

# Pupil premium strategy statement: Binfield C.E. Primary School (VA)

The large majority of core PPG pupils achieved ARE in the 2017 SATS across all three subjects. 43% of our core PPG pupils achieved GLD in at least one subject.

1. Summary information					
School	Binfield C.E. Primary School (VA), Benetfeld Road, Binfield, Bracknell Forest, RG42 4EW				
Academic Year	2017/18	Total PP budget	£38,540	Date of most recent internal PP Review	October 2017
Total number of pupils	419	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Jan 2018

1. Current attainment – from Teacher Assessment System / SATS 2016 – HISTORICAL DATA												
	Based on new progress measure (from prior attainment groups)						Based on 2 levels of progress					
	2017 (unvalidated) (8 PP pupils at KS2 3 pupils in KS1) Red data includes 2 PP pupils who have no progress data			2016 (6 PP pupils at KS2) 8 pupils at KS1			2015 (4 PP pupils at KS2, 1 pupil at KS1)			2015 (11 PP pupils at KS2, 1 pupil at KS1)		
KS2	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE
% achieving ARE in reading, writing and maths	63%	68%	61%	33	53	53	75	80	80	73	91	79
% making at least expected levels of progress in reading (2014 – 2015) / progress measure (2016)	-1.40 (+0.35)	0.54	0	-4.39	-2.43	0	100	96	91	100	93	91
% making at least expected levels of progress in writing (2014 – 2015) / progress measure (2016)				0.51	0.43	0	100	100	94	100	95	93
% making at least expected levels of progress in maths (2014 – 2015) / progress measure (2016)	-5.64 (-4.0)	-2.08	0	-4.88	-3.43	0	75	91	90	82	93	89
KS1	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE	PPG	ALL	NAT AVE
% achieving ARE in Reading	67%	86%		75	90	74	100	97	90	100	92	90
% achieving ARE in Writing	67%	81%		63	83	65	100	92	88	100	90	86
% achieving ARE in Maths	100%	88%		63	80	73	100	100	93	100	95	92

Attendance is very good for PPG pupils. Historically within Binfield C.E. School, good progress was being made by our PPG children in diminishing the difference. The increased expectations have impacted negatively on our complex PPG (doubly/triply disadvantaged). Analysis from ASP and whole school data indicates progress in the KS2 tests is a concern, particularly in Maths.

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Attainment and progress in relation to peers at end of Key Stages.	
<b>B.</b>	KS2 progress especially within maths for complex Pupil Premium children.	
<b>C.</b>	Progress and attainment of PPG who are 'doubly/triply' disadvantaged (PPG as well as having an EAL/SEND need).	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Family dynamics and time-poor parents which can impact the emotional wellbeing and learning potential of our PP pupils.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure all PPG achieve at least expected ARE and/or good levels of progress.	Core PPG pupils will meet ARE and those PPG children who have other compounding disadvantages make good or better than good progress.
<b>B.</b>	For doubly and triply disadvantaged PPG children to diminish the difference between their progress and attainment in relation to their peers.	PPG Pupils who are doubly (and in some cases, triply) disadvantaged make good or good and better progress (from their starting points) within teacher assessment markers. Provision to be carefully targeted and adapted accordingly for specific children/groups and restructured in approach.
<b>C.</b>	Increasing rates of progress across KS2 for high attaining pupils eligible for PP.	High prior attainment PPG pupils make as much progress as 'other' high prior attaining pupils across Key Stage 2 in Maths, Reading and Writing. Measured in Y4, 5 and 6 by teacher assessments, with support from standardised testing to inform and reaffirm teacher assessment such as NFER. For Y6, SATS results will be markers but also moderated teacher assessment to be analysed.
<b>D.</b>	Pupils are emotionally ready to learn and progress.	PPG provision will include a range of interventions that encompass basic emotional and behavioural needs as well as learning support for the variety of PPG pupils attending Binfield School. Access to the Family Support Advisor is a priority for those PPG pupils that would benefit and part of that support continues with the use of the Pupil Premium Grant. ELSA training has been undertaken by key member of staff so we can offer support to the emotionally vulnerable pupils encompassing PPG pupils. KLC in place to support Home Learning for those children who do not have support at home through LSAs who add nurture aspects into the support. The school also has targeted nurture support through a Breakfast Club and Mentoring.





Achievement and progress in mathematics to improve.	Continued use of Barbara Carr approach to practical maths, utilising good practice within all maths lessons.	Rationale based on evidence sources such as EEF toolkit . Practical resources enable all children to access the learning through the use of apparatus. Differentiation to be well planned and target PP cohort so as to deepen understanding and support pupils mathematical reasoning.	<ul style="list-style-type: none"> <li>• Maths assessment tracking throughout the year.</li> <li>• Pupil talks and learning walks.</li> <li>• Data analysis alongside SEF as well as in school data comparison and tracking.</li> <li>• PP noted on planning and</li> </ul>	PB and JS All staff including LSAs	January 2018
<b>Total budgeted cost</b>					£2 040

## 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?
<p>A.To ensure all PPG achieve at least expected ARE and/or good levels of progress.</p> <p>B.For doubly and triply disadvantaged PPG children to diminish the difference between progress and attainment in relation to their peers.</p>	1:1 with experienced teacher. Small group Maths provision for targeted children.	<p>Some of the students need targeted support to catch up. Numbers Count (Success at Arithmetic) developed by Edgehill University which has been independently evaluated and shown to be effective in other schools has been selected by Binfield as the intervention programme of choice. This year this provision is expanding into Key Stage 1 due to the success within the Lower Key Stage 2.</p> <p>In school tracking will be analysed by the SENDCO – Maths is the whole school focus for this year.</p> <p>Other small group targeted support to be tracked and children to begin to show progress across school measures as well as through intervention specific measures e.g. 123Maths.</p>	<ul style="list-style-type: none"> <li>• Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>• Monitoring and feedback to the specific members of staff delivering the programme</li> <li>• Analysis of before/after data through internal tracking.</li> <li>• Reflection and restructuring where appropriate.</li> <li>• Tracking through tutoring targets that have been set by the class teacher.</li> </ul>	<p>SENDCO and support LSAs</p> <p>PB for KS1</p> <p>SLT</p>	January 2018

<p>A.To ensure all PPG achieve at least expected ARE and/or good levels of progress.</p> <p>B.For doubly and triply disadvantaged PPG children to diminish the difference between progress and attainment in relation to their peers.</p>	<p>1:1 with experienced teacher or/small group provision for targeted children (Curriculum provision).</p>	<p>We want to provide extra support to develop higher attainment from initial starting points.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit recommend this approach.</p> <p>SEND/PP children to receive support from specialist SENDCO.</p>	<ul style="list-style-type: none"> <li>• Extra teaching time and preparation time paid for out of PP budget.</li> <li>• Tracked through school assessment system and book looks.</li> <li>• Close liaison between tutors and class teachers.</li> <li>• Reflection and restructuring where appropriate.</li> <li>• Tracking through tutoring targets that have been set by the class teacher.</li> </ul>	<p>SENDCO</p> <p>Tutors</p> <p>All staff</p>	<p>January 2018</p>
<b>Total budgeted cost</b>					<p>£ 25 322</p>
<p><b>iii. Other approaches</b></p>					
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?
<p>D- Pupils are emotionally ready to learn.</p>	<p>Mentors ELSA trained LSA FSA Lunchtime and break times support</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average – EEF Foundation Toolkit)</p>	<ul style="list-style-type: none"> <li>• Questionnaires – pupil and parental feedback.</li> <li>• Feedback from teachers, pupils and parents through informal meetings as well as Pupil Progress Meetings and Parents Evenings.</li> <li>• Support for staff delivering emotional support interventions.</li> <li>• Step On Training for all staff to consider emotional well-being of vulnerable learners and tilt behaviour management approaches.</li> </ul>	<p>SENDCO</p>	<p>January 2018 (from LSAs regarding training).</p> <p>Through the three terms CPD and PP meetings. CPD for both Teachers and LSAs.</p>

<p>D – Pupils are emotionally ready to learn.</p>	<p>Kids Learning Club Breakfast Club</p>	<p>Opportunities to relieve home pressures by extending the school day with an opportunity to complete homework with additional support.</p> <p>For children to be ready for the start of the school day and ensure they have the best possible to every school day.</p>	<ul style="list-style-type: none"> <li>• Children to be supported with learning and build on knowledge from lessons.</li> <li>• Having access to an additional adult for feedback and discussion opportunities.</li> <li>• Clubs to be observed and LSAs supported in how they work with the vulnerable children within their care.</li> </ul>	<p>DHT/SENDCO</p>	<p>Reviewed September 2017 To be reviewed January 2018</p>
<p>A - To ensure all PPG achieve at least expected ARE and good levels of progress. D – Pupils are emotionally ready to learn.</p>	<p>Access to school trips and extra-curricular clubs.</p>	<p>Opportunities to access the same level of additional curriculum opportunities as non-disadvantaged pupils to promote best outcomes and social mobility.</p> <p>Sports coaches and P.E Subject Leader to monitor participation of PPG pupils within competitive sports at Binfield.</p>	<ul style="list-style-type: none"> <li>• PP progress meetings to reflect on progress.</li> <li>• Pupil feedback to be analysed to see how children interpret the support they are offered and its impact.</li> <li>• P.E Subject Lead and Sports Coach to monitor and ensure that all PPG represent the school (or are offered that opportunity).</li> </ul>	<p>SENDCO All staff Sports Coaches.</p>	<p>January 2018</p>
<b>Total budgeted cost</b>					<p>£10 018</p>

5. Review of expenditure				
Previous Academic Year		2016-2017 – See also Inclusion Report July 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To 'diminish the difference' between PPG and peers.	High quality teaching within all classes but especially within Y6 and Y2 cohorts. Use of Chris Quigley Curriculum and assessment system.	Majority of PPG attained the expected standard of KS1. However core PPG attained better results than PPG group as a whole. All PPG pupils attained standard in Phonics screening check. As a whole KS1 attained above national standards. KS2 pupils attained similar results to national standard in English.	<ul style="list-style-type: none"> <li>Challenge of increased expectations for doubly disadvantaged – <i>reflection on last year decision to roll out NumbersCount lower down the school to support PPG within KS1 and their achievement at Year 2.</i></li> <li>Ongoing review and development of provision for Maths intervention – use of a structured evidence based programme. – <i>roll out to KS1.</i></li> <li>Tracking of support through measurable outcomes – <i>interventions continue to be monitored, further adaptation of Tutoring monitoring through reflective practice.</i></li> <li>High quality teaching continued to be embedded – continuing high level CPD and external providers supporting with whole school approach. Mastery and continuous provision INSET to further support high quality teaching with an ongoing Maths focus.</li> <li><i>Lesson learned – further unpick barriers to learning for our more complex PPG children and we aim to do this through the use of the IRIS system.</i></li> </ul>	Is/has CPD/IRIS come out of PP
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To 'diminish the difference' between PPG and peers.	Tutoring used for targeted PPG children to support ARE attainment or above.	<p>In part the success criteria were met. Where pupils were categorised singly as core PPG the outcomes were highly positive and 71% of core pupils at KS2 met at least EXS within the 2017 SATS across all three subjects. 43% of our core PPG pupils achieved GLD in at least one subject.</p> <p>Where pupils were doubly disadvantaged such as SEND/EAL the impact was less successful, although progress was good.</p> <p>All PPG children surveyed felt that tutoring had benefitted them in some way; they could see progress and felt more confident. Their measures were positive for the support that they had received.</p> <p>KS1 results show that 67% of our core PPG achieved EXS in all three SATS (small numbers 1 child = 33%). 100% met EXS in the Maths SAT.</p>	<ul style="list-style-type: none"> <li>• Discussions around how tutoring may not be the best approach for the doubly disadvantaged. Reflection on how the tutoring links to classroom practice and targets. <i>We are considering reduction of tutoring hours to free up funding for alternative targeted support for those complex PPG children.</i></li> <li>• Targeting tutoring to specific PP next year and using other methods of support especially those whose needs are compounded by SEMH.</li> <li>• Ongoing Maths focus appears to be having a positive impact.</li> <li>• KLC and Breakfast club have proved effective in preparing PPG children for the day or supporting them with the school day.</li> </ul>	£29 000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To support the social and emotional wellbeing of our PPG pupils.	Learning Mentoring and FSA support	All PPG pupils felt that mentoring had been key to them feeling as if they had had a successful year at school. The conversations and support focused around learning but also encompassed a wellbeing aspect which the pupils felt was important.	<ul style="list-style-type: none"> <li>• Learning mentors are to continue and broaden the scope of their work to include more emotional and wellbeing work.</li> <li>• Training may be required next academic year to ensure that approaches are uniform and encompass best practice – ELSA training to continue to expand emotional wellbeing. <i>Step On training and completed ELSA training by one specialist member of staff to adapt provision.</i></li> <li>• To continue FSA and Learning Mentor support. Use of ELSA for transitional work and SEMH vulnerable children.</li> </ul>	£5 531

To provide an enriched school experience for PPG pupils	To support the social and emotional wellbeing of our PPG pupils.	High as PPG pupils report that they feel that this provision had either a great impact on their learning (through KLC/BOLE) or helped them to be ready for the school day/socially within school, it has also helped to broaden their experience and education. This feedback included thoughts and comments about a range of support (Learning Mentors, KLC, Breakfast Club, Lunch club, JACS, Sports Club, school trips).	<ul style="list-style-type: none"> <li>• To continue to fund enrichment opportunities (see previous column) for PPG as pupils (and parents) report that they impact them positively.</li> <li>• Ongoing Sports Opportunities through school clubs that children report to be positive, continuing to be offered.</li> </ul>	£2 554
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## 6. Additional detail

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

Last year's Pupil Premium Grant Expenditure Report to Governors can be found on our school website at [www.binfieldschool.com](http://www.binfieldschool.com). Within this report the areas of spending are broken down into further detail and the rationale for last year's approaches explained within four areas of achievement and standards; learning support; pastoral work and out of hours/enrichment for which the Pupil Premium Grant was used. The move to a Pupil Premium Strategy means that the report to Governors will now be presented within this format however it will still remain available through the school website. Information sources used to inform this statement include:

Binfield School Improvement Plan 2017 - 2019  
 Raise Online (historical data) now ASP (Analyse School Performance)  
 Super Schools data information  
 FFT data and school tracking  
 Bracknell Forest PP data from Regional Ofsted Meeting  
 Education Endowment Foundation – research base for intervention choices and rationale.  
 SENDCO Inclusion Report  
 Condition of Grant set out by the Education & Skills Funding Agency

It is important to remember that data is not the sole measure of success when working with PPG pupils due to the complex nature of their needs. Doubly and triply disadvantaged PPG pupils require further targeted support beyond purely learning support. Emotional support is often required which can be harder to measure outside of pupils' feedback.