

# Pupil premium strategy statement for Bengeworth CE Academy

1. Summary information					
<b>School</b>	Bengeworth CE Academy, King's Road, Evesham, Worcestershire. WR11 3EU				
<b>Academic Year</b>	18 - 19	<b>Total PP budget</b>	£76,560	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	532	<b>Number of pupils eligible for PP</b>	93	<b>Date for next internal review of this strategy</b>	Jan 19

2. Current attainment from 2017-2018 data			
ARE/ARE+ for PPG (% of children at ARE+)	<i>Pupils eligible for PPG at Bengeworth</i>	<i>Non PPG pupils at Bengeworth</i>	<i>National/LA data</i>
<b>% achieving (Good Level of Development) GLD in Reception</b> (11 pupils, 45% SEND)	55%	83%	National all pupils 72% Nat FSM pupils 57% Nat Non-FSM 74% Worcs FSM – 51% Worcs Non-FSM – 74%
<b>% achieving expected standard in Year 1 Phonics check</b> (11 pupils eligible for the check, 45% of PPG pupils SEND)	67% all (88% non-SEND)	94%	National all pupils 82.5% Nat Disadvantaged pupils 72% Nat Non-Disadvantaged 85% Worcs Disadvantaged – 67% Worcs Non-Disadvantaged – 84%
<b>% achieving ARE in Reading at the end of Key Stage 1</b> (14 pupils, 33% SEND)	71% (100% non-SEND) (of those, 20% of PPG pupils working at ARE+/Greater Depth)	90% (39% of non PPG pupils working at ARE+/Greater Depth)	National all pupils – 76% Nat Disadvantaged pupils 63% Nat Non-Disadvantaged 79% Worcs Disadvantaged – 57% Worcs Non-Disadvantaged – 79%
<b>% achieving ARE in Writing at the end of Key Stage 1</b> (14 pupils, 33% SEND)	71% (100% non-SEND) (of those, 13% of PPG pupils working at ARE+/Greater Depth)	89% (29% of non PPG pupils working at ARE+/Greater Depth)	National all pupils – 68% Nat Disadvantaged pupils 56% Nat Non-Disadvantaged 74% Worcs Disadvantaged – 51% Worcs Non-Disadvantaged – 75%
<b>% achieving ARE in Mathematics at the end of Key Stage 1</b> (14 pupils, 33% SEND)	71% (100% non-SEND) (of those, 13% of PPG pupils working at ARE+/Greater Depth)	91% (33% of non PPG pupils working at ARE+/Greater Depth)	National all pupils – 75% Nat Disadvantaged pupils 63% Nat Non-Disadvantaged 80% Worcs Disadvantaged – 58% Worcs Non-Disadvantaged – 79%
<b>% of Y2 achieving expected standard of Phonics re-take</b> (3 PPG pupils, all SEND)	100%	93% all	61% all pupils Worcestershire LA 67%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Low self-esteem and confidence of an identified group of PPG pupils in lessons lead to a lack of risk-taking and perseverance in all areas of school life.
<b>B.</b>	There are a number of pupils who are identified as being both eligible for PPG and who are on the school's SEND register leading to multiple barriers to learning, progress and attainment. In addition, there are a number of pupils who have joined the school from varying educational backgrounds and who have significant gaps in their learning.
<b>C.</b>	Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations in Reception, with Communication and Language and Speech being significant barriers for a large proportion of PPG pupils (100% of PPG pupils working in 30-50 months on entry September 2018 in Reading, Writing, Number, Speaking, and Listening and Attention).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Historically poor PPG attendance, although improving through a targeted whole school approach, is below that of non-PPG pupils in the school (PPG – 95.3% compared to non PPG pupils - 96.2%, FSM 94.8% compared to 96.2% non-FSM). This reduces their school hours and has historically been a barrier to children's progress.
<b>E.</b>	In some cases, parental engagement with school of PPG pupils is low, with a need to improve understanding of how to support children; parental attitude to school is often influenced by their own negative experiences of school.
<b>F.</b>	Many pupils do not have access to additional opportunities which are needed to provide a rounded education and the characteristics which lead to successful employment in the future.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increased self-esteem and confidence demonstrated in lessons/participation in extra-curricular activities for targeted children.	<ul style="list-style-type: none"> <li>Increased % of PPG pupils without multiple barriers to learning achieving ARE/ARE+ in Reading: All PPG pupils - from 74% to 80%, non-SEND from 91% to 95% Writing: All PPG pupils from 70% to 75%, non-SEND from 85% to 90% Maths: All PPG pupils from 71% to 80%, non-SEND pupils from 87% to 90%.</li> <li>Increased % of PPG pupils achieving Greater Depth in Reading, Writing and Maths.</li> <li>Increased participation in extra-curricular clubs over the year (from 65% to above 85%)</li> <li>Increased meta-cognition to recognise strengths and personal attributes.</li> <li>Increased resilience when problem solving and contributing in class.</li> </ul>
<b>B.</b>	Accelerated rates of progress for pupils new to the school to close the gap between PPG and non-PPG pupils.	<ul style="list-style-type: none"> <li>Greater % of PPG pupils achieve ARE/ARE+ at the end of each year as above.</li> <li>Greater % of PPG pupils passing Phonics check in Year 1 from 64% (88% excluding SEND).</li> <li>Gap between PPG/non PPG pupils further reduced in all year groups.</li> </ul>
<b>C.</b>	Accelerated rates of progress for Reception pupils in prime and specific areas order to meet ARE/ARE+ at the end of year as documented through EYFSP and GLD.	<ul style="list-style-type: none"> <li>Greater % of PPG pupils achieve GLD at the end of Reception (increased from 55%)</li> <li>Gap between GLD for PPG/non PPG pupils further reduced.</li> <li>Reception pupils ready for Year 1 curriculum so that rates of progress and attainment continue.</li> </ul>
<b>D.</b>	Improved attendance rates for PPG pupils which are in line with attendance rates for non PPG pupils (with target of at least 95.5%) with focus on FSM.	<ul style="list-style-type: none"> <li>Attendance figures for PPG pupils continue to increase from 95.3% to above 95.5% in line with whole school at the end of the 2018-2019 academic year.</li> <li>Persistent absenteeism for PPG pupils will reduce.</li> </ul>
<b>E.</b>	Increased parental support and engagement in all aspects of school life, including support of homework, attendance at Parent workshops/Walk in Tuesdays/Parent Consultation evenings/shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> <li>Increased voluntary attendance of parents of PPG eligible pupils at Walk in Tuesdays, school workshops, information evenings, parents' evenings, classroom based activities.</li> <li>Increased Parental Support of homework activities and learning in school.</li> </ul>
<b>F.</b>	Increased opportunities for PPG pupils to access non-curricular activities in order to broaden knowledge and understanding of the world and to develop skills for life.	<ul style="list-style-type: none"> <li>Greater % of PPG pupils attending extra-curricular clubs (Curriculum+) as above</li> <li>Opportunities provided for pupils to experience a range of experiences, e.g French trip for Year 5, with a clear understanding shown by participating pupils of how such opportunities support future learning, aspirations and adult life.</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018 - 2019</b>			
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.					
<b>i. Quality of teaching for all</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>
<b>Increased progress and attainment for pupils across the school through improving quality first teaching for all pupils.</b>	Develop strategies of effective feedback enabling all pupils to make outstanding progress. Training from David Barclay (improving quality first teaching for all pupils) Kevin Mackelworth lesson study model (Y2) David Barclay – effective feedback project (Y5 and Y3) IRIS technology project (Y1) Cluster lesson study project in conjunction with St Andrews First School (Y3).	EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months).	INSET September 2018 and ongoing through academic year. Investment in skilled professionals to lead on projects to provide mentoring and coaching to staff throughout the academic year. Impact monitored through newly established 'Phase Reviews' termly, with a review meeting half termly to evaluate progress towards the identified next steps. Pupil interviews/voice as part of Phase Reviews.	HP/GS	Ongoing as part of Monitoring, Evaluation and Training schedule.

<p><b>Increased meta-cognition to better understand learning styles and ‘learning to learn’.</b></p>	<p>Ongoing use of bespoke ‘Packtypes’ intervention for children. ‘Talkabout’ programme.</p>	<p>EEF toolkit demonstrates that increased meta-cognition has consistently high levels of impact – potentially +7 months  “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.”</p>	<p>Children in Key Stage 2 will demonstrate their understanding of their learning styles through the use of the Packtypes language and reflect on their learning styles.  Increased resilience when faced with more challenging tasks.  Impact and value for money measured through participation in ‘ImpactEd’ pilot scheme.  Full participation in the ImpactEd pilot also monitored and discussed at SLT/Gov meetings.</p>	<p>DC  KS  RSQ</p>	<p>At the end of each intervention.  July 2019</p>
<p><b>Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)</b></p>	<p>Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for PPG pupils as required.</p>	<p>Many children at school have limited opportunities to experience extra-curricular activities, including sporting activities, to broaden life experiences and develop personal interests. Previous school approaches to clubs have limited the number of children able to attend.</p>	<p>Attendance at clubs will be monitored by office staff and PPG Lead to ensure that all those wishing to attend have an opportunity to do so.  Parental consultation will inform further development.  Children who have not attended clubs will be targeted, with additional places reserved exclusively for PPG pupils.</p>	<p>HP  VL  KS</p>	<p>Half termly at end of each club cycle</p>
<p><b>Continuous improvement of the quality of learning and teaching through Quality Assurance Reviews and CPD opportunities (Challenge Partners)</b></p>	<p>Engagement with all areas of Challenge Partners</p>	<p>Through a system of a knowledge sharing community, the school is able to collaborate with other schools who are focused on school improvement through a partnership approach and upwards convergence. The school seeks to continually improve practice in order to raise outcomes for pupils.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice  Research report, November 2015 suggests that “successful schools spread good practice through working with neighbouring schools and well as continuing to learn from and contribute to national networks.”</p>	<p>The school will work with other schools in the Challenge Partners local Hub to discuss PPG provision, identifying and sharing areas of good practice and collaboratively working to improve provision. This will be reported to Headteachers of Hub schools at half termly meetings.  Release of staff to support this will be facilitated and funded.  Pupil Parliament pupils from the 6 Hub school will conduct learning walks in each other’s schools to identify the best ways children learn in order to feed into school development and evaluation.</p>	<p>KS  DC</p>	<p>At the end of 2018-2019 but reviewed half termly at Bengeworth Challenge Partners Hub meetings.</p>

<p><b>Increased parental support and engagement to support learning.</b></p>	<p>Use of Mathletics, Phonics Hero, Education City, Rapid Read, Times Tables Rock Stars and for homework activities. Tapestry online for EYFS parental contribution to learning journey. Funded homework club for PPG pupils to facilitate provision for completion of homework. Provision of parental workshops to support parental understanding. Overtime funded for TAs to attend curriculum evenings to share learning and expectations with parents.</p>	<p>Subject leaders in the school have researched these software packages and have trialled them with specific year groups. Pupils have responded positively and enjoy using them independently. They can be accessed at home and require no parental involvement, which can often be a barrier to learning for PPG pupils completing homework.</p> <p>The EEF suggests a possible +3 months positive impact, although the school recognises that parental engagement also has a significant impact on a child's self esteem and confidence in school.</p>	<p>INSET during the year 2018 – 2019 will continue to develop understanding of interventions with staff. Parents will be offered support to support their children with the programs, but children will also be supported with their use to enable them to work independently. Workshops will target identified parents. Review to take place as part of Subject Leader release time according to the MET schedule. Homework club will support PPG pupils who receive little parental support with attendance monitored.</p>	<p>RSQ MHP SHP EM HP KS</p>	<p>Half termly as part of MET schedule – subject leader release time. Impact measured July 2019.</p>
<p><b>Improved oral and written language skills from Reception to Year 5.</b></p>	<p>Targeted interventions to improve S and L skills: Word Aware, Communication TAs, external SALT interventions weekly Talk About, Language Link, Black Sheep Narrative, Listening Project, Star Words, Phonics workshop for Reception, Come and Read sessions, 'Communication Corners' in Reception classes, Role play areas Reception to Y3.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that more successful schools "look to identify need at every opportunity" and this is done through a baseline assessment on entry.</p> <p>Screening of all pupils when they start in Reception by highly qualified TAs ensures that baseline data can be responded to and any interventions can be put in place early.</p>	<p>Highly skilled TAs are trained to a high level in order to be able to deliver the interventions and will continue to receive CPD throughout the year. The TAs are timetabled to plan and deliver these interventions and do not have class responsibilities. Intervention time is protected and monitored closely by the Inclusion Leader. Detailed records of progress kept against baseline judgments for interventions. Impact of interventions will be closely monitored for value for money through the use of ImpactEd.</p>	<p>RSQ KS</p>	<p>Half termly as part of IPP reviews and as part of PPG monitoring/Pupil Progress/Phase reviews. ImpactEd Overall impact reviewed July 2019.</p>

<p><b>Improve the rate of progress for pupils in Reception.</b></p>	<p>Skilled teachers and teaching assistants (CSPs) deployed to work with small focus groups of pupils. Additional EAL TA to support those with EAL. Additional S&amp;L/ Communication TA to support Speech and Language development. Polish School established weekly for Polish heritage/language development – KS2.</p>	<p>We wish to ensure that our pupils have a greater number of opportunities to work with skilled and trained TAs (CSPs) on specific areas of need in order to close gaps. Where properly trained through CPD, the use of TAs (CSPs) to deliver focused, measured and evaluated interventions has proven to be effective in raising achievement and increasing progress.</p> <p>The EEF suggests “Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.”</p>	<p>Rigorous 2 day recruitment process to ensure that highest quality staff are employed. Performance Management targets to include focus on progress and attainment of PPG pupils. Ongoing CPD for all Early Years staff, including for NQT+1 programme. ‘Tapestry’ for evidence collection/observations, with focused staff training and ICT resources to support. Pupil progress meetings and Phase Reviews with specific focus on PPG pupils. Learning Walks and lesson observations termly with focus on TA deployment and effectiveness of interventions. Middle Leader study of the impact of TA intervention on pupil outcomes and progress.</p>	<p>DC KS SON LL NS</p>	<p>Termly from September 2018.</p>
<b>Total budgeted cost</b>					<p>£30,000</p>

<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>
<b>Improved meta-cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths for identified group.</b>	Project focusing on the impact of Pupil Conferencing on effective feedback strategies enabling pupils to articulate next steps in learning with clarity.	<p>We aim to help our PPG pupils to think about their learning, motivation and to take responsibility for their own learning. This can only be done if they are more self-aware and believe in their own abilities as learners and can identify their barriers.</p> <p>Target group of pupils, including PPG pupils who are identified as underachieving in Year 4 (not SEND initially) will have 1:1 fortnightly meetings with teacher to discuss barriers, progress and ways in which they can identify and achieve their next steps in learning.</p> <p>(EEF – meta-cognition and self-regulation shows high impact for low cost – potentially +8 months, Ofsted’s Pupil Premium update 2014 suggests that successful schools offer support to improve confidence and resilience.)</p>	<p>Record pupil conferencing meeting in detail, developing pro-forma which can be used to identify barriers to learning and ways in which pupils feel that school/home can further support learning, as well as aspirations for the future.</p> <p>Outcomes of PPG pupil conferencing shared through the school’s PPG document so that all staff are aware. PPG is standing item at SLT weekly meetings.</p>	KR KS	Fortnightly discussions from October 2018.
<b>Improved self-esteem and readiness to learn.</b>	Before-school nurture groups for identified PPG pupils.	<p>Many pupils come to school having had little support from home or unsettling experiences before school starts. Nurture groups allow staff to ensure that the pupils have eaten breakfast and that they are ready for the school day ahead, have the correct items needed for learning and that any issues have been addressed before the pupil joins the class. This facilitates a calm and purposeful start to the school day.</p> <p>(EEF suggests that there is some impact – potentially 4+ months).</p>	<p>Nurture groups will be monitored as part of the Monitoring, Evaluation and Training schedule (MET), ImpactEd, the work of the Phase Leaders and the feedback from parents.</p> <p>Nurture groups will be clearly timetabled and given high status – time to be allocated and funded through PPG funding.</p> <p>Parents will be highly engaged and will remain fully informed about their child’s progress.</p>	KS CF LW RSQ	Half termly from September 2018

<b>Improved self-esteem and readiness to learn</b>	Breakfast club and after school club (Shine) places offered to identified families/pupils eligible for PPG funding.	As above – unsettled family life has historically been shown to have a negative impact on pupils’ readiness to learn. Funding Breakfast Club and After School Club places will enable pupils to have a purposeful start to the school day and opportunities to have a more structured, purposeful after-school experience.	All PPG pupils will monitored closely and places offered when a need is identified. Impact will be monitored by class teachers, as well as Breakfast Club/Shine staff.	KS DC	At the end of every half termly place offered
<b>Wider life experiences and opportunities for PPG pupils</b>	Funding of extras – trips, music, wider experiences, including PGL residential trip to France/London, Young Voices project.	The school recognises that PPG pupils may have narrower life experiences than other children. Although this has been seen to have less impact than other strategies, all children should be offered, and be able to enjoy, cultural opportunities which will broaden their life experiences. Funding for these experiences must not be a barrier for our PPG pupils.	Discussions at Phase Reviews and Pupil Progress meetings to ensure that all staff understand that the gap is more than academic. SLT will oversee the support offered to parents of PPG pupils and will analyse impact. Pupils will analyse their learning in order to recognise the benefits of their experience in France, which will be communicated to Governors in able to demonstrate value for money.	KS HP	Impact reviewed termly.
<b>Improved self-esteem and readiness to learn</b>	Specific Interventions to target individual needs/gaps for PPG pupils including ‘Packtypes’	Staff are encouraged to view each PPG pupil as an individual, and as such, constantly strive to identify the gaps in learning which are barriers for individual pupils. The use of successful interventions will support these pupils and address gaps.	Progress of PPG pupils will be closely monitored as part of rigorous assessment and tracking, with impact RAG rated and discussed at Pupil Progress meetings. Action plans monitored and reviewed by SLT. Impact and value for money monitored through ImpactEd.	KS RSQ	Half termly in conjunction with SEND /Intervention reviews
<b>Total budgeted cost</b>					<b>£40,000</b>

<b>iii. Other approaches</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>
<b>Increased attendance rate for those eligible for the PPG grant.</b>	Part time EWO to work alongside members of SLT to follow up absences and low attendance rates. First day calling and email service. Termly attendance panels/parent interviews for persistent absenteeism.	Children are only able to learn if they are at school and do not miss chunks of learning. NFER briefing for school leaders identifies addressing attendance as a key step. Ofsted's 2014 Pupil Premium update suggests that the most successful schools ensure that they provide support to improve pupils' attendance.	Attendance of PPG pupils will be discussed weekly with the EWO, with follow up letters and home-visits conducted as necessary. Fixed penalty notices served as necessary. Attendance of PPG pupils as a whole will be monitored half termly and reported to Governors. Attendance will be discussed with SLT half termly.	KS	Half termly to establish impact of EWO and to ensure that attendance rates are rising as a result of EWO intervention.
<b>Increased and more consistent parent support and engagement with all areas of school life.</b>	ParentPay, Walk in Tuesday sessions monthly, Curriculum evenings, Phonics workshops, Facebook page and Twitter feed.	Parental engagement for a number of PPG pupils at Bengeworth continues to be a concern, with a poor attendance at curriculum evenings, Walk in Tuesdays and workshops. Parents need to fully engage in their children's learning in order to be able to support them.	Parental engagement will continue to be a focus for 2018-2019 with regular reviews, including questionnaires, of how to improve this. Parental engagement will be monitored for the target group, with a parental contract signed to ensure engagement. Guidance and expectation shared with staff re engaging parents. Expectation of parental engagement shared at Reception Induction meetings.	KS DC	Half termly
<b>Increased parent engagement with the school through parental support and child sense of belonging</b>	Provision of pupil's first school uniform for identified PPG pupils in Reception and identified families mid-year as deemed necessary.	Due to the UIFSM grant, the school has identified that parents of eligible pupils who are entitled to the PPG grant are not always identified, meaning that provision for these pupils is not always available. The school purchases software which helps early identification of PPG eligibility, and aims to support parents of low income by providing eligible pupils with their first school uniform, the cost of which can be a barrier for some parents on low incomes.	PPG pupils will have the correct uniform and will have less likelihood of being seen as 'different'. SLT monitor the uptake of the use of vouchers from the school uniform supplier. All Reception parents will be informed of the scheme at the induction meeting in June/July, with the PPG grant explained.	KS DC CO	November 2018 and June/July 2019.

<p><b>Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.</b></p>	<p>CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Revised Pupil Progress Meeting format and discussion and action plans to address individual needs. Improved leadership of PPG through focused whole school task for NPQSL.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage”, which can be achieved more successfully by a greater whole school awareness and understanding. The school aims to promote a “Whole-school ethos of attainment for all” (Supporting the attainment ... Nov 15)</p>	<p>Half termly analysis of all data, including PPG pupils in Reading, Writing and Mathematics to analyse progress and to plan for interventions to meet the needs of the pupils. Pupil Progress at Phase meetings/reviews meetings half termly to discuss progress, with PPG pupils clearly identified on action plans for each year group.</p>	<p>KS</p>	<p>Reviewed half termly as part of phase reviews and monitoring.</p>
<b>Total budgeted cost</b>					<b>£7,560</b>

6. Review of expenditure				
Previous Academic Year		<b>2017 – 2018 – Grant received £77,140</b>		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	<p><b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.</i></p>	<p><b>Lessons learned</b> <i>(and whether you will continue with this approach)</i></p>	<b>Cost</b>
<p><b>Increased progress and attainment for pupils across the school.</b></p> <p><b>Ensure the school's curriculum marking strategies are consistent and effective to improve outcomes for all pupils.</b></p>	<p>Implementation and review of feedback and marking policy. Focus on curriculum and 'Mastery'. CPD.</p>	<p>Feedback and marking policy reviewed 2017-2018 through monitoring, INSET training, pupil voice and discussion with staff.</p> <p>% of all pupils, including those eligible for PPG achieving Mastery/Greater Depth increased during the academic year.</p> <p>100% of Year 2 non-SEND pupils achieved ARE/+ at the end of Key Stage 1.</p> <p>100% of PPG pupils passed Y2 phonics re-take.</p>	<p>This initiative was the first part of a longer term project which will continue in 2018-2019 with Training from David Barclay (improving quality first teaching for all pupils) Kevin Mackelworth lesson study model (Y2) David Barclay – effective feedback project (Y5 and Y3) IRIS technology project (Y1) Cluster lesson study project in conjunction with St Andrews First School (Y3).</p>	<p>2x curriculum support days @ £561.20  (£1,122.40)</p>

<p><b>Increased meta-cognition to better understand learning styles and 'learning to learn'.</b></p>	<p>Use of bespoke 'Packtypes' and Talkabout for identified children.</p>	<p>Impact seen through increased % of all pupils achieving ARE and Greater Depth in R, W, M across the school.</p> <p><u>PPG</u>  % of pupils achieving ARE/+ in Reading - +5%  % of PPG pupils achieving GD in Reading - +8%</p> <p>% of pupils achieving ARE/+ in Writing - +3%  % of PPG pupils achieving GD in Writing - +5%</p> <p>% of pupils achieving ARE/+ in Maths - +3%  % of PPG pupils achieving GD in Maths - +11%</p>	<p>Initiatives and interventions which continue to improve and support children's metacognition and self-esteem will continue for targeted children.</p> <p>The school will use Impact Ed to analyse value for money and impact of the interventions.</p>	<p>Packtypes - 40 minutes x2 weekly  £15.42  £123.36 per half term</p> <p>Talkabout - 40 minute weekly sessions.  £61.68 per half term</p>
<p><b>Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)</b></p>	<p>Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for PPG pupils as required.</p>	<p>Increased range and availability of clubs; PPG pupils actively targeted to attend extra-curricular activities and tracked through the year. Many PPG pupils attended a large number and wide variety of clubs funded as needed to support parents.</p> <p>Those PPG pupils who wished to attend a club were not prohibited from doing so due to financial constraints.</p>	<p>PPG pupils will continue to remain high priority during 2018-2019 when allocating clubs. Additional spaces at clubs will be kept aside to be offered directly to those PPG pupils whose parents do not sign up online.</p> <p>Pupils who did not attend a club during 2017-2018 will be highlighted to staff and will be given the highest priority during allocations of places.</p>	<p>Approximate cost  £200</p>
<p><b>Continuous improvement of the quality of learning and teaching through Quality Assurance Reviews and CPD opportunities (Challenge Partners)</b></p>	<p>Engagement with all areas of Challenge Partners</p>	<p>Challenge Partners' QAR review in January 2018 validated the school's judgments about the progress of PPG pupils and the 'estimation' of the school's provision was deemed to be Outstanding.</p> <p>The school presented at Challenge Partners' National Conference in March 2018 on the topic of the bespoke PPG package created by the school, the impact on pupil outcomes, learning behaviours and meta cognition.</p>	<p>The school will continue to be part of the Challenge Partners' Network of Excellence in order to be proactive in a school-led review system.</p> <p>Bengeworth will seek to increase the number of partner schools in the hub in order to be able to share and learn from others in order to improve teaching and learning for all pupils.</p>	<p>£4,191.60 annual cost for membership</p> <p>Additional costs for QAR review costs and supply cover.</p>

<p><b>Increased parental support and engagement to support learning.</b></p>	<p>Use of Mathletics, Phonics Hero, Education City and Rapid Read online for homework activities. Funded homework club for PPG pupils to facilitate provision for completion of homework. Provision of parental workshops to support parental understanding.</p>	<p>All online packages fully embedded and accessible for all pupils with individual log-ons.</p> <p>Homework club funded for identified PPG pupils to complete homework tasks, including those online, with support from professionals.</p> <p>Parent workshops held for all year groups for Curriculum and for Reception and Year 1 for Phonics. Identified parents targeted to attend, with printed materials available for all those who did not attend.</p>	<p>All online packages will continue and will be used for home learning.</p> <p>Parental log ins to be given to Reception parents for 'Tapestry' to enable parents to contribute to their child's learning journeys from home.</p> <p>PPG funding will facilitate a TA to run Homework Club to target PPG and vulnerable pupils who are not supported at home with out-of-school learning.</p>	<p>MA £2,313.36 PH £980.00 EC £943.20 RR £360.00</p> <p>Homework club – 5x PPG places @ approx. £5.00 per session.</p>
<p><b>Improved oral and written language skills from Reception to Year 5.</b></p>	<p>Targeted interventions to improve S and L skills: Word Aware, Communication TAs, external SALT interventions weekly Talk About, Language Link, Black Sheep Narrative, Listening Project, Star Words, Phonics workshop for Reception, Come and Read sessions, 'Communication Corners' in Reception classes, Role play areas Reception to Y3.</p>	<p><u>Phonics 1<sup>st</sup> aid interventions</u> for 3 PPG Reception pupils – average pre-assessment score 5.1, average post-assessment score 13.7. Average improvement +8.6.</p> <p><u>Narrative interventions PPG pupils:</u> Reception: average pre-assessment score 4.3, average post assessment score 19.3. average improvement +15.0 Year 1: average pre-assessment score 5.75, average post assessment score 16.75. average improvement +11.0</p> <p><u>Listening skills PPG pupils:</u> Reception: average pre-assessment score 7.7, average post assessment score 12.3. average improvement +4.6 Year 1: average pre-assessment score 9.3, average post assessment score 11.7. average improvement +2.4</p> <p>Reception Language link Assessments – September assessment data indicated that 91% of Reception PPG pupils did not pass all Language Link assessments. All PPG pupils passed when re-checked June 2017 following interventions.</p>	<p>All interventions will continue in 2018-2019 with continued Service Level Agreement support from SALT for targeted pupils.</p> <p>Continued investment in a Learning Support Professional skilled in delivering interventions in Speech and Language to target barriers and gaps at a very early stage in pupils' school life in order to close the gap as soon as possible.</p>	<p>1:1 reading – daily 15 minutes per child £84.83 per half term.</p> <p>Rapid Read – 40 mins per week £61.68 per half term</p> <p>Phonics booster groups – 2x20 mins per week £44.24 per half term.</p> <p>Literacy intervention group – 30 mins per week £33.93 per half term.</p> <p>Black Sheep Narrative – 40/20 mins per week £61.68 per half term.</p> <p>Wave 2/3 EAL support 40 mins weekly £45.24 per half term.</p> <p>Word Aware 2x20 mins weekly £45.24 per half term.</p>

<b>Improve the rate of progress for pupils in Reception.</b>	Skilled teachers and teaching assistants (CSPs) deployed to work with small focus groups of pupils. Additional EAL LSP to support those with EAL. Additional S&L/Communication LSP to support Speech and Language	<u>Contextual school EAL data 2017-2018:</u> 76% GLD – Reception 100% WA – Year 1 Phonics 92% ARE/+ RWM combined at the end of KS1 (Year 2)  Intervention and S&L/intervention data as above which indicates measurable progress from baselines and starting points for all pupils.  All Year 1 pupils discharged from SALT Summer 2018.	The school will continue to provide CSP/LSP and additional EAL LSP support to pupils identified in Reception on baseline in order to target and close gaps as soon as possible.  A Communication LSP will continue to work with individual and small groups of EAL vulnerable and PPG pupils in order to support their language gap and enable them to achieve ARE/+ by at least the end of KS1.	Wave 2/3 EAL support 40 mins weekly £45.24 per half term.  SALT interventions as above.
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<b>Improved meta-cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths.</b>	Introduction of Pupil Conferencing for identified PPG pupils who are at risk of, or identified as, underachieving.	While PPG pupils were included in pupil voice and targeted for discussion, this initiative was not completed due to time constraints.	This will continue as an initiative for PPG pupils as part of a focused project designed to improve outcomes for pupils identified as underachieving in Year 4 (not SEND initially). Pupils will have 1:1 fortnightly meetings with teacher to discuss barriers, progress and ways in which they can identify and achieve their next steps in learning.	No cost – not completed
<b>Improved self-esteem and readiness to learn.</b>	Before-school nurture groups for PPG pupils identified.	Identified PPG pupils targeted to attend Early Birds, Breakfast groups and nurture groups.  Teachers reported increased school-readiness, confidence, resilience and participation in class, as identified in end of year data.	This strategy will continue daily for pupils at both settings, with targeted pupils being offered places on a needs basis; under-achievement, poor choices of behaviour or challenging family circumstances.	£2,650 for nurture group – daily at both settings for group of 6 pupils.
<b>Improved self-esteem and readiness to learn</b>	Breakfast club and after school club (Shine) places offered to identified families.	8 PPG pupils offered Breakfast club places during the academic year with increasingly improved attendance for PPG pupils and fewer late marks.  Teachers reported a more settled start to the school day for these pupils.	This initiative will continue according to individual needs of families and pupils as it clearly supports pupils to have a settled start to the school day and to be ready to learn.	Breakfast Club funding for 8 pupils £7,000.00 per year total.  Shine Club funding for 1 pupil at £9.00 session.

<b>Wider life experiences and opportunities for PPG pupils</b>	Funding of extras – trips, music, wider experiences, including PGL residential trip to France/London.	7 pupils were supported to attend the Educational Visit to London and 4 pupils were funded for the PGL visit to France. Neither of these life experiences would have been possible without financial support.  Funding was provided for selected pupils to attend educational visits in school time after discussion with parents. This allowed them to fully engage with the activities.	This initiative will continue: the experiences children have during extra-curricular educational visits, alongside their peers, increases resilience, grit, team spirit and enjoyment, in addition to enabling children to experience and visit	London - £436.00  Paris - £945.00  Additional support for selected PPG pupils – £114.00
<b>Improved self-esteem and readiness to learn</b>	Specific Interventions to target individual needs/gaps for PPG pupils including 'Packtypes'	Self esteem for most PPG pupils is no longer a barrier to learning due to increased self-awareness and understanding of learning styles and behaviours, with only a small proportion of non-SEND PPG pupils not achieving ARE/±.	The school will continue to monitor the specific needs of PPG and vulnerable pupils and provide support for identified children using Talkabout, Packtypes and Mentorlink interventions as needed.	Specific intervention costs as above.  Mentor link - £200 per term per child x 3 PPG pupils.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<b>Increased attendance rate for those eligible for the PPG grant.</b>	Part time EWO to work alongside members of SLT to follow up absences and low attendance rates. First day calling and text message service. End of year parent interviews for persistent absenteeism.	PPG absenteeism reduced in the year 2017-2018 and rose from 94.8% to 95.3% with now only a 0.5% gap.  Parent attendance panels were held throughout the year to target persistent absenteeism and to identify ways in which parents could be supported to improve attendance.  First day calling and email/text messages ensured that no children were absent without explanation or missing in education.	Analysis of attendance data indicates that this initiative continues to have a positive impact on PPG and vulnerable pupils as well as the whole school.  The school will continue to invest in the EWO service, will continue to identify and address attendance concerns at an early stage and will hold attendance interviews with parents at least half yearly.	EWO - £2,340.00 per year.

<p><b>Increased and more consistent parent support and engagement with all areas of school life.</b></p>	<p>Groupcall, Walk in Wednesday sessions monthly, Packtypes for parents as part of the CtG program, Curriculum evenings, Phonics workshops, Facebook page and Twitter feed</p>	<p>Parental engagement continues to be a focus for 2018-2019 as there are still inconsistencies in parental engagement for identified pupils.</p> <p>Staff will be given further guidance at Phase meetings as to how to engage the harder to reach parents, particularly those of PPG pupils.</p>	<p>This will continue to be a focus through:</p> <ul style="list-style-type: none"> <li>- Targeting PPG parents to ensure they attend workshops, parent consultation meetings and SEND reviews/PSP meetings</li> <li>- Questionnaires to establish barriers to parents' engagement with schools</li> <li>- Targeted positive conversations to improve parental perception of school.</li> <li>- Continued provision of 'Walk in Tuesdays' to enable teacher/parent dialogue and engagement with school.</li> <li>- Facebook and twitter feed to engage parents.</li> <li>- Moved from Groupcall to ParentPay as more effective and better value for money.</li> </ul>	<p>£385.00 licence fee £1000.00 pa text messages</p>
<p><b>Increased parent engagement with the school through parental support and child sense of belonging</b></p>	<p>Provision of pupil's first school uniform for identified PPG pupils in Reception.</p>	<p>The school provided 16 school uniforms for Reception pupils starting in September 2017, in addition to some in-year admissions of PPG pupils whose parents were unable to afford the cost of a school uniform.</p> <p>Feedback from parents indicated that this was very much appreciated as the cost of branded uniform with the school logo was a challenge for many.</p> <p>PPG pupils are not distinguishable from non-PPG pupils in the classroom due to poor quality or incorrect uniform.</p>	<p>This initiative will continue as it enabled all pupils to have the correct uniform from the outset and ensured that no PPG pupil looked or felt different, therefore contributing to improved sense of belonging and self-esteem from the start of the school year.</p> <p>The school will continue to consider funding the uniform of PPG pupils who join mid-year, should circumstances dictate.</p>	<p>16 x school uniforms - £780.95</p>
<p><b>Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.</b></p>	<p>CPD for all staff. Detailed and updated PPG list for all staff circulated.</p> <p>Data analysis – Revised Pupil Progress Meeting format and discussion and action plans to address individual needs.</p>	<p>An individualised and updated PPG list of all pupils raised the profile of this group of pupils and facilitated a 'no excuses for not knowing' culture in the school.</p> <p>Pupil progress meetings include specific questions about PPG pupils' progress.</p> <p>Data presentation was refined and focused on an individual level and reported on progress as well as attainment.</p>	<p>This strategy will continue, with all staff receiving an updated PPG list with barriers to learning identified, along with attendance data, attainment and relevant information.</p> <p>Teachers will receive individualised and group data for PPG/non PPG as part of half termly pupil progress meetings.</p> <p>Venn diagrams half termly will further identify pupils not on track and will enable teaching staff, monitored by SLT and Phase Leaders, to target specific children and to ensure that interventions are in place to remove barriers to learning.</p>	<p>Approx £50 printing costs.</p>

## 7. Additional detail

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