

Pupil premium strategy statement for Bengeworth CE Academy

1. Summary information					
School	Bengeworth CE Academy, King's Road, Evesham, Worcestershire. WR11 3EU				
Academic Year	20-21	Total PP budget	£132,144	Date of most recent PP Review	Feb 21
Total number of pupils	507	Number of pupils eligible for PP	104	Date for next internal review of this strategy	Sept 2021

2. Attainment from 2018-2019 data (2019 – 2020 data unavailable due to C-19 and partial school closure)			
ARE/ARE+ for DA (% of children at ARE+)	Pupils eligible for PPG at Bengeworth (19-20)	Non PPG pupils at Bengeworth (19-20)	National/LA data
% 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 in Year 2 - Autumn 1 2020 (17 DA pupils eligible for the check)	82%	89%	(Not 2019/2020 data) National all pupils 82% Nat Disadvantaged pupils 71% Nat Non-Disadvantaged 84% Worcs Disadvantaged – 68% Worcs Non-Disadvantaged – 85%
% of DA pupils 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%
% of DA pupils 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%
% of DA pupils 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 DA 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.	Individual and 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, particularly after a period of pre-school closures from March 2020 to September 2020.		
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. In addition, some DA pupils did not return when school re-opened in June 2020.		
E.	In some cases, parental engagement with school of DA pupils is low (and increasingly so during the period March 2020 to September 2020 in regards to supporting home learning), 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 have had very limited access to additional opportunities, particularly from March to September 2020, which are needed to provide a rounded education and the characteristics which lead to successful employment in the future.		
G.	Due to closure of the school from March to June (apart from children of critical workers and vulnerable pupils), followed by partial re-opening to selected year groups, blended learning and in some cases, absence from school from March to September, a large number of DA pupils have gaps in their learning. Home schooling during this period was based on consolidation and a number of children had limited support with this due to a range of issues, including parental confidence, engagement, IT equipment and resources.		

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Recovery of the % of pupils eligible for the PP grant achieving ARE/+ at the end of the academic year/by the end of the Key Stage 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 <u>Reading</u>: All DA pupils from 5% ARE (based on March 2020 data) to targeted 73% <u>Writing</u>: All DA pupils from 4% ARE (based on March 2020 data) to targeted 72% <u>Maths</u>: All DA pupils from 1% ARE (based on March 2020 data) to targeted 73% Maintained or increased % of DA pupils achieving Greater Depth in Reading (targeted 12%), Writing (targeted 8%) and Maths (targeted 10%).
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"> Recovered % of DA pupils achieve ARE/ARE+ at the end of each year as above. Maintained or increased % of DA pupils passing Phonics check in Year 1 from 76% (2019), ? (Nov 2020) Gap between DA/non-DA pupils further reduced in all year groups.
C.	Accelerated rates of progress for DA 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"> Maintained or greater % of DA pupils achieve GLD at the end of Reception (increased from 71% - 2019) – predicted minimum 64%. 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 to return to at least pre-Covid figures of 95% (2019 data) Persistent absenteeism for DA pupils will reduce. Increased attendance of DA pupils at online learning sessions and in school, when open, or when identified as vulnerable and allocated a place.
E.	Increased parental support and engagement/involvement in all aspects of school life, including support of homework, online Parent Consultation evenings/shared parent and child learning opportunities throughout the year/support for home/blended learning.	<ul style="list-style-type: none"> Increased support for, and attendance at, online learning sessions when necessary. Regular completion of tasks and learning activities uploaded to SeeSaw. Increased Parental Support of homework activities and learning in school. Engagement in opportunities to support activities and events in school, when possible.
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"> When available, % 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.

G.	Identified and increased support for families who have barriers to accessing remote/blended learning through targeted communication, provision of devices and adaptation of resources.	<ul style="list-style-type: none"> • Barriers to remote/blended learning identified and addressed. • Increased attendance and participation at online lessons and through SeeSaw. • Attainment gap between Da and non-DA pupils does not widen during any period of school closure.
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5. Planned expenditure

Academic year	2020 - 2021
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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?
<p>Increased progress and attainment for pupils across the school through continual improvement of the quality first teaching for all pupils.</p>	<p>Embed and build on strategies of effective feedback enabling all pupils to make outstanding progress. IRIS technology project – whole school In-school CPD release time for all staff on a 3 week rolling programme. NQT/NQT+1 bespoke training package.</p>	<p>EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months).</p> <p>EEF 2019 Guide to the Pupil Premium Strategy suggests:</p> <p>“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.”</p>	<p>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.</p> <p>Investment in skilled professionals to lead on projects to provide mentoring and coaching to staff throughout the academic year, included tailored INSET opportunities.</p> <p>Impact monitored through termly ‘Phase Reviews’, with a review meeting half termly to evaluate progress towards the identified next steps.</p> <p>Pupil interviews/voice as part of Phase Reviews.</p> <p>NPQH programmes invested in for middle and senior leaders.</p>	<p>HP JP GS</p>	<p>Ongoing as part of Monitoring, Evaluation and Training schedule. Phase Reviews. Feedback from staff CPD sessions.</p>

<p>Increased meta-cognition to better understand learning styles and ‘learning to learn’.</p>	<p>Ongoing use of ‘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 discussion and self-evaluation. 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 2021.</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. Release of staff to support this will be facilitated and funded.</p>	<p>KS DC HP</p>	<p>At the end of 2020-2021 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. Use of SeeSaw for blended/remote learning provision. Online/in school parental workshops to support parental understanding. Overtime funded for CSPs 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 2020 – 2021 will continue to develop understanding of interventions with staff to target gaps in children’s learning as a result of school closure/remote learning. 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, including online opportunities, will target identified parents. Review to take place as part of monitoring during Phase Reviews and CPD time according to the MET schedule.</p>	<p>RSQ MHP HP KS AS</p>	<p>Online use of digital resources monitored by subject leads and class teachers weekly. Registers taken at daily online lessons, as appropriate during periods of blended/remote learning. Impact measured July 2021.</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, moving to online/telephone sessions when needed. Online self-referral form established. Dedicated TFP email address for parental contact. 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. Fortnightly supervision meetings to discuss pupils. Parental feedback/outcomes of caseloads.</p>	<p>KS RSQ AS</p>	<p>Fortnightly supervision sessions. Analysis of FSP through CPOMS. Parent questionnaire July 2021.</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 CSPs, external SALT interventions weekly, Welcomm, 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 CSPs 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 CSPs 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 and SENCo. 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 EL</p>	<p>Half termly as part of IPP reviews and as part of DA monitoring/Pupil Progress/Phase reviews. ImpactEd Overall impact reviewed July 2021.</p>

<p>Improve the rate of progress for pupils in Reception.</p>	<p>Skilled teachers and classroom support deployed to work with small focus groups of pupils. Additional EAL CSP to support those with EAL. Additional S&L/ Communication CSP to support Speech and Language development.</p>	<p>We wish to ensure that our pupils have a greater number of opportunities to work with skilled and trained CSPs/LSPs/LSPs on specific areas of need in order to close gaps. Where properly trained through CPD, the use of CSPs to deliver focused, measured and evaluated interventions has proven to be effective in raising achievement and increasing progress.</p> <p>The EEF suggests “Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.”</p>	<p>Rigorous 2 day recruitment process to ensure that highest quality staff are employed. Performance Management/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 CSP deployment and effectiveness of interventions. Effective and confident use of SeeSaw to support remote/blended learning.</p>	<p>HP KS LL</p>	<p>Termly from September 2020.</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?
Recovered rates of progress and attainment in Reading, Writing and Maths for identified pupils currently below ARE.	High focus of DA pupils with targeted support and monitoring through Pupil Progress discussions. 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.	Before lockdown and then partial re-opening in June 2020, most DA pupils were working at ARE or above, but the inconsistent engagement with online learning, in addition to school re-opening to only a select number of year groups, has led to gaps in learning and a widening gap between DA and non-DA pupils. 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. Data analysis of specific groups and target children. Data analysis through Epiphany. Pupil Progress discussions half termly.	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 when possible to run. 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 RSQ	Half termly from September 2019 when school is fully open. At the end of every half termly place offered.

<p>Wider life experiences and opportunities for PPG pupils</p>	<p>Funding/supporting of extras – trips, music, wider experiences, including PGL residential trip to France/London, Young Voices project.</p>	<p>The school recognises that DA pupils may have narrower life experiences than other children and will have had these further reduced as a result of C-19 restrictions. 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.</p>	<p>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.</p>	<p>KS HP DC</p>	<p>Impact reviewed termly.</p>
<p>Improved self-esteem, mental well-being and readiness to learn</p>	<p>Specific Interventions to target individual needs/gaps for DA pupils. Mental health and wellbeing strategy in conjunction with the Inclusion Lead/SENCo.</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. Pupil questionnaires to identify pupil anxieties as a result of C-19.</p>	<p>Analysis of mental health and wellbeing questionnaire and targeted support/provision for identified pupils. Impact of interventions measured through ImpactEd.</p>	<p>KS RSQ EL</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 or when safe to do so.. 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, SeeSaw online remote learning platform, Tapestry, Curriculum evenings, Zoom parental meetings, Phonics workshops, Family Learning/ Parental learning groups, Facebook page and Twitter feed, Vulnerable pupil phone calls from FSP and DDSL.	Parental engagement for a number of DA pupils at Bengeworth continues to be a concern and was very inconsistent during lockdown 2020 and subsequent home schooling expectations. Parents need to fully engage in their children's learning in order to be able to support them, particularly when being home-school as a result of school closure. 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 2020-2021 with regular reviews, including questionnaires, of how to improve this. Parents will receive increased support in order to access materials, resources and IT equipment for remote learning purposes. Online opportunities for parental engagement sought and used effectively if unable to be in school. 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. Identified parents will receive weekly welfare calls for support, especially where there are also safeguarding concerns.	KS AS RSQ HP	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 2020 and June/July 2021.</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 to include concerns regarding non-engagement with remote/blended learning.</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					£22,140

6. Review of expenditure				
Previous Academic Year		2019 – 2020 – Grant received £124,300		
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).	Data from 2019-2020 is not available due to schools closing to all but vulnerable pupils and the children of critical workers in March 2020.	The school will continue to invest in CPD for all staff with a focus on the Recovery Curriculum initially and identifying staff CPD needs in response to the needs of the pupils following analysis of the impact of C-19. Scheduled release time on a 3 week rolling programme will continue for all staff – teachers and CSPs 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 in school but data not available to measure more specifically due to schools closing to all but vulnerable pupils and the children of critical workers in March 2020.	Initiatives and interventions which continue to improve and support children’s metacognition and self-esteem will continue for targeted children, but may seek to use alternative interventions instead of Packtypes in the 2020-2021 year. 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 while school was open. 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>By school closure in March 2020, 84/109 (77%) of all DA pupils had attended a club, although this includes Reception pupils for which there were very few opportunities.</p>	<p>DA pupils will continue to remain high priority during 2020-2021 when allocating clubs if restrictions allow. 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 an 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 2020 validated the school's judgments about the progress of DA pupils and the 'estimation' of the school's provision was deemed to be 'Leading'.</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>Workshops and parental engagement opportunities transferred to online opportunities.</p>	<p>All online packages will continue and will be used for home learning and in school to support DA pupils and non-DA pupils.</p> <p>SeeSaw to be introduced to facilitate remote/blended learning with identified parents supported by the FSP or class teacher to enable all parents and children to access.</p> <p>PPG funding will continue to facilitate a support professional to run Homework Club to target DA and vulnerable pupils when restrictions allow, targeting those 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>Full data set unavailable due to C-19 closure and restrictions which prevented interventions from continuing.</p>	<p>All interventions will continue in 2020-2021 with continued Service Level Agreement support from SALT for targeted pupils following Wellcomm screening.</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).	EYFSP/GLD data unavailable for the year 2019-2020 due to schools closing to all but vulnerable pupils and the children of critical workers in March 2020.	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.	<p>Identified DA pupils targeted to attend Early Birds, Breakfast groups and nurture groups until school closure.</p> <p>Teachers reported increased school-readiness, confidence, resilience and participation in class, as identified in end of year data.</p> <p>8 DA pupils offered Breakfast club places during the academic year when school was able to offer wraparound provision with increasingly improved attendance for DA pupils and fewer late marks.</p>	This strategy will continue daily for pupils at both settings, with targeted pupils being offered places on a needs basis at nurture groups when restrictions allow to address concerns surrounding under-achievement, poor choices of behaviour or challenging family circumstances.	<p>£2,650 for nurture group – daily at both settings for group of 7 pupils.</p> <p>Breakfast Club funding for 8 pupils £4,000.00</p> <p>Shine Club funding for 1 pupil at £9.00 session.</p>

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.	37% of Y4/Y5 DA pupils attended Young Voices club. Funding was provided for selected pupils to attend a range of educational visits during the Autumn and first half of the Spring Term until school closure as follows: Swimming x 15 pupils - £463 Pantomime x 28 pupils - £307 Space Centre x 9 - £60.50 Netball Club x 4 - £20 PGL France trip x 9 - £1,594.50 Reflection week x 36 - £36 Sandfield Farm x 5 - £20 School Uniform x 10 - £465.20 Synagogue x 2 - £10.40 Smart Trees x 3 - £12.50 Viking Visit x 5 - £31.50 Roman visit x 4 - £12 Football Club x 3 - £15 London Theatre x 1 - £27.50 Music x 2 - £126	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 locations they will otherwise not be able to experience. This is even more pertinent given that some children will have had fewer opportunities of life experiences during the C-19 pandemic.	As detailed. Total: £3,200.90
Improved self-esteem and readiness to learn	Specific Interventions to target individual needs/gaps for DA pupils including 'Packtypes'	Self-esteem for many DA pupils continues to be a significant barrier to learning, particularly as a result of non-attendance at school during 2019-2020 during school closure.	The school will continue to monitor closely the specific needs of DA and vulnerable pupils and provide support for identified children using Talkabout and ELSA interventions as needed. Regular mental health and wellbeing audits will be used with children and provision put in place to address concerns through the FSP and ELSA trained support professionals.	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 – 92.84% - reduced % of attendance in 2019-2020 due to anxiety surrounding C-19 and a number of persistent absentees. 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 but that support was limited during the year due to restrictions in place. 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 if restrictions allow.	EWO - £2,340.00 per year.

<p>Increased and more consistent parent support and engagement with all areas of school life.</p>	<p>ParentPay, Walk in Tuesday sessions monthly Curriculum evenings, Phonics workshops, Facebook page and Twitter feed</p>	<p>Parental engagement continues to be a focus for 2020-2021 as there are still inconsistencies in parental engagement for identified pupils. Remote learning has further highlighted this with teachers and support professionals struggling to engage harder to reach families without face to face contact in school.</p> <p>Staff will be given further guidance at Phase meetings as to how to engage the harder to reach parents, particularly those of DA pupils, supported by the school's Family Support Professional.</p>	<p>This will continue to be a focus through:</p> <ul style="list-style-type: none"> - Targeting DA parents to ensure they attend workshops, parent consultation meetings and SEND reviews/PSP meetings/support remote learning - Questionnaires to establish barriers to parents' engagement with schools - Targeted positive conversations to improve parental perception of school. - Facebook and twitter feed to engage parents. - Use of ParentPay as communication strategy. - NPQH project for member of SLT. - Online virtual meetings when face to face meetings are not permitted or safe. 	<p>£385.00 licence fee £1000.00 pa text messages</p>
<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 10 school uniforms for Reception pupils starting in September 2019, 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.</p> <p>The school will continue to consider funding the uniform of DA pupils who join mid-year, should circumstances dictate.</p>	<p>10 vouchers given. £465.20</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.</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 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.</p> <p>Teachers will receive individualised and group data for DA/non DA as part of half termly pupil progress meetings.</p> <p>Venn diagrams half termly will further identify pupils not on track and will enable teaching staff, monitored by SLT and 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>
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7. Additional detail

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