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

|  |
| --- |
| 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 |

|  |
| --- |
| 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% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 % |

|  |
| --- |
| 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 lifeWork with outside agenciesSome 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 childrenReading 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 sessionsStaff training-monitor and review | DC,BBDC, BB | February 2020April 2020July 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 /TAQuality first teachingTargeted 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 analysedPupil progress meetingsTimetabled interventions | BB, BO’C, DC, RW | February 2020April 2020July 2020 |
| To improve language development | Experienced teachers/TA running intervention groups in reading and writingFirst 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 interventionsAssessments- monitor and evaluate impact1 to 1 intervention twice a week | BB, BO’C, DC, RW, TG | February 2020April 2020July 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 teachingInterventions | BB | February 2020April 2020July 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 clubsIncrease after school participation by 10%- (Currently 77% of PP attend after school clubs) | BB | February 2020April 2020July 2020£2000 |
| Resources |  |  |  |  | £480 |
| **Total budgeted cost** | £2480 |

|  |
| --- |
| 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 readersReading monitors in school supporting PP childrenRoutes 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 pupilsProvide additional support for PP SEN pupilsPP profiles- PP progress meetings with parents, staff and teachers. | TA’s targeted support in the mornings in classrooms- interventions in the afternoonExperienced teacher- working with 1to1 or small groups- pre teaching for maths and English- liase with SENCO- plan interventionsPP lead, teacher, parents and child.  | 10% of PP children were working at GD in reading10% of PP children were working at GD in writing10% of PP children were working at GD in maths2.5% increase in progress made in E,M and W10% of PP increased their reading level by +1.42PP with SEN make progress small steps of progressParents 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 interventionsGood 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 parentsOffer Breakfast club  | PP children were above NA for attendance |  | £500 |

|  |
| --- |
| 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  |