

Bedwell Primary School  
Premium Strategy 2017-2018



### 1. Summary Information

School	Bedwell Primary School				
Academic year	2017-2018	Total PPG budget (indicative)	£168,960 (Indicative figures from 2016 census)	Date of most recent PPG review	n/a
Total number of pupils	296 (April 2017) 293 (sept 2017)	No of pupils eligible for PPG	122 (April 2017) 142 (sept 2017)	Date for next internal review of strategy	APRIL 2018

### 2. Current Attainment (not yet validated)

	Pupils eligible for PPG in our school	All pupils	
		our school	national
<b>Attainment for : July 2017 – KS2 ( no of pupils/SEND/PPG)</b>			
% achieving expected standard or above in reading, writing and maths	5/21 =24%	14/35 = 40%	61%
% achieving expected standard or above in reading	6/21 =29%	16/35 = 46%	71%
% achieving expected standard or above in writing	10/21 = 48%	21/35 = 60%	76%
% achieving expected standard or above in maths	9/21 = 43%	19/35 =54%	75%
<b>Attainment for: July 2017 KS 1 (no of pupils, SEND/PPG)</b>			
% achieving expected standard or above in reading	10/16 = 63%	26/42 = 62%	74%
% achieving expected standard or above in writing	3/16 = 19%	13/42 = 31%	66%
% achieving expected standard or above in maths	7/16 = 44%	22/42 =52%	73%
% achieving expected standards in year 1 phonics screening -June 2017	89.5%	84%	

### 3. Barriers to future attainment (for children eligible for PPG –including those with high attainment)

#### In school barriers (issues to be addressed in school)

A	poor speech and language levels
B	low literacy levels- low reading levels relating to comprehension and limited vocabulary
C	low ambition/aspirations and reduced access to real life experiences
D	Low resilience, low confidence , low self-esteem, high anxiety /Difficulties with emotional regulation
E	SEND needs for many pupils with PPG

#### External barriers ( issues which also need to be addressed outside of school)

F	Low attendance amongst a small group of PPG pupils
G	Engagement of parents to support learning

### 4. Pupil Premium objectives/outcomes

#### Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Children are able to talk clearly in full sentences, using high level language and adventurous vocabulary. They will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work.	PPG children can answer questions in full sentences and use more adventurous vocabulary. They have the confidence to ask what words mean if they are unsure in order to develop their understanding of language.
B	Children will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work. They will have good phonic skills which will improve their decoding ability for reading and their encoding ability for spelling. Pupils will read more regularly to an adult. Pupils will demonstrate improved fluency, expression and understanding of literary terms. PPG children's reading will improve in line with non PPG children. FSM children will make good progress and improve attainment	PPG children show improved levels in reading - demonstrated by improved comprehension, improved reading ages and improved performance during reading interview assessments. Children enjoy reading and can talk enthusiastically about books they have read PPG children have good phonics skills which they use to decode words for reading and encode for spelling and also show improvement in their spelling age scores PPG children achieve in line with non- PPG children in phonics, reading and writing
C	Children will have access to and take part in a range of visits, clubs and activities which will extend their real life experiences, improve their learning and encourage greater attendance at school. They will be inspired to have greater aspirations and ambitions by engaging with a range of people who have jobs/careers in a number of different fields in order to demonstrate the	Children talk about their future with enthusiasm Children speak ambitiously about their hopes for the future Children speak about their learning and activities with excitement and interest (pupil voice) Children set /attempt challenging tasks and targets FSM children are engaged in their learning and show improved concentration due to the

	opportunities that are available to them. FSM children will receive a healthy, nourishing school dinner each day and have the option to attend breakfast club where they will be given a healthy breakfast which will aid concentration and engagement throughout the day and enhance healthy lifestyles	provision of a healthy school meal/breakfast each day.
D	Children will have the resilience to tackle new challenges and cope with change. They will show motivation to achieve and succeed and will display more confidence in new situations. They will have access to pastoral support groups which will work specifically to develop social skills, self-esteem and positive self-image and reduce the fear of failure  Children will have access to a range of emotional literacy support which will look at how to deal with feelings and emotions. They will be able to access group or 1:1 protective behaviours and 1:1 counselling/play therapy to help them to understand and own their feelings and emotions and to learn how to keep control when things are going wrong	Students will have a positive self-image and self-belief system They will have the confidence and resilience to try new things and will be able to cope if things do not go well There will be positive post intervention feedback from parents and class teachers. Pupils will attend PGL, Cuffley and team building activities at Fairlands Valley to develop resilience  Children are able to verbalise their feelings and emotions and can deal with them in an appropriate way. They are able to make good behaviour choices and take responsibility for their actions, accepting that there are consequences to the choices that they make. Children will be happier and will be able to engage more readily with their learning because they will cope better with their emotional difficulties and needs.
E	PPG children who also have SEND needs will be identified early and appropriate support/interventions will be put into place in order to remove barriers to learning and allow them to achieve their potential. PPG children will make good progress and narrow the attainment gap between them and their peers	Pupils with PPG and SEND make good progress in reading, writing, phonics and maths from their own individual starting points. This progress is at least equal to that made by non PPG pupils. The attainment gap between PPG students and non PPG students will be reduced.
F	Children will feel greater motivation to attend school and engage in the activities and learning more readily	PPG students have attendance figures of at least 90%
G	Parents engage with the school in a positive manner and support their children with their learning by practising skills, hearing them read and supporting with homework or ensuring their children attend homework club	Parents attend parent teacher meetings - data re parental attendance Parents engage with school events and activities Parents are informed about support available and are signposted to other organisations Parents engage with Families First Assessment process - family support worker report Parents engage with outside agencies/parenting courses- family support worker report Parents read at home with their children - see reading logs

## 5. Planned expenditure

Academic year	2017-18			
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 Actions/strategies	What is the evidence or rationale	How will we ensure it is	Review

		for these choices?	implemented well? How will we measure impact?	
<p><b>A</b></p> <p>Children are able to talk clearly in full sentences, using high level language and adventurous vocabulary. They will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work.</p>	<p><b>Speaking and Listening:</b></p> <p>Talk of the Town strategies in place across the school. Universal approaches evident in class rooms and termly RAG rating of children for speech and language used to identify gaps and challenges.</p> <p>Word of the week assembly and in class approach to develop vocabulary.</p> <p>Wellcomm program for EY</p> <p>Specialist Elklan trained Speech and language TA to provide Wellcomm support in nursery</p>	<p>Research data re Wellcomm is positive and we have had positive results previously</p> <p>Talk of the Town has also been used successfully throughout the school in past years.</p> <p>The EEF toolkit highlights extensive evidence that oral language interventions such as TOTT and Wellcomm can be successful strategies which have a positive impact on both reading and writing development.</p> <p>Speech and language is the key to all learning and assessment tools and interventions support this</p>	<p>Use of baseline and then termly Wellcomm assessment data - with final review and progress graphs given to SENCo in July 2018</p> <p>Use of progression tools both pre and post TOTT interventions to assess improvement</p> <p>Scrutiny of termly RAG ratings as part of pupil progress to ensure that strategies are being employed.</p>	<p>Termly Full review Dec 17, Apr 18</p>
<p><b>B</b></p> <p>Children will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work. They will have good phonic skills which will improve their decoding ability for reading and their encoding ability for spelling. Pupils will demonstrate improved fluency, expression and understanding of literary terms PPG children's reading will improve in line with</p>	<p><b>Phonics</b></p> <p>Continuation of RWI in Reception and KS1. Training for staff when required. Phonics boost on 1:1 basis for targeted pupils with identified need</p> <p><b>Reading</b></p> <p>Guided reading sessions for all students in KS2</p> <p>Reading booster sessions for all students in year 6</p> <p>Continue with incentive scheme/prizes for children who read regularly at home</p> <p>Purchase of Fiction Express to encourage reading at home</p>	<p>RWI has had a massive impact on our phonics teaching and our data re year 1 phonics screening - with pass rate up to 84%</p> <p>Disappointing ks2 SATS results have highlighted difficulties with comprehension and so this needs to be addressed with additional support.</p> <p>The EEF toolkit highlights comprehension as a key strategy - (recommendation 3) and all staff will focus on question stems to ensure that</p>	<p>RWI coordinator to provide termly updates to groups and data in order to identify emerging needs</p> <p>Termly Pupil progress meetings will inform achievement and progress and will help identify those who will require further support. Drop-ins / observations focusing on reading and writing . Termly writing moderation and reading interviews help to inform assessment process.</p>	<p>Dec 17, Apr 18</p>

<p>non PPG children. FSM children will make good progress and improve attainment</p>	<p><b>Writing</b> Continuation of 2 year writing project including staff training days to promote writing through shared texts/reading aloud</p>	<p>pupils develop their understanding and use of prediction, questioning, clarifying, summarising, inference and use of prior knowledge.</p> <p>Positive feedback from pupils regarding the writing project - the children are now actively engaged with writing and talk enthusiastically about their texts all through the school.</p>		
<p><b>D</b> Children will have the resilience to tackle new challenges and cope with change. They will show motivation to achieve and succeed and will display more confidence in new situations. They will have access to pastoral support groups which will work specifically to develop social skills, self-esteem and positive self-image and reduce the fear of failure</p>	<p>PSHE and circle time Use of SEAL themes for assembly</p>	<p>These themes have worked previously to address issues in school</p>	<p>Assembly record sheet to ensure that a range of themes are addressed</p>	<p>termly</p>
<p><b>E</b> PPG children who also have SEND needs will be identified early and appropriate support/interventions will be put into place in order to remove barriers to learning and allow them to achieve their potential. PPG children will make good progress and narrow the attainment gap between them and their peers</p>	<p>Pupil Progress Meetings to highlight this group termly. Whole school focus on this group through monitoring. Staff to use STAGES approach to ensure identification of pupils with SEN</p>	<p>Children who are not on track to make enough progress and who are not on track to meet their end of year target will gain support from intervention (Teacher support, TA support, 1:1 / small group teacher support). SEND provision to support their needs to be in place. SENCo has a clear understanding of the needs of this group and is in a good position to support and ensure that provision is good.</p>	<p>SMT to monitor assessment data plus provision of support. Review meetings to evaluate the support to take place where needed.</p>	<p>termly</p>
<p>Total Budgeted cost</p>				<p>£12,000</p>

ii. Targeted support				
Desired outcome	Chosen Actions/strategies	What is the evidence or rationale for these choices?	How will we ensure it is implemented well? How will we measure impact?	Review
<p><b>A</b> Children are able to talk clearly in full sentences, using high level language and adventurous vocabulary. They will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work.</p>	<p><b>Speaking and Listening:</b> Talk of the Town interventions to support language development for small groups from year 1 -6. (we now have access to a greater range of materials to use with KS2 intervention and so do not need to repeat Fantastic Mr Fox) Specialist Eklan trained Speech and language TA to provide to implement 1:1 SALT therapy plans Specific TA support for EAL children using Racing to English Program to promote language acquisition and development</p>	<p>Progression tool data from Talk of the Town project has previously shown improvement in spoken language and confidence The EEF toolkit highlights extensive evidence that oral language interventions such as TOTT and Wellcomm can be successful strategies which have a positive impact on both reading and writing development.</p> <p>Speech and language is the key to all learning and assessment tools and interventions support this. Pupils tend to respond very well to regular therapy based sessions and so many progress to a point where they are discharged from the service. Pupils are able to learn English</p>	<p>SENCo and Speech and language TA will look at progression tool data pre and post intervention to look at impact SENCo will review interventions every half term to ensure they remain on track in terms of time Senco drop in to interventions to ensure quality provision</p>	<p>Half termly</p> <p>Full review Dec 17, Apr 18, July 18</p>
<p><b>B</b> Children will have an improved vocabulary and a greater understanding of language which will improve reading comprehension and enhance written work. They will have good phonic skills which will improve their decoding ability for reading and their encoding ability for spelling. PPG children's reading will improve in line with non PPG children. FSM</p>	<p><b>Phonics</b> Phonics boost on 1:1 basis for targeted pupils with identified need in years 1-3</p> <p><b>Reading and writing</b> Additional Reading booster sessions for PPG students with identified needs</p> <p>Target readers - pupils will read to an adult in school at least 3x per week to promote regular reading habits and to develop fluency and comprehension skills</p>	<p>RWI has had a massive impact on our phonics teaching and our data re year 1 phonics screening - with pass rate up to 84%</p> <p>These strategies have worked well in school previously.</p> <p>The EEF toolkit highlights comprehension as a key strategy - (recommendation 3) and all staff will focus on question stems to ensure that</p>	<p>RWI coordinator to provide termly updates to groups and data in order to identify emerging needs</p> <p>Termly Pupil progress meetings will inform achievement and progress and will help identify those who will require further support. Drop-ins / observations focusing on reading and writing . Termly writing moderation and reading interviews help to inform assessment process.</p>	<p>Dec 17, Apr 18, July 18</p>

<p>children will make good progress and improve attainment</p>	<p>Readit2 project for foundation stage to ensure books are shared daily with most vulnerable pupils and also to encourage sense of self-worth and resilience</p> <p>Purchase of Clicker7 software to support writing of those children across the school with identified needs</p> <p>Small group spelling using Write Words strategy for those children with identified needs - y5/6</p> <p>1:1 Word wizards/ELF/Sprite- SPLD designed programs to support reading, spelling and phonics of those children identified with SPLD type difficulties</p> <p>Nessy reading and spelling programme for PPG children in year 3 /4 to develop use of phonics in reading and writing</p> <p>Lunchtime Fiction Express club to ensure access for PPG pupils</p>	<p>pupils develop their understanding and use of prediction, questioning, clarifying, summarising, inference and use of prior knowledge.</p> <p>Positive feedback from other local primary schools involved in the project</p> <p>Positive national feedback regarding impact of clicker software</p> <p>Strategy has been successful with individuals in the past as it is based on principles of overlearning</p> <p>Positive results with individuals over the last few years- recommended by SPLD base</p> <p>Positive results in previous years.</p>	<p>Feedback required from pupils and teachers regarding use and benefits</p> <p>Baseline and follow up assessment data on entry and exit from programs SENCo drop in to assess quality of intervention provision</p>	
<p><b>D</b> Children will have the resilience to tackle new challenges and cope with change. They will show motivation to achieve and succeed and will display more confidence in new situations. They will have access to pastoral support groups which</p>	<p>Readit2 project in Foundation stage is designed for those more vulnerable pupils and is proven to help them to develop an emotional attachment to reading and learning creating improved self-esteem and resilience</p> <p>Nurture group provision which follows ethos of protective behaviours and nurture group</p>	<p>Positive feedback from other local primary school involved in the project</p> <p>Positive national feedback regarding Nurture group benefits</p>	<p>Data from project leaders -open university study - School project leader to feedback to SLT re impact</p> <p>SENCo to scrutinise Boxall data pre and post intervention to assess</p>	<p>Review July 18</p> <p>Dec 17, Apr</p>

<p>will work specifically to develop social skills, self-esteem and positive self-image and reduce Children will have access to a range of emotional literacy support which will look at how to deal with feelings and emotions. They will be able to access group or 1:1 protective behaviours and 1:1 counselling/play therapy to help them to understand and own their feelings and emotions and to learn how to keep control when things are going wrong</p>	<p>principles to support vulnerable learners in years 1 and 2</p> <p>1:1 protective behaviours with Bridge Builders group</p> <p>Bright Stars group for year 1 pupils</p> <p>Happy to be Me and Wise Behaviour groups for year 2 and 3 pupils</p> <p>Group and individual protective behaviours and SEAL based programme with years 5 /6</p> <p>Secondary transition project -SET for vulnerable y6 pupils</p> <p>1:1 play therapy and counselling from trained external counsellors</p>	<p>Positive results previously. Nurture network data showing positive impact of provision</p> <p>Positive results and feedback from staff, pupils and parents EEF highlights positive impact of social and emotional interventions on disadvantaged students</p> <p>Positive questionnaire feedback from parents, pupils and staff EEF highlights positive impact of social and emotional interventions on disadvantaged students</p> <p>Positive questionnaire feedback from parents, pupils and staff EEF highlights positive impact of social and emotional interventions on disadvantaged students</p> <p>EEF highlights positive impact of social and emotional interventions on disadvantaged students</p> <p>Positive feedback from SET and good results with pupils</p> <p>Very positive feedback from staff, pupils and parents</p>	<p>impact. Half termly meeting with NG staff to address issues and look at progress of pupils</p> <p>Weekly feedback from MAPS team and end of year questionnaires</p> <p>pre and post intervention questionnaires to parents and staff SLT to drop into sessions to assess quality of provision</p> <p>feedback required from staff</p>	<p>18, July 18</p> <p>July 18</p> <p>Dec 17, Apr 18, July 18</p> <p>July 18</p>
<p>E PPG children who also have SEND needs will be identified early and appropriate support/interventions will be</p>	<p>In school assessment using IAELD, Progression tools for Sp &amp; Lang, SDQ, Behaviour Questionnaire, CAST, Dyslexia Portfolio, Dyscalculia Screener, CAT4, Boxall profiles</p>	<p>These are nationally recognised assessment tools which have proved successful in school in identifying needs and next learning steps for pupils</p>	<p>SENCo to oversee assessments to ensure they are completed correctly and results are valid. Termly overview and action plan completed to ensure pupils do not slip through the net</p>	<p>Dec 17, Apr 18, July 18</p>



<p>put into place in order to remove barriers to learning and allow them to achieve their potential. PPG children will make good progress and narrow the attainment gap between them and their peers</p>	<p>In house provision - interventions: Nurture group, Talk of the Town, Write words spelling, Nessy, plus One maths, word wizards, Sprite, ELF, playing with numbers, see and learn Specialised provision such as play Therapy, Speech and Language provision, Behaviour Support, Referral to external agencies if required for additional advice and support SENCo/SLT to monitor progression for this group SENCo to look at new interventions available which will meet the needs of our children Bi weekly SENCo surgery for parents to help engage them with SEN processes in school</p>	<p>Interventions have been used in previous years with some good results  Specialised provisions have worked well over the last few years</p>	<p>SENCo to monitor interventions using entry and exit data and drop in sessions to ensure quality delivery  Meetings with parents recorded with clear actions and recommendations to be followed up. Parental feedback sought</p>	<p>Dec 17, Apr 18, July 18  July 2018</p>
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Total budgeted cost

£95,000

### iii. Other approaches

Desired outcome	Chosen Actions/strategies	What is the evidence or rationale for these choices?	How will we ensure it is implemented well? How will we measure impact?	Review
<p>C Children will have access to and take part in a range of visits, clubs and activities which will extend their real life experiences, improve their learning and encourage greater attendance at school. They will be inspired to have greater aspirations and ambitions by engaging with a range of people who have jobs/careers in a number of different fields in order to demonstrate the</p>	<p>Visitors to the school, and events booked including pantomime, film week, theatre trips and residential trips. Wow events such as artists in residence, author visits and year group trips to be planned and booked. Specialist dance and sports clubs retained for next year. Extra-curricular clubs to cover, science, sport, art, cooking, gardening, drama and ICT. Wider opportunities musical instrument tuition year 3/4 Breakfast club procedures to be reviewed in September, to ensure that it is accessible to those who are most in need. Promote</p>	<p>Visitors and visits give an opportunity to showcase inspirational people / jobs and places, allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. PPG students will have greater access to first hand experiences which can then be used to enhance their learning</p>	<p>School staff and leaders will discuss who to invite into school and what activities/visits will be planned for the year ahead School staff will encourage attendance and participation in extra-curricular clubs and will monitor PPG student attendance to ensure access. Pupil voice questionnaires to be completed in relation to clubs and visits Breakfast club attendance will be monitored and staff will be proactive</p>	<p>Termly Dec 17, April 18, July 18</p>

<p>opportunities that are available to them. FSM children will receive a healthy, nourishing school dinner each day and have the option to attend breakfast club where they will be given a healthy breakfast which will aid concentration and engagement throughout the day and enhance healthy lifestyles</p>	<p>Breakfast club to PPG families</p>	<p>Breakfast club ensures students have a healthy nutritional breakfast to start the day and this aids concentration and learning</p>	<p>about ensuring that those most in need are able to access the facility</p>	
<p><b>F</b> Children will feel greater motivation to attend school and engage in the activities and learning more readily</p>	<p>100% attendance certificates, prizes and reward incentives half termly Weekly extra playtime for class with best attendance Encourage children with attendance issues to attend Breakfast club to help promote routine Ensure a range of engaging wow events, trips and specialised learning activities/days, sports activities to encourage regular attendance Termly letters and meetings with parents of children with poor attendance Work closely with AIO to provide solutions to attendance difficulties</p>	<p>Breakfast club ensures students have a healthy nutritional breakfast and a set routine to start the day WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Engaging with parents to break down barriers to attendance has often proven to be effective</p>	<p>Monitor improvement in attendance  SLT to monitor pupils who are consistently late or not attending and offer Breakfast club provision Monitor impact on termly basis  HT to engage with families who do not attend</p>	<p>Dec 17, April 18, July 18</p>
<p><b>G</b> Parents engage with the school in a positive manner and support their children with their learning by practising skills, hearing them read and supporting with homework or ensuring their children attend homework club</p>	<p>Home/school contract which sets out expectations in relation to reading at home and completing homework sent out to all parents Encourage attendance at parent /teacher meetings and ensure non attendees are chased up and offered alternative meeting times Encourage attendance at stay and play events in foundation stage to build a relationship with the school from earliest opportunity.  Half termly coffee mornings/afternoons run</p>	<p>This has worked as an effective way to engage parents in the past and makes it hard for them not to attend  This has often been well attended by parents in the past</p>	<p>SLT to monitor which parents do not attend and chase up by offering alternative appointments</p>	<p>October 17 and March 17</p>

	by school family worker open to all parents to promote engagement with the school.			
	Embedded Families First Assessment process open to all families with need in a number of areas (across several agencies) Run by school family support worker	This process has worked well with selected families in the past	Termly report required from FSW to detail support given to parents and actions completed	Dec 17, Apr 18 and July 18
	Opportunity for parents to engage with parenting courses from both in house and external providers	Our parents often wish to engage with courses but they are booked up too quickly or location can be an issue so in house provision could work for them	Termly report from FSW and feedback opportunity from parents	Dec 17, Apr 18 and July 18
Total Budgeted cost				£50,500

Total pupil premium funding received	£168,960
Total pupil premium expenditure	£ 157,500
Pupil premium remaining	£ 11,460

## 1. Review of expenditure

Previous Academic Year

2016-17

### 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
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### 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

### iii. Other approaches

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

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

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