

Pupil premium strategy statement for Bengeworth CE Academy

1. Summary information					
School	Bengeworth CE Academy, King's Road, Evesham, Worcestershire. WR11 3EU				
Academic Year	19-20	Total PP budget	£124,300	Date of most recent PP Review	
Total number of pupils	537	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Feb 20

2. Current attainment from 2018-2019 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>
% achieving (Good Level of Development) GLD in Reception (14 pupils, 21% SEND)	71%	83%	National all pupils 72% Nat FSM pupils 56% Nat Non-FSM 75% Worcs FSM – 52% Worcs Non-FSM – 75%
% achieving expected standard in Year 1 Phonics check (17 pupils eligible for the check, 35% of PPG pupils SEND)	76% all (100% non-SEND)	97%	National all pupils 82% Nat Disadvantaged pupils 71% Nat Non-Disadvantaged 84% Worcs Disadvantaged – 68% Worcs Non-Disadvantaged – 85%
% achieving ARE/+ in Reading at the end of Key Stage 1 (15 pupils, 33% SEND)	73% (89% non-SEND)	96%	National all pupils – 76% Nat Disadvantaged pupils 62% Nat Non-Disadvantaged 78% Worcs Disadvantaged – 56% Worcs Non-Disadvantaged – 79%
% achieving ARE/+ in Writing at the end of Key Stage 1 (15 pupils, 33% SEND)	67% (89% non-SEND)	96%	National all pupils – 69% Nat Disadvantaged pupils 55% Nat Non-Disadvantaged 73% Worcs Disadvantaged – 48% Worcs Non-Disadvantaged – 74%
% achieving ARE/+ in Mathematics at the end of Key Stage 1 (15 pupils, 33% SEND)	73% (100% non-SEND)	99%	National all pupils – 76% Nat Disadvantaged pupils 62% Nat Non-Disadvantaged 79% Worcs Disadvantaged – 57% Worcs Non-Disadvantaged – 80%

% of Y2 achieving expected standard of Phonics re-take (3 PPG pupils, all SEND)	100%	100% all	National all pupils – 91% Nat Disadvantaged pupils 85% Nat Non-Disadvantaged 93% Worcs Disadvantaged – 58% Worcs Non-Disadvantaged – 79%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.		
B.	There are a number of DA pupils who are identified as being both eligible for the PP grant 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.		
C.	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 DA pupils.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Historically poor attendance for DA pupils, although improving through a targeted whole school approach, is below that of non-DA pupils in the school (DA – 95.2% compared to non DA pupils – 97.3%, FSM 94.8% compared to 94.5% in 2018-2019.) This reduces their school hours and has historically been a barrier to children's progress.		
E.	In some cases, parental engagement with school of DA 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.		
F.	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
A.	Increased % of pupils eligible for the PP grant achieving ARE/+ at the end of the academic year in order to close the gap between PPG eligible children and their peers.	<ul style="list-style-type: none"> Increased % of DA pupils without multiple barriers to learning achieving ARE/ARE+ in Reading: All DA pupils - from 76% to 78%, non-SEND from 91% to 93% Writing: All DA pupils from 68% to 75%, non-SEND from 86% to 88% Maths: All DA pupils from 78% to 80%, non-SEND pupils from 91% to 93%. Increased % of DA pupils achieving Greater Depth in Reading, Writing and Maths. Increased participation in extra-curricular clubs over the year (from 65% to above 85%)
B.	Accelerated rates of progress for pupils new to the school to close the gap between DA and non-DA pupils.	<ul style="list-style-type: none"> Greater % of DA pupils achieve ARE/ARE+ at the end of each year as above. Greater % of DA pupils passing Phonics check in Year 1 from 76% (100% excluding SEND). Gap between DA/non-DA pupils further reduced in all year groups.
C.	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"> Greater % of DA pupils achieve GLD at the end of Reception (increased from 71%) Gap between GLD for DA/non-DA pupils further reduced. Reception pupils ready for Year 1 curriculum so that rates of progress and attainment continue.
D.	Improved attendance rates for DA pupils which are in line with attendance rates for non-DA pupils (with target of at least 95.5%) with focus on FSM.	<ul style="list-style-type: none"> Attendance figures for DA pupils continue to increase from 95% to above 95.5% in line with whole school at the end of the 2019-2020 academic year. Persistent absenteeism for DA pupils will reduce.
E.	Increased parental support and engagement/involvement 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"> Increased voluntary attendance of parents of DA eligible pupils at Walk in Tuesdays, school workshops, information evenings, parents' evenings, classroom based activities. Increased Parental Support of homework activities and learning in school.
F.	Increased opportunities for DA 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"> Greater % of DA pupils attending extra-curricular clubs (Curriculum+) as above 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.

5. Planned expenditure					
Academic year		2019 - 2020			
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?
Increased progress and attainment for pupils across the school through improving quality first teaching for all pupils.	Develop strategies of effective feedback enabling all pupils to make outstanding progress. David Barclay – effective feedback project (Y4) IRIS technology project – whole school Cluster lesson study project in conjunction with St Andrews First School (Y3 and Y1). In-school CPD release time for all staff on a 3 week rolling programme. NQT/NQT+1 bespoke training package.	EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months). EEF 2019 Guide to the Pupil Premium Strategy suggests: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”	Commitment to in-school CPD for all staff every Friday afternoon – teachers and TAs released on a 3 weekly rolling programme for bespoke training matched to need. Investment in skilled professionals to lead on projects to provide mentoring and coaching to staff throughout the academic year. Impact monitored through termly 'Phase Reviews', with a review meeting half termly to evaluate progress towards the identified next steps. Pupil interviews/voice as part of Phase Reviews. NPQH programmes invested in for middle and senior leaders.	HP SHP	Ongoing as part of Monitoring, Evaluation and Training schedule. Phase Reviews. Feedback from staff CPD sessions.

<p>Increased meta-cognition to better understand learning styles and ‘learning to learn’.</p>	<p>Ongoing use of bespoke ‘Packtypes’ intervention for children. ‘Talkabout’/‘Time to Talk’ 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 ‘ImpactEd’ programme.</p>	<p>DC KS RSQ</p>	<p>At the end of each intervention. July 2020</p>
<p>Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)</p>	<p>Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for DA pupils as required. Reserved spaces for DA pupils with specific invitations issued.</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 DA 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 DA pupils.</p>	<p>HP AD KS</p>	<p>Half termly at end of each club cycle</p>

<p>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, including peer-led reviews (QAR)</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 DA 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.</p> <p>Release of staff to support this will be facilitated and funded.</p> <p>Pupil Parliament pupils from the 5 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 2019-2020 but reviewed half termly at Bengeworth Challenge Partners Hub meetings.</p>
<p>Increased parental support and engagement to support learning.</p>	<p>Use of Phonics Hero, Education City, Mathletics, Rapid Read, Times Tables Rock Stars and for homework activities. Tapestry online for EYFS parental contribution to learning journey. Funded homework club for DA 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 DA 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 2019 – 2020 will continue to develop understanding of interventions with staff. Parents will be offered support to support their children with the programmes, 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 monitoring during Phase Reviews and CPD time according to the MET schedule. Homework club will support DA/vulnerable pupils who receive little parental support with attendance monitored.</p>	<p>RSQ MHP SHP HP KS AS</p>	<p>Half termly as part of MET schedule – subject leader release time. Impact measured July 2020.</p>

<p>Targeted support for most vulnerable families and pupils.</p>	<p>Employment of school-based Family Support Professional to work with most vulnerable families.</p>	<p>Parental engagement and the right early help at the right time is crucial for all children. A school-based family support worker will support this. KCSIE 2019 suggests:</p> <p>“8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.</p>	<p>Drop-in sessions scheduled weekly for families seeking support. Developing role as need is identified; opportunities for parents/carers to engage in family learning courses. Monitoring of weekly feedback forms to identify impact and further need.</p>	<p>KS RSQ AS</p>	<p>Weekly through feedback forms and appraisal.</p>
<p>Improved oral and written language skills from Reception to Year 5.</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, in addition to weekly PPA time. 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 DA monitoring/Pupil Progress/Phase reviews. ImpactEd Overall impact reviewed July 2020.</p>

<p>Improve the rate of progress for pupils in Reception.</p>	<p>Skilled teachers and teaching assistants deployed to work with small focus groups of pupils. Additional EAL TA to support those with EAL. Additional S&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 on specific areas of need in order to close gaps. Where properly trained through CPD, the use of TAs 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/Appraisal targets to include focus on progress and attainment of DA pupils. Ongoing CPD for all staff, including for NQT/Inspirational Leadership (NQT+1) programmes. ‘Tapestry’ for evidence collection/observations, with focused staff training and ICT resources to support. Pupil progress meetings and Phase Reviews with specific focus on DA 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 SHP LL NS</p>	<p>Termly from September 2019.</p>
Total budgeted cost					£50,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress and attainment in Reading, Writing and Maths for identified pupils currently below ARE.	Individual Personal Progress Plans for every non-SEND DA pupil identified as not achieving ARE in one or more core subjects to track progress, interventions.	The majority of our DA pupils (without additional barriers such as SEND) are working at ARE or above. However, there are a number of pupils for whom there are still gaps in learning. A bespoke approach will enable us to identify specific and individualised barriers to learning and to target these on a personalised level.	The plans will be monitored by the DA lead alongside the teachers of the DA pupils to ensure that any actions identified have impact and are effective.	KR KS	Half termly and through Phase Reviews/Pupil Progress meetings
Improved self-esteem and readiness to learn.	Before-school nurture groups for identified DA pupils. Breakfast club and after school club (Shine) places offered to identified families/pupils eligible for PPG funding.	A proportion of our pupils come to school having had little support from home or unsettling experiences before school starts. Nurture groups/funding of Breakfast Club for identified pupils 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. (EEF suggests that there is some impact – potentially 4+ months).	Nurture groups will be monitored as part of the Monitoring, Evaluation and Training schedule (MET), ImpactEd, the work of the SLT and the feedback from parents. Nurture groups will be clearly timetabled and given high status – time to be allocated and funded through PPG funding. Impact monitored by class teachers and Breakfast Club staff. Parents will be better engaged and will remain fully informed about their child's progress.	KS CF LW RSQ	Half termly from September 2019 At the end of every half termly place offered
Wider life experiences and opportunities for PPG pupils	Funding/supporting of extras – trips, music, wider experiences, including PGL residential trip to France/London, Young Voices project.	The school recognises that DA 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 and increase cultural capital. Funding for these experiences must not be a barrier for our DA 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 DA 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 DC	Impact reviewed termly.

<p>Improved self-esteem and readiness to learn</p>	<p>Specific Interventions to target individual needs/gaps for PPG pupils including 'Packtypes'</p>	<p>Staff are encouraged to view each DA 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.</p>	<p>Progress of DA 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.</p>	<p>KS RSQ</p>	<p>Half termly in conjunction with SEND /Intervention reviews</p>
<p>Total budgeted cost</p>					<p>£60,000</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?
Increased attendance rate for those eligible for the PPG grant.	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 DA and vulnerable 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 DA pupils as a whole will be monitored half termly and reported to Governors. Attendance will be discussed with SLT and Governors half termly.	KS JM	Half termly to establish impact of EWO and to ensure that attendance rates are rising as a result of EWO intervention.
Increased and more consistent parent support and engagement with all areas of school life.	ParentPay, Walk in Tuesday sessions monthly, Curriculum evenings, Phonics workshops, Family Learning/ Parental learning groups, Facebook page and Twitter feed.	Parental engagement for a number of DA 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. There needs to be a change of view to 'I am an effective parent if I seek support' rather than 'I am failing if I seek support.'	Parental engagement will continue to be a focus for 2019-2020 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 AS RSQ	Half termly

<p>Increased parent engagement with the school through parental support and child sense of belonging</p>	<p>Provision of pupil's first school uniform for identified PPG pupils in Reception and identified families mid-year as deemed necessary.</p>	<p>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.</p>	<p>DA 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.</p>	<p>KS DC CB</p>	<p>November 2019 and June/July 2020.</p>
<p>Increased recognition of all DA pupils across the school with greater understanding of barriers to learning in order to establish accountability.</p>	<p>CPD for all staff. Detailed and updated DA list for all staff circulated. Data analysis – Revised Pupil Progress Meeting format and discussion and action plans/Personal Progress Plans to address individual needs.</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 DA 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 DA pupils clearly identified on action plans for each year group. Personal Progress Plans monitored and evaluated half termly at Pupil Progress meetings to ensure that pupils are on track to close the gaps between DA and non-DA pupils.</p>	<p>KS All teaching staff</p>	<p>Reviewed half termly as part of phase reviews and monitoring.</p>
Total budgeted cost					£14,300

6. Review of expenditure				
Previous Academic Year		2018 – 2019 – Grant received ££76,560		
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 PPG, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Increased progress and attainment for pupils across the school through improving quality first teaching for all pupils.	Develop strategies of effective feedback. 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).	Feedback and marking policy enhanced and refined 2018-2019 through monitoring, INSET training, pupil voice and discussion with staff. % of all pupils, including those eligible for DA achieving Mastery/Greater Depth increased during the academic year: 71.4% GLD in EYFS with progress in some areas greater than non-DA pupils. 89% of Year 2 non-SEND pupils achieved ARE/+ at the end of Key Stage 1. 100% of DA pupils passed Y2 phonics re-take.	Considerable 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. The school will continue to invest in CPD for all staff, facilitating scheduled release time on a 3 week rolling programme based on CPD needs in order to upskill staff.	DB - 1x INSET days @ £675.00 16 year group support days £3.600 KM - £960 Lesson study – 3.5 days – supply costs @£160 per day per teacher: £1,680
Increased meta-cognition to better understand learning styles and 'learning to learn'.	Use of bespoke 'Packtypes' and Talkabout for identified children.	Impact seen through % of all pupils achieving ARE and Greater Depth in R, W, M across the whole school: Reading – 76% ARE all, 91% non-SEND Writing – 69% ARE all, 86% non-SEND Maths – 78% ARE all, 91% non-SEND Top Dog – Average of 22% improvement seen across COMA scale of impact.	Initiatives and interventions which continue to improve and support children's metacognition and self-esteem will continue for targeted children. The school will use ImpactEd to monitor and analyse value for money and impact of the interventions on an individual pupil level to ensure that all interventions represent value for money.	Packtypes - 40 minutes x2 weekly £15.42 £123.36 per half term Talkabout - 40 minute weekly sessions. £77 per pupil.

<p>Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)</p>	<p>Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for DA pupils as required.</p>	<p>Increased range and availability of clubs; DA pupils actively targeted to attend extra-curricular activities and tracked through the year. Many DA 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>76% of DA pupils attended club – many multiple. All pupils from Y2 to Y5 were offered a club – only 4 pupils Y2 to Y5 declined and did not attend. 26/105 DA pupils did not access an extra-curricular opportunity (including Reception).</p>	<p>DA pupils will continue to remain high priority during 2019-2020 when allocating clubs. Additional spaces at clubs will be kept aside to be offered directly to those DA pupils whose parents do not sign up online and who have not accessed a n extra-curricular club.</p> <p>Pupils who did not attend a club during 2019-2020 will be highlighted to staff and will be given the highest priority during allocations of places.</p>	<p>Approximate cost £200</p>
<p>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>Challenge Partners’ QAR review in January 2019 validated the school’s judgments about the progress of DA pupils and the ‘estimation’ of the school’s provision was deemed to be Outstanding.</p> <p>The school co-presented at Challenge Partners’ National Conference in January 2019 alongside ImpactEd to show the value of tracking and analysing the impact of interventions for DA pupils.</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>£3,816 annual cost for membership</p> <p>Additional costs for QAR review costs and supply cover – supply costs x8 days at £160 per day: £1,280</p>
<p>Increased parental support and engagement to support learning.</p>	<p>Mathletics, Phonics Hero, Education City, Rapid Read, Times Tables Rock Star, Tapestry online (EYFS), Funded homework club for DA pupils, parental workshops, parental learning/support groups.</p>	<p>All online packages fully embedded and accessible for all pupils with individual log-ons.</p> <p>Homework club funded for identified DA 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 and in school to support DA pupils.</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 continue to facilitate a support professional to run Homework Club to target DA 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 – 6x DA places @ approx. £5.00 per session.</p>

<p>Improved oral and written language skills from Reception to Year 5.</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>Rapid Read 2018-2109 – 10 DA pupils – 15.01% improvement seen in reading age from baseline assessment. Average progress all – 13%</p> <p>Top Dog – Average of 22% improvement seen across COMA scale of impact.</p> <p>Rapid Read 2018-2109 – 10 DA pupils – 15.01% improvement seen in reading age from baseline assessment. Average progress all – 13%</p> <p>Top Dog – Average of 22% improvement seen across COMA scale of impact.</p> <p><u>Early Birds nurture group – Lueven Scale (out of 5) for 4 DA pupils:</u> Average pre-assessment score – 2.58 Post assessment score – 3.9</p> <p><u>Narrative interventions DA pupils:</u> Reception (1 DA pupil): average pre-assessment score 12.0 average post assessment score 19.0 average improvement +7.0</p> <p>Year 1 (5 DA pupils): average pre-assessment score – 7.8 average post assessment score – 14.4 average improvement +6.6</p> <p>Reception Language link Assessments – September assessment data indicated that 54% of Reception DA pupils did not pass all Language Link assessments. 92% DA pupils passed when re-checked June 2019 following interventions.</p>	<p>All interventions will continue in 2019-2020 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> <p>Talkabout £77per pupil for 13 sessions.</p>
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Improve the rate of progress for pupils in Reception.	Skilled teachers and teaching assistants (CSPs) . Additional EAL LSP for EAL pupils. Additional S&L/ Communication LSP to support Speech and Language development, Polish School (KS2).	<u>Contextual school EAL data 2018-2019:</u> 84% GLD – Reception 82% 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.	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 DA 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

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
Improved self-esteem and readiness to learn.	Breakfast club and after school club (Shine) places offered to identified families, before-school nurture groups for DA pupils identified.	Identified DA 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. 8 DA pupils offered Breakfast club places during the academic year with increasingly improved attendance for DA pupils and fewer late marks.	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 7 pupils. Breakfast Club funding for 8 pupils £7,000.00 per year total. Shine Club funding for 1 pupil at £9.00 session.
Wider life experiences and opportunities for DA pupils	Funding of extras – trips, music, wider experiences, including PGL residential trip to France/London, Young Voices project.	7 pupils were supported to attend the Educational Visit to London and 13 pupils were supported financially for the PGL visit to France. Neither of these life experiences would have been possible without financial support. 49% of Y4/Y5 DA pupils attended Young Voices Funding was provided for selected pupils to attend a range of educational visits.	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 - £330 Paris - £2,825 Supply costs for teacher attending £960 Additional support for selected DA pupils – £524 + cost of supported clubs

Improved self-esteem and readiness to learn	Specific Interventions to target individual needs/gaps for DA pupils including 'Packtypes'	Self-esteem for most DA 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 DA pupils not achieving ARE/+.	The school will continue to monitor the specific needs of DA 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 6 DA pupils. £2,700
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
Increased attendance rate for those eligible for the PPG grant.	Part time EWO to follow up absences and low attendance rates. First day calling and text message service. End of year parent interviews for persistent absenteeism.	DA attendance – 95.45% (addition of pupil mid-year who did not attend). EWO worked with identified families through home visits, in-school meetings, letters home. 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 DA 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.
Increased and more consistent parent support and engagement with all areas of school life.	ParentPay, Walk in Tuesday sessions monthly, Curriculum evenings, Phonics workshops, Facebook page and Twitter feed	Parental engagement continues to be a focus for 2019-2020 as there are still inconsistencies in parental engagement for identified pupils. Staff will be given further guidance at Phase meetings as to how to engage the harder to reach parents, particularly those of DA pupils.	This will continue to be a focus through: - Targeting DA parents to ensure they attend workshops, parent consultation meetings and SEND reviews/PSP meetings - Questionnaires to establish barriers to parents' engagement with schools - Targeted positive conversations to improve parental perception of school. - Continued provision of 'Walk in Tuesdays' to enable teacher/parent dialogue and engagement with school. - Facebook and twitter feed to engage parents. - Use of ParentPay as communication strategy. - NPQH project for member of SLT.	£385.00 licence fee £1000.00 pa text messages

<p>Increased parent engagement with the school through parental support and child sense of belonging</p>	<p>Provision of pupil's first school uniform for identified DA pupils in Reception and families mid-year as deemed necessary..</p>	<p>The school provided 14 school uniforms for Reception pupils starting in September 2018, in addition to some in-year admissions of DA pupils whose parents were unable to afford the cost of a school uniform. 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. DA pupils are not distinguishable from non-DA 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 DA pupil looked or felt different, therefore contributing to improved sense of belonging and self-esteem from the start of the school year. The school will continue to consider funding the uniform of DA pupils who join mid-year, should circumstances dictate.</p>	<p>14 vouchers given. £60 per uniform £840</p>
<p>Increased recognition of all DA pupils across the school with greater understanding of barriers to learning in order to establish accountability.</p>	<p>CPD for all staff. Detailed and updated DA list for all staff circulated. Data analysis – Revised Pupil Progress Meeting format and discussion and action plans to address individual needs. Improved leadership of DA through focused whole school task for NPQSL.</p>	<p>An individualised and updated DA list of all pupils raised the profile of this group of pupils and facilitated a 'no excuses for not knowing' culture in the school. Pupil progress meetings include specific questions about DA pupils' progress. Data presentation was refined and focused on an individual level and reported on progress as well as attainment. Half termly analysis of all data, including DA 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>This strategy will continue, with all staff receiving an updated DA list with barriers to learning identified, along with attendance data, attainment and relevant information. Teachers will receive individualised and group data for DA/non DA as part of half termly pupil progress meetings. Venn diagrams half termly will further identify pupils not on track and will enable teaching staff, monitored by SLT and Year group leads, 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.