

Pupil premium strategy statement for Bengeworth CE Academy

1. Summary information					
School	Bengeworth CE Academy, King's Road, Evesham, Worcestershire. WR11 3EU				
Academic Year	16-17	Total PP budget	£85,800	Date of most recent PP Review	N/A
Total number of pupils	473	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 17

2. Current attainment			
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 data</i>
% achieving (Good Level of Development) GLD in Reception	55%	83%	69.3% all pupils (no data for national PPG GLD)
% achieving expected standard in Year 1 Phonics check (14 pupils eligible for the check, but 1 pupil was dis-applied for SEND reasons and 1 pupil was absent at the time of the check)	100% of those taking phonics check met expected standard. (1 child dis-applied, 1 child absent)	94%	81% all pupils 69% FSM pupils 83% non PPG pupils
% achieving ARE in Reading at the end of Key Stage 1 (14 PPG pupils)	64 % (29% of PPG pupils working at ARE+/Greater Depth)	84% (42% of PPG pupils working at ARE+/Greater Depth)	74% all pupils 60% PPG pupils 77% non PPG pupils
% achieving ARE in Writing at the end of Key Stage 1 (14 PPG pupils)	64% (21% of PPG pupils working at ARE+/Greater Depth)	84% (28% of PPG pupils working at ARE+/Greater Depth)	65% all pupils 50% PPG pupils 68% non PPG pupils
% achieving ARE in Mathematics at the end of Key Stage 1 (14 PPG pupils)	64% (14% of PPG pupils working at ARE+/Greater Depth)	89% (30% of PPG pupils working at ARE+/Greater Depth)	73% all pupils 58% PPG pupils 75% non PPG pupils
% of Y2 achieving expected standard of Phonics re-take	100%	100%	90% all pupils
% achieving ARE at the end of Year 5 in Reading, Writing and Mathematics (13 PPG pupils, of which 5 were identified as SEND)	Reading 58% Writing 41% Mathematics 42%	Reading 79% Writing 61% Mathematics 68%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Low self esteem and confidence of the majority of PPG pupils in lessons lead to a lack of risk-taking and perseverance in all areas of school life.	
B.	Oral and written language skills (including a growing proportion of EAL/PPG pupils) are lower in PPG children across the school. This prevents high achievement in Speaking and Listening, Writing, Phonological awareness and some areas of Reading, as well as having an impact on self-esteem and confidence.	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	PPG pupils have a lower attendance rate of 93.19% (FSM 92.8%) compared to non PPG pupils (96.07%) and whole school (96.95%). This reduces their school hours and causes them to fall behind on average.	
D.	Parental engagement with school of PPG pupils is generally 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.	
4. Desired outcomes (Desired outcomes and how they will be)		Success criteria
A.	Increased self esteem and confidence demonstrated in lessons/participation in extra curricular activities.	<ul style="list-style-type: none"> Increased % of PPG pupils achieving ARE/ARE+ in Reading, Writing and Maths. Increased participation in extra curricular clubs over the year. Increased % of PPG in Pupil Voice opportunities – e.g. Pupil Parliament, Worship Team Increased meta-cognition to recognise strengths and personal attributes.
B.	Improved oral and written language skills from Reception to Year 5.	<ul style="list-style-type: none"> Greater % of PPG pupils achieve ARE/ARE+ at the end of each year. Gap between PPG/non PPG pupils reduced.
C.	Improved attendance rates for PPG pupils which are in line with attendance rates for non PPG pupil (with target of at least 95%)	<ul style="list-style-type: none"> Attendance figures for PPG pupils increase from 93.18% to above 95% at the end of the 2016-2017 academic year.
D.	Increased parental engagement in all aspects of school life, including support of homework, attendance at Parent workshops/Walk in Wednesdays/Parent Consultation evenings/shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> Increased voluntary attendance of parents of PPG eligible pupils at Walk in Wednesdays, school workshops, information evenings, parents' evenings, classroom based activities.

5. Planned expenditure					
Academic year		2016 - 2017			
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. Increased self esteem and confidence demonstrated in lessons/participation in extra curricular	Review curriculum and marking/feedback policy	EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months).	PPG books marked first Teachers to give PPG pupils verbal feedback at least once daily. Staff training - feedback	KS	Ongoing as part of Monitoring, Evaluation and Training schedule.
A. Increased meta-cognition to better understand learning styles and 'learning to learn'.	Use of 'Packtypes' for children using bespoke program	EEF toolkit demonstrates that increased meta-cognition has consistently high levels of impact.	All children will have a Packtypes Mini pack and staff will be trained to use the resources during INSET days.	DC KS GS	July 2017
A. Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)	Review of the allocation of clubs and external clubs engaged to provide further opportunities.	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.	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.	HP VL KS	Half termly at end of each club cycle

<p>A. Continuous improvement of the quality of learning and teaching through Quality Assurance Reviews and CPD opportunities (Challenge Partners)</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. 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 conduct mini Quality Assurance Reviews of 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.</p>	<p>KS</p>	<p>At the end of 2016-2017 but reviewed half termly at Bengeworth Challenge Partners Hub meetings.</p>
<p>A. Review the school’s curriculum marking strategies to improve outcomes for all pupils.</p>	<p>Review the school’s curriculum Establish clear marking policy to ensure constructive feedback has maximum impact on all pupils.</p>	<p>The school recognises that the curriculum must meet the needs of the learners and that all children need to make sense of their learning through purposeful, real life experiences. The EEF cites effective marking and feedback as high impact for low cost (+8 months).</p>	<p>Quality in-house CPD to identify areas where marking has most impact on pupils’ progress and outcomes and is therefore most effective. Establish a marking policy, regularly reviewed, which promotes purposeful and timely feedback, including peer-to-peer feedback. INSET to share with staff.</p>	<p>HP</p>	<p>Half termly at curriculum staff meetings.</p>
<p>B. Improved oral and written skills for children from Reception to Year 5.</p>	<p>Introduction of ‘Rapid Read’ and ‘Mathletics’ online programs and review of how these can be used for homework activities.</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>INSET during the year 2016 – 2017 are targeted to introduce and to develop 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. Review to take place as part of Subject Leader release time according to the MET schedule.</p>	<p>RSQ TE HP KS</p>	<p>Half termly as part of MET schedule – subject leader release time. Impact measured July 2017.</p>

<p>B. Improved oral and written language skills from Reception to Year 5.</p>	<p>Targeted interventions to improve S and L skills: Word Aware program, Use of Communication TAs for interventions, external SALT interventions weekly Talk About, program, Language Link, Phonics workshop for Reception, Come and Read sessions.</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. 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.</p>	<p>RSQ KS</p>	<p>Half termly as part of IPP reviews and as part of PPG monitoring/Pupil Progress meetings. Overall impact reviewed July 2017.</p>
Total budgeted cost					<p>£30,000</p>

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. Improved meta-cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths.	<p>Challenge the Gap programme (through Challenge Partners)</p> <p>Bespoke Packtypes programme followed, monitored and developed with target cohort of 15 Y3 and Y4 pupils – self awareness strategies.</p>	<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.</p> <p>Target group of Year 3 and Year 4 chosen following analysis of data, gaps in achievement and discussion with teachers.</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>Allocated and protected time for CtG team to meet, assess, tweak etc.</p> <p>Engage with parents before programme starts to address concerns and to answer questions about additional sessions.</p> <p>Organise timetable for para-professional to ensure sufficient and protected time is dedicated to PPG groups – planning and delivery.</p> <p>Small groups (EEF) Packtypes bespoke programme with view to rolling out across school</p> <p>CtG high priority – feature at weekly meetings</p> <p>Carefully track progress of target group.</p> <p>Whole school INSET to share and develop the program – Oct 2016.</p>	<p>KS Lead teacher</p> <p>Para-professional</p>	<p>Monthly reviews from September 2016</p>
A. Improved self esteem and readiness to learn.	<p>Before-school nurture groups for PPG pupils identified.</p>	<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 2+ months).</p>	<p>Nurture groups will be monitored as part of the Monitoring, Evaluation and Training schedule (MET), 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>	<p>RSQ</p>	<p>Half termly from September 2016</p>

A. Improved self esteem and readiness to learn	Breakfast club and after school club (Shine) places offered to identified families.	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
A. Wider life experiences and opportunities for PPG pupils	Funding of extras – trips, music, wider experiences, including residential trip to France/London.	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.	Use INSET to ensure that all staff understand that the gap is more than academic and to deliver training. SLT will oversee the support offered to parents of PPG pupils and will analyse impact	KS	Impact reviewed termly.
A. Wider life experiences and improved self esteem	Active promotion and allocation of ‘pupil voice’ roles within school	The school recognises that the aspirations of Pupil Premium Grant pupils may be lower than those of other pupils in the school. By actively promoting PPG pupils and encouraging them to recognise their individual contributions, PPG pupils will have a greater sense of self.	Use INSET to ensure that all staff know who the PPG pupils are and can identify opportunities available. Opportunities recorded and monitored by staff and SLT.	KS	Termly
A. Improved self esteem and readiness to learn	Specific Interventions to target individual needs/gaps for PPG pupils	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.	KS RSQ	Half termly in conjunction with SEND /Intervention reviews

<p>Support a HA pupil to achieve ARE+ in curricular areas</p>	<p>Participation in 'Explore Learning' programme outside school for PPG+ pupil</p>	<p>The LAC pupil has been identified as G and T and has received extra challenge and 1:1 support in school. This programme accelerates the pupil's learning and desire for knowledge, as well as an increased self confidence in school and opportunities to meet/work with other pupils.</p>	<p>Monitor the pupil's progress to ensure that the programme offers value for money. Liaise with the programme providers to monitor curriculum coverage, so that pupil can be challenged and extended in school.</p>	<p>KS</p>	<p>Termly review in conjunction with Explore Learning</p>
Total budgeted cost					<p>£40,000</p>

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?
C. Increased attendance rate	Part time EWO to work alongside members of SLT to follow up absences and low attendance rates. First day calling and text message service.	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. 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.
D. Increased and more consistent parent engagement with all areas of school life.	Groupcall Walk in Wednesday sessions Packtypes for parents as part of the CtG program Curriculum evenings Phonics workshops	Parental engagement for PPG pupils at Bengeworth is generally low, with a poor attendance at curriculum evenings, Walk in Wednesdays and workshops. Parents need to fully engage in their children's learning in order to be able to support them.	Parental engagement will be a focus of the Challenge the Gap programme. Parental engagement will be monitored for the target group, with a parental contract signed to ensure engagement. INSET guidance and expectation shared with staff re engaging parents.	KS GS MJ	Half termly
D. Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.	CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Pupil Progress Meeting discussion and action plans to address individual needs.	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 & understanding. The school aims to promote a "Whole-school ethos of attainment for all" (Supporting attainment... Nov 15)	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 meetings half termly to discuss progress, with PPG pupils clearly identified on action plans for each year group.	KS	Reviewed half termly.
Total budgeted cost					£15,800

6. Review of expenditure				
Previous Academic Year		2015 – 2016 Grant received ` £74,580		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
To develop children’s team building, self confidence, resilience and personal development and improve behaviour to maximize learning potential in the classroom.	Engagement of ‘Commando Joe’ across all year groups.	Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that it is important to put “the basics” in place, including addressing behaviour. All children’s behaviour has improved over the past 2 years as a result of the Commando Joe program and a robust behavior policy. Children are observed to work more cooperatively with their peers and there are fewer behavior incidents recorded on SIMs or which result in fixed term exclusions.	The program was initially used to address the behaviour of particular cohorts of pupils, which included a large number of PPG pupils, whose poor behaviour was having a negative impact in the classroom. The intervention was deemed to have had the intended impact and provided structure and positive male role models for these pupils. This intervention will not continue into 2016 – 2017 as evaluation and assessment shows that behaviour interventions are not needed for our PPG pupils at present.	£15,000 for 1 day per week working across year groups.
To help pupils reach their full potential, initially in Mathematics and Literacy.	One to one and small group support	Pupils received 1:1 and small group support in Mathematics in order to achieve ARE/ARE+. This approach was particularly used to support more able PPG pupils. Evaluation shows that 10% of PPG pupils were shown to be working at Greater Depth in Mathematics and 55% of PPG pupils achieved ARE/ARE+ from Reception to Year 5. 33% of PPG pupils in the Year 2016 – 2017 were also identified as being on the SEND register.	This approach was effective in working with the more able PPG pupils, but did not have the desired impact of increasing the number of PPG pupils who were targeted to achieve ARE+. Focus will be given to improving quality teaching for all during the Year 2016 – 2017 through the recruitment of an experience Mathematics Leader who will rigorously monitor the teaching of Mathematics and ensure that all pupils receive high quality mathematics teaching within lessons.	TA intervention groups x 3: £12,500 for 3 TAs £2,400 for specialist maths teacher 1:1 provision

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
Enhance the curriculum, ensure the pupils are able to participate and to give children an opportunity to experience new and challenging activities.	Support with funding for extra curricular opportunities.	PPG pupils were supported with the cost of a residential trip to France which they would not otherwise have been able to afford. The pupils took part in team-building activities, as well as broadening their life experiences. This prevented a gap between the PPG pupils and non PPG pupils as all experienced the same opportunities and none were excluded. Other extra-curricular and curricular trips were funded or supported for PPG pupils.	PPG pupils self confidence and independence was greatly increased by this experience. Support for residential educational visits will be offered to parents of PPG pupils during the year 2016 – 2017 in order to broaden and enhance their life experiences and offer the same opportunities as non-PPG pupils.	France trip £210 per pupil for 2 pupils £15.50 trip for 11 pupils £30 for swimming for 14 pupils £120 music tuition for 1 pupil £196 for 'Explore Learning' for 1 pupil
Enable pupils to have a structured start to the school day in order to maximize their potential to learn.	Places funded for PPG pupils at both Breakfast Club and Nurture Group sessions	Breakfast Club places offered and taken up by 6 PPG pupils during the year 2015 – 2016. Teachers reported that these pupils had a more purposeful and settled start to the school day and were prepared for learning, with marked differences and unsettled behaviour on those days when the pupils did not attend, particularly for PPG pupils in Key Stage 2.	PPG pupils will be monitored closely during the year 2016 – 2017, including family circumstances which may lead to an unsettled start to the school day. Breakfast Club and Nurture Group will continue to be offered on a half termly basis to those PPG pupils who the school feel would benefit from attending, with impact monitored half termly.	Breakfast Club funding for 7 pupils at £5 per session £6,825 £2,650 for Nurture Group TA – daily for group of 6 pupils
Provide a balanced and nutritious meal for children in order to be prepared and ready to learn in the afternoons.	Provision of School Meals for deprived children not in receipt of FSM	Pupils identified as vulnerable, (but not in receipt of PPG funding), are tracked and monitored and data shows that the majority achieved ARE/ARE+ at the end of the academic year. Teachers reported more settled behaviour, particularly in the afternoon sessions, as pupils had received a healthy, balanced meal daily, rather than lunchboxes with large quantities of sugary items.	This approach will continue to be used as appropriate, as a number of the pupils at the school are still considered to be vulnerable. For these pupils, a healthy school lunch may be the only healthy and balanced meal of the day and therefore contributes to the overall well-being of the pupil.	£292.50 per child for the academic year

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Improve pupils' receptive and expressive vocabulary skills	To provide 1:1 specialist support for children whose barrier to learning is affected by Speech and Language difficulties.	Small group support for pupils, including PPG pupils and non PPG pupils addressed barriers to learning. This included support for PPG pupils at risk of not achieving ARE at the end of Year 2, and those who needed extra support in Year 1 in Phonics. Interventions were, on the whole, successful, as seen by the published results for both. Speech and Language difficulties continue to be a barrier to many pupils' learning across the school, but it is clear that this is an area which needs to be identified and addressed as early as possible.	This approach will be continued, with pre-learning of vocabulary opportunities for pupils to enable them to access the curriculum. Pupils will continue to be screened in Reception using 'Language Link' in order to identify areas for development early in pupils' academic career. Focused 1:1 and small group interventions will be used to target gaps as detailed above.	£2,650 5 hours TA per week x 2 £5,300 (TA working at each setting)
Improved reading skills and access to the curriculum	To support PPG/Vulnerable pupils with reading daily and to provide pre-learning opportunities and over-learning opportunities to ensure skills are embedded.	Small group pre-learning sessions enabled PPG pupils to access vocabulary, access new skills to be taught during the main lesson, and extend their understanding in a 'safe' small group environment with a skilled TA. This was assessed to be a positive strategy which enabled PPG pupils, and others, to contribute more confidently to the lesson and enabled a greater depth of learning to take place. TA led 1:1 reading support for PPG pupils on a daily basis enabled pupils to achieve well in reading, as evidenced in the Year 1 and 2 phonics checks and Year 2 end of key stage assessments.	The school believes that 1:1 reading and pre-learning sessions are essential for our PPG pupils, who often are not read with, or to, at home. The school will continue to ensure that PPG pupils read daily with a member of staff or Parent Helper and that TA support is available for pre-learning, as this will contribute to pupils' self esteem and confidence in the classroom, which is a focus of this year's PPG strategy and spend.	£403.87 per TA per hour for 40 weeks x 13 TAs – 3 hours per week £15,750

7. Additional detail

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