



PUPIL PREMIUM STRATEGY 2017-18



Pupil Premium Strategy Statement 2017/18

1. Summary information					
School	Bedford Hall Methodist Primary School				
Academic Year	2017/ 2018	Total PP budget	£60,720 + carry forward 19,010 Total: £79,730	Date of most recent PP Review	July 2017
Total number of pupils	259 2YO&3Y O =50 Rec-Y6 = 209	Number of pupils eligible for PP	45 – Y1-6 9 (EYFS) Total: 54	Date for next internal review of this strategy	Autumn 2 Dec 2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected level at Key Stage 2 in:					
Reading			71%	77%	
Writing			86%	81%	
Maths			86%	80%	
% achieving higher level at Key Stage 2 in:					
Reading			0%	29%	
Writing			14%	21%	
Maths			14%	27%	
Average progress score for disadvantaged pupils in:					
Reading			101.7	105.4	
Writing			-	-	
Maths			103.7	105.3	
Progress score for disadvantaged pupils:					
Reading			-1.75	+0.33	
Writing			+1.25	+0.17	
Maths			-0.45	+0.28	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Attainment for year 5 disadvantaged pupils is significantly below national averages for the end of Key Stage 2 in writing.	
B.	Attainment of disadvantaged pupils currently would require accelerated progress in order to reach greater depth. Attainment for year 4 disadvantaged pupils on is significantly below national averages for the end of Key Stage 2 in reading, writing and maths.	

C.	Current attainment of disadvantaged pupils requires them to make accelerated progress to reach greater depth	
D.	Current attainment gap between disadvantaged and non-disadvantaged pupils in Year 1 and 2 needs closing so more children achieve ARE.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rate of disadvantage pupils impacts on lost teaching and learning time	
E.	Improve punctuality rate of disadvantage pupils impacts on lost teaching and learning time	
F.	Pupils identified with social and emotional needs that effects their behavior and attitude to learning.	
G.	Support families and pupils experiencing complex situations within their home lives. Identify support, key staff and agency involvement. Support pupils with communication difficulties, behavioral difficulties and low self-esteem through bespoke support: Nurture groups, talking mats, Lego therapy	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Rate of progress for writing improve in Year 5 for disadvantaged pupils impacting on improved outcomes at the end of Year 5 and combined percentages.	<ul style="list-style-type: none"> ▪ Diminish gap of 23% between PP and non-PP achieving ARE in writing (school data) ▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters) ▪ Increase percentage of pupils achieving ARE Disadvantaged pupils make accelerated progress to diminish the difference between them and national others. ▪ In reading, writing and maths 75% to meet the expected level by July 2018. ▪ Pupils at risk from not making the expected level of progress are identified at the earliest point to receive Wave 1 interventions monitored by SENDCo and SLT.
B.	For disadvantaged year 4 pupils progress to increase in reading, writing and maths to impact on outcomes at the end of Year 4.	<ul style="list-style-type: none"> ▪ Diminish gap of 45% between PP and non-PP achieving ARE in reading (school data) ▪ Timely interventions deployed bespoke to gaps identified in learning (pre-learning, boosters) ▪ Increase percentage of pupils achieving ARE

C.	Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2018.	<ul style="list-style-type: none"> ▪ Disadvantaged pupils make accelerated progress to diminish the difference between them and national others working at greater depth. ▪ Year 2 and 6 disadvantaged pupils are in line with or above national other greater depth figures. ▪ Pupils at risk from not making the expected level of progress are identified at the earliest point to receive Wave 1 interventions monitored by SLT.
D.	Increase whole school attendance percentage (Review percentages and targeted pupils half termly)	<ul style="list-style-type: none"> ▪ Reduce the number of persistent absentees among pupils eligible for PPG to diminish gap of 10% PP persistent absentees: 17.39% Non – PP persistent absentees: 7.36% ▪ Overall attendance among pupils eligible for PPG improves from 92.6% to 96% to be in line with national expectation.
E.	Improved punctuality rates of disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Overall punctuality among pupils eligible for PPG improves in order to diminish gap between PP and non - PP ▪ Authorised: PP 1.62% and non- PP 0.90% ▪ Unauthorised: PP 0.46 and non-PP 0.04% <p style="text-align: right;"><i>2016-17 figures</i></p>
F.	Behaviour and attitudes of disadvantaged pupils to learning are conducive to learning.	<ul style="list-style-type: none"> ▪ Support pupils with communication difficulties, behavioral difficulties and low self-esteem through bespoke support: Nurture groups, talking mats, Lego therapy ▪ Growth Mindset strategies are embedded through teaching and learning strategies – building resilient learners. ▪ Reduce the number of behaviour incidents logged (Bromcom) specific to pupils eligible for PPG. ▪ 5% reduction of incidents logged each term. ▪ Pupils causing concern are identified at the earliest possible point to receive targeted support.
G.	Enhance pupils' educational and cultural experiences.	<ul style="list-style-type: none"> ▪ Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing. ▪ Writing outcomes for disadvantaged pupils to be in line with national averages and greater depth.

5. Planned expenditure

Academic year

2017/2018

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 for writing improve in Year 5 for disadvantaged pupils impacting on improved outcomes at the end of Year 5 and combined percentages.	To use collaboration (SLT support, Learning Triads (Writing 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 tem teaching, coaching and 1:1 support to impact on quality of teacher and learning. SLT monitor impact: book sampling, observations, drop ins, pupil voice.	AB and AG SLY	October 2017 December 2017 February 2018 April 2018 July 2018 Costing: supply staff to cover staff release to work with SLT £1000 Learning Triads x5 (2 key stage 1&2, 1 for EYFS) £3500
B. For disadvantaged year 4 pupils progress to increase in reading, writing and maths to impact on outcomes at the end of Year 4.	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: £500 for any external CPD provision
C. Disadvantaged					

pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2018.	Achievement for All Programme – supporting staff deliver quality intervention to pupil premium children across all age ranges,	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 with provider	Class teachers and SLT	January18 – onwards Approx.: £5000
D. Rates of progress for Year 1 and Year 2 pupils impacting on improved outcomes at the end of year and combined percentages.					
Total budgeted cost					£10,000

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?
A. Rate of progress for writing improve in Year 4 for disadvantaged pupils impacting on improved outcomes at the end of Year 4 and combined percentages.	To provide pupils with targeted support: -Pre-learning sessions -Misconceptions groups -Boosters -1:1 interventions -Additional TA hours	Pupils receive bespoke intervention focused on diminishing gaps so they achieve national expectation or/and greater depth. To use Target Tracker 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 interventions – review each half term – most recent assessments to be used to identify vulnerable groups. SLT monitor termly intervention records and	Class teachers and SLT	December 2017 April 2018 July 2018 Costings: £49,121 (including cost of Pastoral Manager)

B. For disadvantaged year 4 pupils progress to increase in reading, writing and maths to impact on outcomes at the end of Year 4.			review.		
	Teaching assistants cover to release teachers to provide bespoke interventions 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 intervention needed. SLT manage and oversee interventions. SLT monitor termly intervention records and review.	Class teachers and SLT	
C. Disadvantaged pupils make rapid progress across school to impact on number of pupils working at greater depth by July 2018.	After school tuition to be provided by teachers for selected pupils (from Spring 1)	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 intervention needed. Teachers will track pupil progress and monitor strengths and areas for development. SLT manage and oversee interventions. SLT monitor termly intervention records and review.	Class teachers and SLT	December 2017 April 2018 July 2018 Costings: £3000 Spring 1, spring 2, summer 2 (transition)

	Purchase Pixl Intervention programme	Bepoke interventions 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: £1800 Spring 1, spring 2, summer 2 (transition)
Total budgeted cost					£53,921

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?
G. Enhance pupils' educational and cultural experiences.	<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> - Visits and trips: hook pupils engagement and further learning - visitors to EYFS -Experiences that develop the whole child and SMCS experiences 	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>-Subsidizing trips ensures we can offer top quality experiences for our pupils that captivates learning for them through experiences that enhance their learning, understanding and knowledge</p>	<p>Creative curriculum reviews: evidence from:</p> <ul style="list-style-type: none"> - Monitoring - Floor books - Reflective logs - Pupils books (Writing outcomes are tracked/ moderated) - Pupil voice <p>Sharing through performance, assembly, workshop: parent feedback</p> <ul style="list-style-type: none"> - Writing outcomes tracked and moderated. 	Headteacher and Deputy Headteacher	<p>Half termly</p> <p>Costing: £4000</p>
<p>D. Increase whole school attendance percentage (Review percentages and targeted pupils half termly)</p> <p>E. Improved punctuality rates of disadvantaged pupils.</p> <p>F. Behavior and attitudes of disadvantaged pupils are conducive</p>	Pastoral manager to support families and pupils who are vulnerable	<p>Strong links with school and vulnerable families by inclusion team members working with outside agencies, advising vulnerable families, supporting families with paperwork. That this support impacts on pupil's attendance, punctuality and/ or behaviour.</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>Regular meetings with SLT.</p> <p>Feedback from other agencies, parents and pupils.</p> <p>Paperwork and records of support and intervention evidence decrease in incidents. (Bromcom)</p> <p>Report information to governors.</p>	Pastoral manager and SLT	<p>Termly</p> <p>Costing: (included in Targeted support staff costings)</p>

to learning.		The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning.			
	Attendance officer employed to work with pastoral manager	Early intervention impact on targeted pupils attendance and punctuality will improve. Leading to a decrease in lost learning time and positively impacting on pupil outcomes and attainment. Attendance for pupils eligible for PPG and persistent absenteeism remain below the national average.	Regular meetings between pastoral manager and attendance office every 2 weeks. Meetings impact next steps for particular cases and early help pupils identified. Paperwork and records of support and intervention evidence decrease in incidents. (Bromcom) Regular monitoring of attendance figures, with a particular focus on PA. Reported to governors.	Pastoral manager and SLT	Half termly Costing: £1645
	Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	Pastoral Manager has clear evidence to show this strategy improved attendance and punctuality for a number of PA pupils in 2016-17. Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.	Attendance and punctuality figures for PA pupils .are regularly monitored Case study to demonstrate impact.	Pastoral Manager, SEND coordinator and Headteacher	Half termly £5054
G. Behaviour and attitudes of disadvantaged pupils to learning are productive.	Nurture group session and circle time sessions provided to support PP pupils overcoming barriers to their learning	This support will help to impact on pupils' emotional wellbeing, remove barriers that prevent pupils attending school which is also often a main barrier to learning.	Regular meetings with SLT. Feedback from parents and pupils. Paperwork and records of support and intervention evidence decrease in incidents.	Pastoral Manager, SEND coordinator and Headteacher	Half termly Costings: (included in Targeted support staff costings) £200 Nurture resources

	Lego therapy and resources provided for pupils to overcome barriers to their learning	This support focuses on communication skills, attention span and building self –esteem and social interaction between pupils.	(Bromcom) Report information to governors. Pupil voice.		
H. Behaviour and attitudes of disadvantaged pupils to learning are productive.	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 impact on pupils' emotional wellbeing, remove barriers that prevent pupils attending school which is also often a main barrier to learning and reduce the potential for behavioural incidents to escalate.	Baseline and exit assessments to be completed to demonstrate impact. Fortnightly supervisions.	Counsellor and Pastoral Manager	Fortnightly Costing: £4000 (part cost)
G Entitlement	Eligibility Service	Support parents with advice and how to claim.	Identification of Pupil Premium children.	SLT	Half termly Costing: £710
EYFS funding	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	SEND coordinator	£200 (any resources and additional training)
Total budgeted cost					£15,809

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	<ul style="list-style-type: none"> Introduction of 	<ul style="list-style-type: none"> Collaborative teaching and learning opportunities through learning triads and 1:1 	Learning triads are now embedded	£10 000

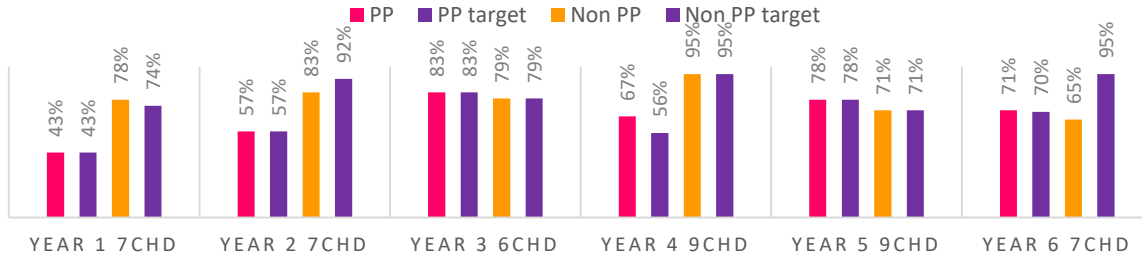
<p>pupil progress and number of children reaching ARE.</p>	<p>learning triads</p> <ul style="list-style-type: none"> Inclusion manager and SLT have worked with teachers on quality first teaching strategies. Begun Achievement for All programme - analysis of data identified pupil premium children in Years 2 and 4 to participate in this 2 year programme. 	<p>teaching and learning support and bespoke staff meetings have resulted in teaching overtime being at least good.</p> <ul style="list-style-type: none"> 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. 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. 	<p>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>	
<p>To provide targeted and specific interventions for children who are at risk of under achieving</p>	<ul style="list-style-type: none"> Boosters 1-1 tuition After school lessons <p>Pixl Interventions</p>	<ul style="list-style-type: none"> 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. 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. 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. 	<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</p>	<p>£53,921</p>

		<ul style="list-style-type: none"> • 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. 	effective interventions. This is to be rolled out throughout the whole school next year.	
Enhance pupils educational and cultural experiences	<ul style="list-style-type: none"> • Trips to places of interest <p>Visitors in to school</p>	<ul style="list-style-type: none"> • 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. <p>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.</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.	£4000
Increase attendance and punctuality. Improve behaviour.	<ul style="list-style-type: none"> • Pastoral manager to support families • Breakfast club provided <p>Nurture groups with pastoral lead and counsellor</p>	<ul style="list-style-type: none"> • 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. • Pastoral manager has provided a range of support to a number of PP families. Her work has also impacted positively on behaviour across school. • 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. 	<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 behaviour 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.</p>	£15,809

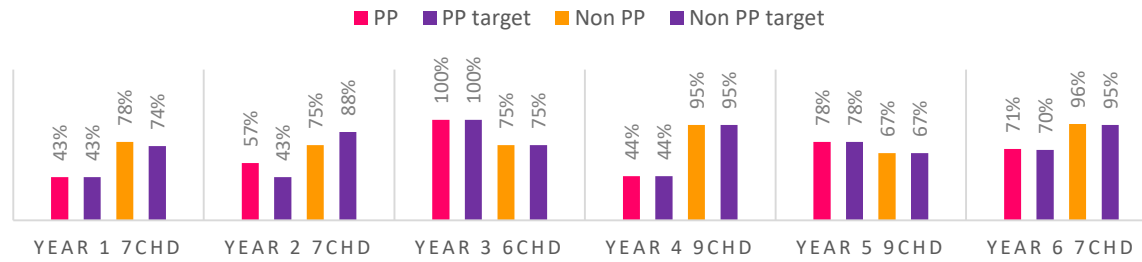
		<ul style="list-style-type: none"> Counsellor works effectively with a number of pupil premium children – significantly impacting on their behaviour and supporting them in overcoming barriers to learning. Teachers can see the impact within class. 	<p>Breakfast club will continue to be offered to pupils 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>	
Total Expenditure:				£83 730

Summer 2 PPG Attainment

READING



WRITING



MATHS

