

Buckfastleigh Primary School

Pupil Premium Strategy Statement 2017-18



At Buckfastleigh Primary School we believe that every child should be supported to achieve success academically, socially and physically and that no child should be left behind. The targeted and strategic use of Pupil Premium Grant supports us in achieving this aim.

Principles

Pupil Premium is additional money given to schools for every child who attends that school and also has free school meals, is a child from a Service Family, or is looked after. Across the country, children from these groups generally achieve lower levels than children from other groups. The government has given this money to help these children achieve higher grades and to narrow the gap between them and other children.

At Buckfastleigh Primary School we have based our spending on national research that shows that the strategies outlined below are effective in raising attainment for children in receipt of free school meals, those that are from Service Families, or are looked after. They are also effective for ALL children.

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils;
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

2017-2018 Strategy

1. Summary Information					
School	Buckfastleigh Primary School				
Academic Year	2017-2018	Total PP Budget	£63,700	Date of most recent PP review	September 2017
Total Number of Pupils	202	Number of pupils eligible for pupil premium	36 (20 pupils also have SEND)	Date for next review of this strategy	December 2018

2. Current Attainment - Key Stage 2 SATS 2017		
31 pupils took the test of which 12 were PP pupils	Pupils eligible for PP in school	National Average for all pupils
% achieving in reading, writing and maths	67%	67%
% making progress in reading	83%	77%
% making progress in writing	75%	81%
% making progress in maths	83%	80%

2. 1 Current Attainment for all pupils in school						
		Pupils eligible for PP (at our school)				Pupils not eligible for PP (national average)
		Baseline End of Summer Term 2017	End of Autumn 2017	End of Spring 2018	End of Summer 2018	Target
Pupil Premium	ARE comparison in Reading	-2.5				To narrow the gap by at least 1.5
	ARE comparison in Writing	-2.8				To narrow the gap by at least 1.5
	ARE comparison in Maths	-1.7				To narrow the gap by at least 1.5
36 children						

Pupil Premium with no SEND 16 children	ARE comparison in Reading	-0.2				To narrow the gap by at least 1.0
	ARE comparison in Writing	-1.0				To narrow the gap by at least 1.0
	ARE comparison in Maths	-0.3				To narrow the gap by at least 1.0

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school)

A.	Oral language skills and language development in reception and KS1 are lower for pupils eligible for PP than for other pupils. This slows progress in reading/writing in subsequent years.
B.	A high % of pupils of our 36 PP children also have SEND 20 pupils (40%) which presents additional barriers to their learning and makes rates of progress slower. Of these 20 pupils, 8 pupils have a statement, EHCP or receive additional funding through element 3 applications (15% of the total PP group and 40% of those PP pupils with SEND).
C.	Poor learning behaviour is an issue for many of our PP children (65% causing a concern) this is having a detrimental effect on their academic progress.
D.	Writing attainment of PP children in the school is significantly below that of non PP children.

External barriers (issues which also require action outside of school, such as low attendance)

E.	Attendance rates for pupils eligible for PP in 2016-2017 is below the school target of 96%.
F.	Parental engagement for a significant number of our PP children is a barrier to progress.
G.	A large number of our PP children suffer a significant critical event or crisis in their home life therefore these pupils have many other worries besides their learning.

4. Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improve language skills for children, particularly on entry to the school	Outcomes at the end of EYFS show significant improvement from baseline in speaking, attention and listening. Outcomes in KS1 and KS2 in reading and writing continue to narrow the attainment gap between PP and Non PP pupils nationally.

B.	Increase attainment for pupils with PP and SEND	SEND pupils have made greater than expected progress from their starting points.
C.	Pupils' learning behaviours are improved and this is evident in written work.	PP pupil's books show improved presentation and productivity.
D.	Continue to accelerate writing progress of PP pupils	Outcomes at end of EYFS, KS1 and KS2 show PP pupils in line with or better than non PP pupils nationally.
E.	School procedures for challenging poor attendance and promoting good attendance to be followed rigorously and consistently.	Attendance rate for PP pupils is better than 2016-17.
F.	Increase parental engagement through strong liaison with school and key member of staff identified to lead in this area.	PP barrier analysis and parent questionnaires demonstrate increased parental engagement.
G.	Strong liaison with external agencies ensures that appropriate levels of support are available to families in crisis.	PP children who suffer a significant crisis/event have a clear programme of support in school and any impact on their progress has been minimised.

5. Planned Expenditure 2017 - 18

i. Quality 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	Costing / When will you review implementation?
B, G	0.2 Additional SENDCo time. Supporting families, taking on some of the PSA remit across the school.	40% of PP children also have SEND	SLT and HT monitoring at PPMs and on data drops throughout the year.	JH	£8,319 - July 2018
C, E	Subsidised swimming sessions for all PP children across the whole school during the summer term	Being able to offer swimming to all of our children during the second half of the summer term is a vital life skill.	Employ a qualified swimming teacher and monitor entry and exit data at the start and end of 6 week block of swimming coaching	RH/GK-S (TA)	£500 (£10 subsidy per PP pupil)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
E, G	Additional staff employed to run the Nurture Unit in school	Learning behaviours of PP children and those with crisis/significant events in their lives over past 12 months high	Boxhall profile data before and after programme.	BO	£14,000 – July 2018
C	Eco Schools Co-ordinator to work with children across the school on cooking, healthy choices, gardening and love of the outdoors.	Learning behaviours a cause for concern among PP children (See RAG rating sheet Oct 2016)	Parent and pupil surveys – spring 2017. % increase in children taking part in gardening & cooking activities.	BM (Eco-Schools Co-ordinator)	£11,800 – July 2018
A	0.4 additional speech & language targeting support for PP children and others with low attainment.	Baseline data for last 2 years shows significant low attainment on entry for Reception age children.	Exit and entry data	JN(TA) BO	£5,418 – July 2018
B, C and D	Supply Cover costs to allow senior leaders to run PPMs on a half termly basis	Quality time given to the school's senior leaders to interview staff about the specific progress and barriers to learning of PP and catch up children	PPM data and progress data on School Pupil Tracker	RA/JH/BO/JPS	£3,840 Supply costs (4 x whole day cover x6)
B, C	X3 weekly Fun Fit activities for PP children across the school	Daily physical activity linked to specific gross and fine motor skill development is crucially important to all children.	Teaching Staff, SENDCo and PC review progress on a regular basis and tweak groups accordingly	PC/BO	£1,840

G	0.2 Additional safeguarding lead to enable DSL to follow up conversations with external agencies swiftly.	57% of our PP children have suffered a crisis or significant event in their lives over the past 12 months.	PP children will be well supported by staff at school should they be going through crisis or trauma in their homelife.	BO	£7,786
A	Purchase Speech Link	Baseline data for last 2 years shows significant low attainment on entry for Reception age children	Assessments being used effectively and support targeted as a result	BO/JPS	£200
C	Purchase 'Mathletics' for all pupils from Year 1-Year 6	In order to improve home and school links we have subscribed to 'Mathletics' a computer based home learning platform	Data looked at, to show % of pupils accessing 'Mathletics' on a regular basis – school display to reflect this.	JR/KS (TA)	£985
C, G	Pay for Equine Assisted Therapy for PP pupils	Many of our PP also have social/ emotional difficulties. Attending Equine Assisted Therapy sessions may provide benefits elsewhere in the curriculum for these pupils.	Staff feed into the process of choosing children to take part in these sessions.	BO/JT & MF (TA)	£500 approx
C, G	Pay for PP children to attend external clubs and holiday activities (Dart Rock, Ashmoor Centre) Pay for year 6 PP children to have appropriate kit for outdoor learning through JTT.	Many of our PP children would benefit from structured holiday activities that their families cannot pay for.	Staff highlight children who we feel would benefit from this during the year and honest feedback is asked of providers and	RA/BO	£3000 approx

			parents on attendance and benefits		
E	Huff and Puff	Active and positive playtimes for our KS1 pupils are essential for settled afternoon learning	Head teacher to monitor incident reports from KS1 playground	TF (MTA)	£2,291
A, B, C, D	CPD and resources to train staff to deliver philosophy for children.	EEF research shows that P4C has impact on pupils' attainment.	Monitor implementation	JH	£1000
B, C, D	CPD and resources to improve the quality of teacher feedback	Providing regular high-quality feedback to pupils has strong impact on progress. EEF research.	Through regular monitoring of teaching and learning and pupil voice.	RA	£1000
Total allocated PP budget					£66,700