**Pupil Premium Strategy Statement - Buckminster School 2021/2**

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| 1. **Summary information**
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| School | **Buckminster Primary School** |
| Academic Year | **2021/22** | Total PP budget | **£13,450****(Based on Oct 2020 census?)** | Date of most recent PP Review | **July 2021** |
| Total number of pupils | **80** | Number of pupils eligible for PP | **9** | Date for next internal review of this strategy | **Oct 2021** |

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| 1. **Current attainment end of year 2020-21 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 SATS due to lockdown | No national average due to lockdown |
| **% making progress WA or above in reading**  |
| **% making progress WA or above in writing**  |
| **% making progress WA or above in maths**  |

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| **Current attainment end of year 2020-21 for all Pupil premium children using teacher assessment data** | **R****(1)** | **1****(1)** | **2****(1SN)** | **3****(1SN)** | **4****( 4 – 1SN)** | **5****(1- 2SN)** | **6****(5 – 2SN)** |
| **% achieving in reading, writing and maths** | 100% | 0% | 0% | 0% | 25% | 0% | 60% |
| **% making progress WA or above in reading** | 100% | 0% | 0% | 0% | 75% | 0% | 60% |
| **% making progress WA or above in writing** | 100% | 0% | 0% | 0% | 50% | 0% | 60% |
| **% making progress WA or above in maths** | 100% | 100% | 0% | 0% | 25% | 0% | 60% |

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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)* |
|  | Only 22% (2/9) PP children are on track to make expected progress in reading, writing and maths |
|  | Learning behaviours/lack of independent learning strategies |
| **C.** | 44% (4/9) of PP children are on the SEND register |
| **D** | 44% (4/9) of 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 agencies (2/9)Poor attendance (1/9)Lack of engagement in after school clubs for some pupilsFinancial support- uniform, trips, residential (3/9?) |
| 1. **Intended outcomes**
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|  | *Specific outcomes and how they will be measured* | *Success criteria*  |
|  | Improved progress for all disadvantaged children  | Children will make progress in line with (or above) the national average expectation  |
|  | Improved learning behaviours and uptake of independent learning strategies. | Children will feel more accountable for their own learning and have a positive attitude to school and their work during lessons (recorded using a scale 0-10) – this will be reviewed 2x a year with children and teachers in a 1:1 discussion. |
|  | Provide more support for PP children with SEND | In addition to QFT, those children with SEND will receive specialised intervention. Children will make ‘small step’ progress each half term versus individual targets – interventions will be reviewed for efficacy and changed where progress not evident |
|  | Improve phonics and reading outcomes for disadvantaged children | Phonics screening pass rate for the school (& the PP group) will be at least the national average expectation.Older PP children make small step progress each half term versus individual targets in daily phonics sessions |
|  | Improved attendance and participation in after school clubs. | All PP children to attend at least 1 after school club during the year |
| **E.** | Develop parental engagement and relationships | Parents feel comfortable to ask for help for their families in relation to school and barriers to learning – better links with agencies and improve attendance |

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| 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 FIRST 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?** |
| Narrow gaps in learning to ensure progress for PP children is at least equal to non PP children (including children meeting ELG in EYFS) | **Quality First Teaching** emphasises high quality, inclusive teaching for all pupils in a class including differentiated learning and strategies to support SEND pupils’ learning.There will be personalising learning to the individual needs of pupils, encouraging greater inclusion of pupils with SEN needs, and working to narrow the attainment gap for all children. | **EEF Guide to Pupil Premium Key Principles**<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>page 3 – Quality Teaching Helps Every Child*“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds”**“Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.”* ***(EEF The Attainment Gap 2018)*** | 1. Lesson observations.2. Ongoing CPD for ECT / RQT and non specialist teachers (Maths / English)3. Reviews with maths and English subject lead teachers to provide support and resources for children with gaps4. Staff meetings / Book scrutiny and appropriate feedback to staff on how to improve practice | DC, CS | December 2021March 2022July 2022 |
| Quality **feedback** which allows children to;* engage in dialogue with their teacher
* instantly improve their work
* understand any misconceptions
* how to develop their learning
 | School development plan – OFSTED feedback**EEF Teacher Feedback to Improve Learning Report***“Regardless of whether a teacher chooses to give grades, offer praise, or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject, and/or* ***self-regulation*** *strategies.”*  |
| Phonics screening pass rate for the school (and PP group) will be at least the national average Older PP children make regular progress vs individual reading targets | Daily **phonics/spelling** sessions for all children needing phonics support targeted at the individual needs of the child from highly trained teachers / TAs | *“We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don’t achieve good literacy skills by the end of primary school are bleak.”****(EEF Article – Phonics Attainment Gap Widens September 2017)***<https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Improving_Literacy_in_KS1_Recommendations_Poster.pdf> | Review of new phonics teaching programme – half termlyRegular phonics assessments & regroup | DCStaff involved | Half Termly |
| Ensure regular **reading** slots with class teachers /TA at least 3 x a week for all PP children (those with SEN – daily readers) | Half termly reading assessments to identify gaps | All staff involved | Termly |
| Differentiated and targeted activities during **whole class guided reading** lessons to encourage inclusion of all pupils and narrow any gaps in reading / phonics | Pupil progress meetingsPupil Premium Reviews | DCCS | Dec 21Mar 22July 22 |
|  **Total budgeted cost** | **£6000** |
| 1. **TARGETED ACADEMIC 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?** |
| PP Children with **additional needs** make maximum progress versus their individual targets | Class teachers will provide short pre & post teaching sessions during the day where gaps are identified as part of the additional and highly personalised interventions for specific children / pairs of children. | **EEF Guide to Pupil Premium Key Principles**<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>page 5 – Targeted Academic Support*“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”* | Half termly reviews with class teachers / TAs / SENCO to review efficacy of interventions and progress made.Regular training and CPD for Phonics and number sense for all staff involved in intervention. | DCDC / CS | December 2021March 2022July 2022 |
| A trained teacher / TA will provide weekly pre / post / additional teaching as required and discussed with class teacher for pairs / small groups of children. |
| Activities and interventions to support specialised individual needs as required – outside agency fees / diagnosis fees / 1:1 online tutoring | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. **EEF / Sutton Trust – Teaching Learning Toolkit**<https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium> | SENDCO will review each case on an individual basis and make recommendations as required. | DC | As required |
| Improved learning behaviours and uptake of independent learning strategies. | 1. Continue to follow **Route 2 Resilience** training.2. Refer to, model and praise **character strengths**3. Promote **5 Ways to Wellbeing** encouraging children to choose a positive outlook4. Model and teach **metacognition and self-regulation** techniques as outlined in EEF meta cognition and self | *“Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.”*  **EEF Metacognition and Self-Regulated Learning 2018***“Meta-cognition and self-regulation are sometimes known as ‘learning to learn’and are intended to help pupils think, more explicitly, about their own learning” – An effective low cost strategy recommended by Third Space Learning, adding up to 8 months progress***TSL: New Primary School Guide to Pupil Premium 2016/7***(See also feedback strategies above)* | Teachers to refer to EEF document – metacognition and self-regulation learning report5WtW posters in school and refered to during lessons and assembliesPupil Voice – can children articulate their behaviours and understand the impact on their learning. | CSDCAll staff | December 2021March 2021July 2021 |
| Total Budgeted Cost | **£5000** |
| 1. **WIDER STRATEGIES**
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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 develop wider life skills beyond the classroom | Funding towards Educational Visits, activities, afterschool clubs, music lessons | **EEF Guide to Pupil Premium Key Principles**<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>page 5 – Wider Strategies | After school club register reviewContact families when permission slips not returned | CS | Half TermlyAs required |
| Children feel included | Uniform, resources provided as necessary and as identified between class teacher, pupil and family. | “A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. “ **EEF Behaviour Report** | Pupil progress meetings with teachers and parents. | CS | October 2021April 2022 |
| Punctuality and Attendance is equal to non PP children and at least equal to national average | Regular contact with families to confirm the school is here to support them as and when we are able.Timely action taken to address punctuality | Review attendance data regularlyPP review meetings with class teachers | CS | Half Termly |
| Total Budgeted Cost | **£1900** |
| **Annual Expenditure Breakdown: £13,450** |
| Quality First Teaching from Class teacher - £5912Intervention groups- specialist teacher time- £1952Educational psychologist time / Dyslexia- £1050Trips, residential, uniform etc - £1000Music lessons- £900After School Tutoring - £2000*(Unexpected £600)* |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2020-21** |
| 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** |
| 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 | Focus has been on catch up following home schooling and spring term lockdown.Evidence shows impact on well being is no worse for PP children than non PP childrenInterventions have taken place as required dealing mainly with lack of home schooling. | Will review again this year with a full year of teaching and intervention | £4350Mrs WoodAnd other TAs |
| 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 phase they are working at. | 50% of PP children at WTS level have made progress within the level to WTS+Due to lockdown – starting Sept 2021Due to lockdown – starting Sept 2021 | Will review again this year with a full year of teaching and intervention |  |
| 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** |
| Ensure pupils meet ELG in EYFS | Closely monitor PP children through observations/ group work activities | 8/9 Reception children achieved 40-60 months or above with several achieving ELG in many areas – with only 2 terms of teaching in school.PP child in reception achieved majority of areas as ELG | NA |  |
| 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 mathsIPads purchased to support reluctant writers | Focus has been on catch up following home schooling and spring term lockdown.Evidence shows impact on well being is no worse for PP children than non PP childrenInterventions have taken place as required dealing mainly with lack of home schooling.iPads are supporting some children to write and engage in lessons | Will review again this year with a full year of teaching and interventionStaff training due in autumn term to support teachers in how to help the PP children get the best from them | £4350Mrs WoodAnd other TAs£1300 |
| 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 | Anecdotally there is evidence of children referring to learning behaviours and acknowledging them in relation to their own learning journey when questioned in lesson / learning time. | Will continue with focus on meta cognition and self-regulation | ? (R2R) |
| 1. **Other approaches**
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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** |
| Pupils to develop wider skills and enjoy experiences beyond classroom –based learning. | Funding towards Educational Visits, activities and afterschool clubs, music lessons | Several children have developed friendships based on attending after school clubs which was the intention when discussed with family.Self confidence is growing in some of the children attending after school clubs and taking music lessons | These benefits are difficult to measure and although not quantitative it is easy to recognise the benefits on a qualitative level – both appreciated by the child and family | Panto£82Music£1200Home kits£360 |
| 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. | Relationship with one particular family is much improved – self esteem of child has improved, friendships developed, punctuality and absenteeism improving | Uniform£250 |
| 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. | As above | As above | NA |

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| 1. **Additional detail**
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| Due to lockdown and covid 19 many of the planned strategies were not fully implemented and the strategy was amended during the year to take account of home schooling. |