



The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The Government believes that at the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

At Ben Jonson our total grant funding for 2018-19 was £335,280. Our use of this grant to support pupil premium pupils and our evaluation of the impact is detailed in the table below.

Major cost area/Intervention	Cost	Objectives	Expected Outcomes	Monitoring	Evaluation
Leaders & Additional Teachers Out of Class	87,000	- Continue to use pupil progress meetings to identify key children for interventions based on progress, behaviour and	- Quality of teaching in English and maths is raised and teachers are supported to meet the needs	- SLT monitoring of performance data, including pupil premium children. - Reporting to Governors. - Pupil progress meetings.	In terms of progress within the core subjects, in most cases 80%+ of pupil premium children make good or better progress, though there are isolated cases where the percentage is lower. This is a consistent trend in Year 5. PP Progress in reception for writing and maths and in Year

		<p>attendance.</p> <ul style="list-style-type: none"> - Small group pre-teaching, targeting lower attaining pupils in maths. - Partnership teaching programme to improve the quality of teaching in English and maths, focussed on identified pupil premium children. - Responsibility for actions identified at pupil progress meetings. 	<p>of identified children.</p> <ul style="list-style-type: none"> - The gap in progress and level of attainment between pupil premium and non-pupil premium children is closing. 	<ul style="list-style-type: none"> - Appraisal for all staff. - Teaching observation. - Book looks. 	<p>3 for reading and maths are particularly high.</p> <p>In some cases, PP progress is higher than the progress of non-PP (such as reception maths, Year 3 reading and maths, Year 4 writing and maths). The gap between progress of PP and non-PP is very small in Years 4 and 6.</p> <p>In terms of attainment, the percentage of children achieving expected+ is generally lower for PP than for non-PP, aside from two isolated cases (Year 4 writing, Year 3 reading). Generally, the gap is wider in KS1 and narrows through KS2, indicating that provision is allowing PP children to make good or rapid progress.</p> <p>Through the development of staff, teaching and learning has improved in English and maths.</p> <p>Pupil progress meetings feed into surgical interventions that are data driven to measure their quality. Key children are identified and targeted in these</p>
Specialist Teachers – enrichment (Music, Art, Dance, ICT and DT specialist	90,280	<ul style="list-style-type: none"> - Continue provision of rich and stimulating curriculum with high expectations in music, art, DT and 	<ul style="list-style-type: none"> - Enriched teaching and curriculum will contribute to raising standards across the 	<ul style="list-style-type: none"> - Displays. - Appraisal for all staff. - Teaching observation. 	<ul style="list-style-type: none"> - Feedback from TELTSA learning review and Ofsted 2017 identified the specialist provision as a particular strength of Ben Jonson’s curriculum. - Through expertise, experiences and

teaching)		<p>ICT and dance.</p> <ul style="list-style-type: none"> - Identify talented children in these subjects and provide additional challenge and opportunities. - Specialist teachers made aware of all sponsored children as key focus. - Meetings with parents of identified talented children. -dance to improve self-esteem and confidence; widen aspiration and help tackle obesity and other health problems. 	<p>school.</p> <ul style="list-style-type: none"> - Cross-curricular links (including maths and literacy) resulting in high quality outcomes. 	<ul style="list-style-type: none"> - Book looks. - Learning review day. 	<p>resources we aim to achieve secondary school standards in specialist subjects by year 5.</p> <ul style="list-style-type: none"> - Specialist outcomes are displayed prominently throughout the school and on the school website. <p>Cross-curricular links</p> <ul style="list-style-type: none"> - Links have been developed through topic based learning and integrating maths into science and computing lessons. Curriculum design work is evaluating a more integrated curriculum. - Specialists attend all staff meetings and whole school INSET training to develop their specialist curriculum and identify opportunities to link to the whole school curriculum. - Specialist teachers run additional clubs during the school day as well as after school (including 1:1 music tuition and after school computing club.)
HLTA Support	45,500	<ul style="list-style-type: none"> - Coordinate and lead actions and interventions identified in pupil progress meetings. 	<ul style="list-style-type: none"> - Key children make accelerated progress. - Identified 	<ul style="list-style-type: none"> - pupil progress meetings - appraisal for all staff - observation of teaching 	<ul style="list-style-type: none"> -HLTAs were responsible for running targeted interventions within phase groups, trained directly by our speech and language therapists- this insured that interventions were happening more regularly and with more experienced staff- this needs to be

		<ul style="list-style-type: none"> - carry out identified actions from pupil progress meetings. - Liaison with SEND and inclusion team. - Monitor and support behaviour, welfare and attendance. -ELS termly rolling programme working with targeted pupils across the year. 	<p>children have complete intervention programmes.</p>	<ul style="list-style-type: none"> - Records of ELS programme working with 18 pupils in autumn term, on-going through year. 	<p>expanded next year with more time in afternoons focusing on children who are not closing the gap. A master document tracking interventions is being trialled with pupil premium children highlighted.</p> <p>-HLTAs had more time in class working directly alongside and at time allocated to key vulnerable children, implementing more complex programmes like Individual Behaviour Plans</p>
SEND additional support	48,000	<ul style="list-style-type: none"> - Support over lunch time for children with high needs. - Coordination of support from inclusion team. - TAC Meetings supporting child and family with outside professionals. 	<ul style="list-style-type: none"> - Necessary support is in place. - Professional advice is taken on-board. - Families feel well supported. -Effective provision is in place for the child. 	<ul style="list-style-type: none"> - Pupil progress meetings. - Annual Reviews (Monitored by Local Authority). 	<ul style="list-style-type: none"> -Specialist TA support for increased areas of need have been used well, particularly speech and language- more TAs have been trained with speech and language techniques -This needs to be expanded further next year with increased programmes for children identified on the SEN register with tailored programmes embedded into general classroom practice

		- Deploy expanded inclusion team support.			
Attendance & Mentor support	50,000	- Individual and group support for pupils with emotional, social or mental health barriers. - Expanded learning mentor support additional learning mentor support	-Barriers are removed so children are ready for learning. - Pupil premium children attendance is not lower than other pupils	- Pupil progress meetings. - Referrals to outside agencies where needed.	Figures are still improving on this point last year for overall attendance PP pupils have similar attendance than non-PP pupils. This represents a significant closing of the gap between PP pupils and non-pp pupils (2018- 0.5%; 2019 – 0.1%)
Enrichment: swimming lessons	4,000	- Swimming to improve self-esteem and confidence; widen aspiration and help tackle obesity and other health problems. - To ensure equitability of opportunity for PP pupils to have wider educational experiences	- All children can access swimming lessons regardless of family circumstances.	PE coordinator/phase leaders to monitor quality of coaching and provision Teachers to monitor engagement, learning and progress of pupils	- All children in year 5 were able to access swimming lessons.

Enrichment: Residential Trip (for year 6)	9,000	<ul style="list-style-type: none"> - To ensure equitability of opportunity for PP pupils to have wider educational experiences - Continue provision of rich and stimulating extra-curricular activities 	- All children can access residential trip regardless of family circumstances.	<p>Monitor uptake of residential trip amongst pupil premium children</p> <p>Teachers to monitor engagement, learning and progress of pupils</p>
Enrichment: Subsidy of school trips	1,500	<ul style="list-style-type: none"> - To ensure equitability of opportunity for PP pupils to have wider educational experiences - Continue provision of rich and stimulating extra-curricular activities 	- All children can access school trips regardless of family circumstances.	<p>Monitor uptake of trips amongst pupil premium children</p> <p>Teachers to monitor engagement, learning and progress of pupils</p>