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

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| 1. **Summary information**
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| **School** | Buckminster Primary School |
| **Academic Year** | 2020/21 | **Total PP budget** | 18,400 | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 95 | **Number of pupils eligible for PP** | 14 | **Date for next internal review of this strategy** | Dec 2020 |

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| 1. **Current attainment end of year 2019-2020 End KS2 teacher assessment data**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | No Y6 PP |  |
| **% making progress WA or above in reading**  | No Y6 PP |  |
| **% making progress WA or above in writing**  | No Y6 PP |  |
| **% making progress WA or above in maths**  | No Y6 PP |  |

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| **Current attainment end of year 2019-2020 for all Pupil premium using teacher assessment data** | **R****(1)** | **1****(1 SN)** | **2****(1SN)** | **3****(3)** | **4****(1 SN)** | **5****(4- 2SN)** | **6** |
| **% achieving in reading, writing and maths** | 0 % | 0% | 0% | 67% | 0% | 50% |  |
| **% making progress WA or above in reading** | 0 % | 0% | 0% | 67% | 0% | 50% |  |
| **% making progress WA or above in writing** | 0 % | 0% | 0% | 67% | 0% | 50% |  |
| **% making progress WA or above in maths** | 100% | 0% | 0% | 67% | 0% | 50% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Not all PP children are on track to make expected progress in Reading, Writing and maths |
|  | Learning behaviours/lack of independent learning strategies |
| **C.** | 36% of PP children are on the SEND register |
| **D** | Some PP children do not have secure level of phonics knowledge |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.**  | Work with outside agenciesSome have poor attendanceLack of engagement in after school clubsFinancial support- uniform, trips, residents  |
| 1. **Intended outcomes**
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|  | *Specific outcomes and how they will be measured* | *Success criteria*  |
|  | To improve attainment of disadvantaged children  | This will be measured by pupil attainment which is tracked a miniumum of 3 times a year and through pupil progress meetings. Children will meet their own individual targets. |
|  | Learning behaviours/lack of independent learning strategies. | To improve the learning behaviours of pupils and enable them to become more independent learners. Children will engage more positively with their learning, and will need less encouragement to participate in learning opportunities. Their self-esteem will increase and impact on their ability to work independently. |
|  | To provide more support for PP with SEND | Quality first teaching- children to make small steps of progress with the support them receive. Children will be supported in a way that helps them to use strategies to overcome their individual barriers. Achievement will be measured by pupil attainment and pupil progress meetings with Head teacher and teachers. Teachers are to review their approach every half term to identify strengths and weaknesses- therefore informing future strategies and planning. |
|  | To improve phonics and reading outcomes for disadvantaged children | To improve phonics screening pass rate and develop children’s confidence when reading and writing. |
|  | To improve attendance and participation in after school clubs. | To increase the number of PP attending after school club activities- more children will develop more self esteem and will enjoy being part of a team or group.  |
| 1. **Planned expenditure**
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| **Academic year** | **2020/21** |
| 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**
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| **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?** |
| To address any gaps in learning to ensure progression for PP children- staff CPD | Providing small group work with experienced teacher/TA- focussed on over coming the gaps in learning. Some children will have pre teaching sessions to support their individual needs. Some will have boosters to ensure they are working at or above- closing the gap |  | Quality first teaching from good/outstanding teachers. Regular review meetings to check children are achieving their individual targets. | DC,BBDC, BB | February 2021April 2021July 2021 |
| Improve progress in reading and phonic understanding | Ensure regular reading slots with class teachers or TA’s at least 3 x a week.Phonics intervention groups- with class teachers and TA’s- develop resources for delivery of hands on phonics.Children to be put in phonics groups according to the phase they are working at. | Ensure enough reading books are available at the children’s phonic ability in each class.Update resources for phonics interventions and whole class delivery. | On going review of actions through pupil progress meetings, lesson drop ins and learning walks.Regular phonics assessmentsPupil progress meetings | CS,BB,DC | February 2021April 2021July 2021 |
|  **Total budgeted cost** | £500 |
| 1. **Targeted support**
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| **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?** |
| Ensure pupils meet ELG in EYFS | Closely monitor PP children through observations/ group work activities | Experience has shown it to be effective in closing learning gaps. | Quality teaching in the classroomSmall focussed group activities | BB, BO’C, DC, RW | February 2021April 2021July 2021 |
| Targeted interventions will improve outcomes for children in specific areas - Spelling - Reading – Communication and language | TA/teachers working with small groups delivering interventions:Precision teachingNessyWhite rose maths | Children will be identified through pupil progress meetings and discussions with the SENCO. Specific targets will be addressed. Evidence based interventions will be used to suit the individual’s needs. | Intervention monitoring sheets Assessment data shows improvement | BB, BO’C, DC, RW, LW | February 2021April 2021July 2021 |
| Children develop character strengths. They can name them and understand how and when they help learning- develop learning behaviours. | Route 2 resilience program Staff training | Character education will aid children’s understanding of their own strengths and areas for improvement and how they learn best including how to overcome their individual barriers. There is a need to increase the capacity for learning through character development and life skills.  | Learning walks and class drop ins to see if children and staff are using the character strengths.Pupils will engage in the process of developing character vocabulary and then embed this in the following ways:* Marking and Feedback
* Teacher’s planning
* Lesson feedback
* Vocab discussion
* Assembly stories

Staff will be supported through training sessions |  | February 2021April 2021July 2021 |
| 1. **Other approaches**
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| **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?** |
| Pupils to develop wider skills and enjoy experiences beyond classroom –based learning. | Funding towards Educational Visits, activities and afterschool clubs. | Children entitled to Pupil premium do not access as many after school activities as non- Pupil Premium.. Funds will be allocated to support eligible families to access Educational Visits, activities and after- school clubs. | We will monitor attendance at after school clubs to see if children are attending regularly. | BBCSDC | Every term |
| Wherever possible we will remove factors that could make children entitled to PP feel excluded. | e.g. providing a clean PE kit/ jumpers/uniform Helping fund school trips. Giving extra reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases. | It is often the same families who forget non uniform days and special events. Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. This cannot always be mitigated by school’s intervention but every effort will be made where it can. | Pupil progress meetings with teachers and parents. | BBCSDC | Every term |
| Punctuality and attendance improves and children feel ready for the school day | Timely action taken to address punctuality of vulnerable pupils including FSM/PP children. | Records show that PP children are often late into school and this impacts on pupil’s access to early morning work in class and additional time for support from the class teacher. | New register system should help keep accurate data.Communication with parents over areas of concern and involvement of outside agencies if necessary | BBDC |  |
| **Expenditure:** |
| CPD and resources for curriculum- £2000Decodable reading books - £1000Phonics resources- £1000Intervention groups- specialist teacher time- £9000Educational psychologist time- £500Trips, residentials, uniform etc - £2600Music lessons- £1000 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019-2020** |
| 1. **Quality of teaching for all**
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| **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** |
| Positive Learning behaviours will improve progress for childrenReading and language skills will improve progress | Embed character education – Routes to Resilience, Meta Cognition, Mentally Healthy Schools.New book scheme introduced into school | Children and staff were referring to the character skills regularly in lessons and around school. They were able to talk positively about their different learning behaviours.Parents were also encouraged to be involved and use the character skills at home too.Reading books in each class has enabled all children to be reading at their phonics ability in KS1 and all children in ks2 have a specific reading book too. | Will continue to implement learning characteristics in school.More books needed in KS1 classrooms to ensure that there are enough books- ensure there are enough in each phonics phase. |  |
| 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** |
| To improve attainment of disadvantaged children including PP working at GDTo improve language development |  Experienced teacher /TAQuality first teachingTargeted support and interventions where needed in reading, writing and maths. Pre teachingExperienced teachers/TA running intervention groups in reading and writingFirst Call Intervention | Regular pupil progress meetings were carried out with the Head teacher.Staff delivering the interventions were keeping teachers informed of each individuals progress- also identifying where new strategies needed to be put in place.Pre teaching for English and Maths for some pupils was of great benefit boosting confidence and enabling children to access the learning at their level.School closure due to covid has made monitoring each child’s attainment difficult- gaps in learning are needing to be addressed. | Experienced teachers delivering quality teaching is costly but did enable children to make small steps of progress. This approach will be continued next year.Children have really benefited from targeted pre-teaching and consolidation of learning. This is evident in their confidence, improved independence and achievement. |  |
| To improve phonics and reading outcomes for disadvantaged children | Phased phonic teaching- daily with experienced teachers.Children grouped as phase not age | All children in EYFS and KS1 are on a phonics related reading book aimed at the individual child’s phonic ability. Every classroom across the school has age and phase appropriate reading books.Difficult to measure the impact due to school closure and lockdown.Phased phonics groups started after Christmas- children working in phased related groups- School closure has meant that the impact was difficult to measure- however children were working in smaller groups and delivery was targeted to each individual need. | We will continue with this approach for next year so we can gauge its impact on all children.An approach that has worked in the past and we will continue with- regular phonics assessments needed to ensure that the phased phonics is having an impact. | £ 8000 |
| 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** |
| Financial support to enable full participation |  Encourage participation in after school activities | We developed a new tracking system for the whole school to monitor all pupils attendance. It did highlight the children that were not actively involving themselves in the ASC- we were then able to target those children and identify why and what could be done to encourage participation- for some children it was lack of transport- so we were able to address these issues. | A useful document that we have since developed and we will continue to track the attendance of all pupils in school |  |

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| 1. **Additional detail**
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| 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  |