and knowledge and understanding of the world around them.</li> <li>• Pupils in year 6 have been able to develop essential life skills whilst participating in residential trips, for example, setting tables, clearing away, making their bed.</li> </ul>	<p>A subsidy towards trips and visits to develop children's knowledge and understanding of the world will continue next year. This will also include visits to places of worship.</p>	<p>£4000</p>

<p>Increase attendance and punctuality. Improve behaviour.</p>	<ul style="list-style-type: none"> <li>• Pastoral manager to support families</li> <li>• Breakfast club provided</li> <li>• Nurture groups with pastoral lead and counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher. The percentage of whole PPG attendance was 91.1% for 2017-18.</li> <li>• Pastoral manager has provided a range of support to a number of PP families. Her work has also impacted positively on behaviour across school.</li> <li>• Nurture group enables children's social, emotional needs to be met so children are able to access learning. Teachers can see the impact within class.</li> <li>• Counsellor works effectively with a number of pupil premium children – significantly impacting on their behaviour and supporting them in overcoming barriers to learning. Teachers can see the impact within class.</li> </ul>	<p>Poor attendance from a minority of PPG pupils brought the attendance figure down significantly. These absences were for specific reasons that could not have been foreseen or reversed.</p> <p>Decreases in behavior have been seen around school as a direct result of better communication and all staff being aware of incidents. For this reason, we will continue to use CPOMs to communicate within school and with wider services. Breakfast club will continue to be offered to pupils who are persistently late or hungry at school.</p> <p>Counsellor and newly formed pastoral team will work in partnership to support vulnerable families and our pupils. Chaotic lifestyles can affect the mental health of children but targeted support can reverse this, improving their aspirations and well-being.</p>	<p>£15,809</p>
<p><b>Total Expenditure:</b></p>				<p><b>£83 730</b></p>

# Summer 2 PPG Attainment





