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

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| 1. **Summary information** | | | | | |
| **School** | Buckminster Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £12,480  £11,880  £600 | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 98 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | Dec 2019 |

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| 1. **Current attainment end of year 2018-2019 End KS2 SATS data 2 pupils (50% is 1 pupil)** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 50% ex | 65% |
| **% making progress WA or above in reading** | 50% ex 50% GD | 73% |
| **% making progress WA or above in writing** | 50% ex 50% GD | 78% |
| **% making progress WA or above in maths** | 50% ex | 79% |

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| **Current attainment end of year 2018-2019 for all Pupil premium** | **Y1**   1. **(1SN)** | **Y2**  **(4)** | **Y3**   1. **(1SN)** | **Y4**   1. **(2SN)** |
| **% achieving in reading, writing and maths** | 0 % | 0 % | 0 % | 0 % |
| **% making progress WA or above in reading** | 0 % | 100 % | 0 % | 0 % |
| **% making progress WA or above in writing** | 0 % | 75% | 0 % | 0 % |
| **% making progress WA or above in maths** | 0 % | 100 % | 0 % | 0 % |

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| 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)* | | | | | | | | | |
|  | | Not all PP children are on track to make expected progress in either Reading, Writing and maths | | | | | | | |
|  | | Many PP children have speech and language and social and communication difficulties | | | | | | | |
| **C.** | | 45.5% of PP children are on SEND register | | | | | | | |
| **D** | | Some PP children do not have secure level of phonics knowledge and reading ability by end of KS1 | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | |
| **E.** | | Disruptive home life  Work with outside agencies  Some have poor attendance | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | |
|  | To improve attainment of disadvantaged children including PP working at GD | | | | | Children to meet own individual targets | | | |
|  | To improve language development | | | | | Children will have increasing vocabulary and develop their confidence to communicate | | | |
|  | To provide more support for PP with SEND | | | | | To all SEND PP to make small steps of progress with the support they receive | | | |
|  | To improve phonics and reading outcomes for disadvantaged children | | | | | To increase the pass rate of phonics screening test and be reading more confidently and accurately | | | |
|  | Financial support to enable full participation | | | | | Children access forest school, residentials, trips, music lessons, breakfast and afterschool club | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | | **2019/20** | | | | | |
| 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?** |
| Positive Learning behaviours will improve progress for children  Reading and language skills will improve progress | | | Embed character education – Routes to Resilience, Meta Cognition, Mentally Healthy Schools.  New book scheme introduced into school | 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.  All children have a reading level book based on their phonic ability and comprehension skills and linked to specific skills being taught in school | 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  Staff training-monitor and review | | DC,BB  DC, BB | February 2020  April 2020  July 2020 |
| **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?** |
| To improve attainment of disadvantaged children including PP working at GD | | | Experienced teacher /TA  Quality first teaching  Targeted support and interventions where needed in reading, writing and maths.  Pre teaching | Some pupils need targeted support to diminish differences and to have individual support matched to their needs | Assessments- data analysed  Pupil progress meetings  Timetabled interventions | | BB, BO’C, DC, RW | February 2020  April 2020  July 2020 |
| To improve language development | | | Experienced teachers/TA running intervention groups in reading and writing  First Call Intervention | Some pupils need targeted support to diminish differences and to have individual support matched to their needs.  Encouraging children to talk and modelling speaking in sentences. | Timetabled interventions  Assessments- monitor and evaluate impact  1 to 1 intervention twice a week | | BB, BO’C, DC, RW, TG | February 2020  April 2020  July 2020 |
| To improve phonics and reading outcomes for disadvantaged children | | | Phased phonic teaching- daily with experienced teachers.  Children grouped as phase not age | So children can access the learning at their level. Targeted phonics focus. | Timetabled phonics teaching  Interventions | | BB | February 2020  April 2020  July 2020 |
| **Total budgeted cost** | | | | | | | | £8500 |
| 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?** |
| Financial support to enable full participation | | | Encourage participation in after school activities | Children’s learning is enriched and their self-confidence grows. Subsidies of this kind ensure no child misses out on such important aspects of education.  Develop social skills and confidence | Monitor PP attendance to after school clubs  Increase after school participation by 10%- (Currently 77% of PP attend after school clubs) | | BB | February 2020  April 2020  July 2020  £2000 |
| Resources | | |  |  |  | |  | £480 |
| **Total budgeted cost** | | | | | | | | £2480 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-2019** | | |
| 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** |
| To improve language skills for pupils eligible for PP- enriching vocabulary in the classroom | Daily readers  Reading monitors in school supporting PP children  Routes to Resilience- building on Character skills- language development | Reading records- reading intervention groups- TA supported.  Reading monitors in school supporting PP children- increase a love of reading.  Increasing range of vocabulary- building on their resilience and perseverance. To promote these skills in all children | Continue with regular readers and reading monitors-  More monitoring needed | £2000 |
| 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** |
| Accelerate progress of all PP pupils  Provide additional support for PP SEN pupils  PP profiles- PP progress meetings with parents, staff and teachers. | TA’s targeted support in the mornings in classrooms- interventions in the afternoon  Experienced teacher- working with 1to1 or small groups- pre teaching for maths and English- liase with SENCO- plan interventions  PP lead, teacher, parents and child. | 10% of PP children were working at GD in reading  10% of PP children were working at GD in writing  10% of PP children were working at GD in maths  2.5% increase in progress made in E,M and W  10% of PP increased their reading level by +1.42  PP with SEN make progress small steps of progress  Parents felt well informed and found it useful meeting regularly. Identified areas they felt more support was needed- eg 1 child had low confidence and felt music lessons would help this | Regular meeting with teachers to ensure that interventions are having an impact.  Regular meetings with SENCO to review interventions  Good to get a parent’s voice- positive comments from all that attended | £8500  £1000 |
| 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** |
| Improve attendance of PP pupils | HT talks with parents  Offer Breakfast club | PP children were above NA for attendance |  | £500 |

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| 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 |