**** **Pupil premium strategy statement for Buckminster School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Buckminster Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £13,500  £13,200  £300 | **Date of most recent PP Review** | Sept 2018 |
| **Total number of pupils** | 92 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | Jan 2019 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment end of year 2017/2018 KS2 data no Y6 children were PP** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 0% | 64% |
| **% making progress at WA or above in reading** | 0% | 75% |
| **% making progress at WA or above in writing** | 0% | 78% |
| **% making progress at WA or above in maths** | 0% | 76% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current attainment end of year 2017-2018 for all Pupil premium** | **Y1**  **(2)** | **Y2**   1. **(1SN)** | **Y3**  **(4) (2SN)** | **Y4**  **(1)** | **Y5**  **(3) (2SN)** |
| **% achieving in reading, writing and maths** | 100 | 0 | 0 | 0 | 66 |
| **% making progress WA or above in reading** | 100 | 0 | 0 | 100 | 66 |
| **% making progress WA or above in writing** | 100 | 0 | 0 | 100 | 66 |
| **% making progress WA or above in maths** | 100 | 0 | 0 | 100 | 66 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Low level on entry pp pupils in CLL and maths | | |
|  | | Under achievement of pupils on attainment levels in KS2 | | |
| **C.** | | Some PP pupils are also on SEN register 50% on SEN/PP register | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve language skills for pupils eligible for PP | | Outcomes at the end of EYFS, KS1 and KS2 in reading and writing show 10% increase on 2017 results |
|  | Accelerate progress of all PP pupils | | Children make good progress |
|  | Provide additional support for PP SEN pupils | | PP children on SEN register make good progress |
|  | Improve attendance of PP pupils | | Children achieving national average 96.5% attendance |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/19** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improve language skills for all pupils | Daily supported reading  Setting for phonics in Reception to year 2  Routes to Resilience- building on Character skills | Reading records- regular reading increased confidence  Outcomes at the end of year 1 phonics screening showed an improvement after setting.  Increasing range of vocabulary- building on their resilience and perseverance. To promote these skills in all children | Training  Phonics lead  Timetabled daily  Regular monitoring  Regular staff meetings to discuss impact | Assistant Head and Head teacher | February 2019  April 2019  July 2019 |
|  |  |  |  |  |  |
| **Total budgeted cost** | | | | | £1500 |
| 1. **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?** |
| Improve language skills for PP pupils | Qualified teachers running intervention groups in reading and writing | Some pupils need targeted support to diminish differences and to have individual support matched to their needs.  This approach has been shown to improve effective in other schools- research | Timetabled to ensure interventions take place  Groups assessed and information analysed | Assistant Head and Head teacher | February 2019  April 2019  July 2019 |
| Accelerate progress of all PP pupils | Targeting support and providing interventions where needed in reading, writing and maths | Some pupils need targeted support to diminish differences and to have individual support matched to their needs. | Groups assessed and information analysed  Focused pupils identified through pupil progress meetings and outcomes tracked to measure impact | Assistant Head and Head teacher | February 2019  April 2019  July 2019 |
| PP profiles- PP progress meetings with parents, staff and teachers. | BB- PP lead , staff and parents | Termly meetings to discuss PP children and how they are supported in school. Parents and children can have a voice too. | Termly meetings with teachers and parents  Monitor interventions | Assistant Head | January 2019  April 2019  July 2019 |
| **Total budgeted cost** | | | | | £8000 |
| 1. **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?** |
| Improve attendance of PP pupils | Offer breakfast club/after school club | We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes | Tracking of attendance  SLT review this | Assistant head and head teacher | February 2019  April 2019  July 2019 |
| Extra curricular |  |  |  |  |  |
| **Total budgeted cost** | | | | | 1000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-2018** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved phonics outcomes for disadvantaged pupils.  Improved outcomes for disadvantaged pupils | Daily Phased phonic groups- children working at phase not age from R-Y2  Experience teachers and support staff | Regular phonics reviews and termly assessments carried out to ensure that this is effective.  Children make progress. Most children who are working on the National Curriculum meet related expectations; those that don’t, have special educational needs and make small steps of progress with the support they receive. | Regular assessments are needed- which requires time out of the classroom- allow more time for this.  Continue with small group interventions | £1000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Experienced teacher working with 1 to 1’s and small groups- pre teaching to support in Maths and English  Support within lessons to improve understanding of reading, writing and maths  Increase access to Curricular/ Extra curricular activities | Additional experienced teacher  Targeted TA support  Funding clubs /music lessons/ residential for PPG pupils | Teachers and PP lead regularly review planned interventions to ensure that they are effective  Clear communication between  teachers and Ta’s has improved the effectiveness of intervention.  TA’s have planned time in the classroom in the mornings to support English and Maths- In the afternoons TA’s carry out interventions.  Access to Y2/Y6 residential allowed all pupils to experience the enrichment of the visit and participate fully.  Supporting sporting and music clubs/lessons has enabled pupils to participate in non academic activities, positively improving their confidence and range of skills. | Intervention feedback is important to ensuring that the intervention is having the desired impact for pupils. Termly meetings are needed with teachers and Head Teacher. | £6500  £2000 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Measuring impact of PP progress | Monitoring and evaluating PP spending | Regular review of PP outcomes and impact of interventions informed provision Interventions adapted as needed | Continue to evaluate and monitor |  |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |