

# Buckfastleigh Primary School

## Pupil Premium Strategy Statement 2016-17 REVIEW



***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.

### Review of 2016-2017 Strategy *(2017 review notes in red)*

1. Summary Information					
<b>School</b>	Buckfastleigh Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP Budget</b>	£96,360	<b>Date of most recent PP review</b>	March 2017
<b>Total Number of Pupils</b>	209	<b>Number of pupils eligible for pupil premium</b>	73 (50 currently on roll)	<b>Date for next review of this strategy</b>	October 2017

2. Current Attainment				
Figures show end of half term data	Pupils eligible for PP (at our school)			Pupils not eligible for PP (national average)
	Autumn 1 2016	Spring 1 2017	End of Summer 2017	
ARE comparison in Reading	-2.6	-1.8	-1.4	66%
ARE comparison in Writing	-3.1	-3.0	-2.8	74%
ARE comparison in Maths	-2.8	-1.7	-1.4	70%

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

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

<b>A.</b>	<p>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.</p> <p><i>Bespoke Speech and Language programme delivered by designated TA three afternoons a week supported by the Speech and Language team (who visited school on a weekly basis throughout the year). Numbers of children reaching GLD in EYFS rose from 56% to 67%. 4 PP children (2 SEN) in EYFS – 50% at ARE in reading, 50% at ARE in writing &amp; 75% at ARE in maths July 2017. 2 PP children (2 SEN) in Year 1 one made better than average progress in R &amp; W. Speech Link assessments for all KS1 pupils completed and used to inform interventions. 1 PP child in Year 2 (SEN) narrowed the gap in R &amp; W against peers.</i></p>
<b>B.</b>	<p>A high % of pupils of our 50 PP children also have SEND 20 pupils (40%) which presents additional barriers to their learning and can make 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).</p> <p><i>Barriers identified and monitored/updated on a termly basis and shared with staff enabling them to better target PP children. PP children in Year R and Year 6 narrowed the gap in reading, writing and maths, PP children in Year 4 narrowed the gap in maths and our PP children in Year 5 narrowed the gap in writing. Our PP no SEN group narrowed the gap in Year R, Year 5 &amp; 6 in reading, writing and maths and our Year 3 pupils narrowed the gap in reading, with our Year 4 pupils narrowing the gap in writing and maths.</i></p>
<b>C.</b>	<p>We have very few high attaining PP children on roll therefore average attainment for this group is significantly lower than that of the rest of the school.</p> <p><i>Year 6 SAT data shows a marked improvement in the % PP children in this cohort achieving the higher standard compared to the previous year's results (in brackets). % of PP children achieving the higher standard in reading 17% (0% in 2016), in maths 17% (0% in 2016). However, in writing there was no change 0% (0% in 2016). Although the PP children out-performed their non PP peers in reading, writing, GPS and maths, there is still a higher % of our non PP cohort achieving the higher standard.</i></p>

D.	<p>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.</p> <p><i>Regular barrier analysis showed a slight decrease here from an average of 1.98 at the start of the year to 1.84 by the end. Significant work needs to carry on during the academic year 2017-18 to further improve this. (SDP priority 2017-18)</i></p>
E.	<p>Writing attainment of PP children in the school is significantly below that of the whole school cohort</p> <p><i>There was a 23% increase in PP pupils achieving ARE at the end of the year in writing. The introduction of learning passports and mentoring in the Summer Term has had short term impact but was conducted by senior leaders as a trial. After reflecting on the initial success of this it will be delivered by classteachers to have even greater impact next year on improving achievement in writing.</i></p>
<p><b>External barriers (issues which also require action outside of school, such as low attendance)</b></p>	
A.	<p>Attendance rates for pupils eligible for PP in 2015-2016 was 94.89% which is below the target of 96.1% for all children. This reduced their school hours and causes them to fall behind on average.</p> <p><i>Attendance rates for the PP children for 2016-17 were still below that of the whole school but an improvement on the previous year's total. Attendance letters were sent to parents, EWO used to support parents and also regular attendance monitoring by admin and SLT.</i></p>
B.	<p>Parental engagement for a significant number of our PP children in a barrier to progress. (60% of our PP children's parents engagement with school is a cause for concern for our staff)</p> <p><i>Parental engagement, as recorded in barrier analysis sheets increased slightly from 1.95 to 1.82 over the year. (Main SDP priority 2017-18)</i></p>
C.	<p>57% of our PP children have suffered a significant event or crisis in the last 12 months in their home life therefore these pupils have many other worries besides their learning.</p> <p><i>There continued to be crises and significant events which impacted on the lives of these pupils – a nurture programme was in place across the year to provide support to these pupils and Team around the Child meetings held regularly where appropriate with a wide range of external agencies.</i></p>

4. <i>Desired Outcomes</i>		
	Desired outcomes and how they will be measured	Success Criteria
A.	Improve oral language skills for pupils eligible for PP in Reception classes and in Key Stage 1	<p>Pupils eligible for PP in the Reception classes and in Key Stage 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations for CLLD in Reception and in speaking and listening in Key Stage 1</p> <p><i>See above</i></p>
B.	Higher rates of progress across KS1 & KS2 for all pupils eligible for PP – progress being better tracked across the school and feeding into successful Pupil Progress Meetings (PPMs)	<p>Pupils eligible for PP to make as much progress as ‘other’ pupils identified across Key Stage 1 and 2 in maths, reading and writing. Measured in Y1, 3, 4, and 5 by teacher assessments and in year 2 &amp; 6 by standard assessment tasks and successful moderation practices which are established across the Multi Academy Trust (MAT)</p> <p><i>Positive picture in Years 2 &amp; 6 in particular as both groups of Pupil Premium pupils narrowed the gaps successfully and those in year 6 out-performed their peers across the board.</i></p>
C.	Increased attainment particularly in writing but also in and reading and maths for all PP children.	<p>Larger percentage of PP children to be at or on track to reach ARE at the end of the academic year (currently Sept 16 writing 15%, reading 50%, maths 35%)</p> <p><i>Internal data and SATs results showed that ARE comparisons for Pupil Premium pupils narrowed in reading, writing and maths during the year. See above for data.</i></p>

D.	Increased attendance rates for pupils eligible for PP. SLT and admin staff to monitor this.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.89% to 96.1% in line with 'other' pupils.  <i>Whole school &amp; PP pupil attendance rates increased in 2016-17 as compared to 2015-16.</i>
E.	Improved learning behaviours of PP children and improved levels of engagement of families with PP children causing concern amongst staff. Children will have a clear understanding of how they learn best – embedding the principles of 'Secrets of Success.'	Our PP RAG rating sheet will show a decrease in the numbers of PP children's families who are not engaged in their children's learning from 60% to 40% and those children who are demonstrating poor learning behaviours from 65% to 40%  <i>PP RAG rating sheet (Barrier analysis sheets) showed little impact on improving parental engagement of the PP children's families, but there were improvements in learning behaviours for 20 of these pupils throughout the year.</i>

5. Expenditure 2016-17					
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?
C – Increased attainment of PP children	0.2 Additional SENDCo time. Supporting families, taking on some of the PSA remit across the school.	39% of PP children with a statement, EHCP or element 3 funding	SLT and HT monitoring at PPMs and on data drops throughout the year.	RA	£8,319 - July 2017

B – Increased progress	Middle leader training – 8 half day sessions to up-skill senior leaders.	PP children’s progress Targeted support organised by Key Stage leaders	PPMs half termly.	JR, CR & JPS	£2,800 – July 2017
C – Increased attainment and E – improved learning behaviours	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)
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing / When will you review implementation?</b>
E – improved learning behaviours	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.	JC & EC (TA/HLTA)	£14,000 – July 2017
E – improved learning behaviours	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 – improve oral / language skills of KS1 pupils	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 2017
B & C increased progress and attainment of PP children	Provide 1:1 TA and MTA supply cover when 1:1 adults are absent.	Need across the school are high therefore providing 1:1 cover for these pupils with a familiar adult is vital for the learning of all children.	Invite cover TAs to in-house training and establish strong links with these adults across the school.	RA/BO	£18,000
B & C increased progress and attainment of PP children	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/CR/JR/JPS	£3,840 Supply costs (4 x whole day cover x6)
B & C - increased progress and attainment of PP children	Additional therapist support targeted at PP children (art/play therapist)	20 of our PP children are on the special needs register and receive additional support, either 1:1 or small group	Pupil Tracker -progress data recorded on half termly data drops and results/notes of half termly PPMs.	BO	£4,000 – July 2017

		intervention and support.			
B – Higher rates of progress of PP children	Daily 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, SENCo and PC review progress on a regular basis and tweak groups accordingly	PC/BO	£1,840
A – improve oral / language skills of KS1 pupils and close the gap for reception children	Ensure we have 2 pure reception classes staffed by 2 teachers and 2 full time TAs to ensure that children get the best start possible, have high expectations of progress and in some cases enable catch up from low baseline assessments to the end of the EYFS.	Maintain 4 Key Stage 1 classes with 90 children to close the gap early	On entry and exit baseline data	RA	£6,461 used to go towards the costs of maintaining this class structure
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing / When will you review implementation?</b>
D – Increased attendance rates	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	BO	£7,786

			trauma in their homelife.		
A – improve oral / language skills in KS 1	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	£200
E – improved learning behaviours	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
E – Improved learning behaviours	Pay for music lessons for a PP group of children	Many of our PP children have a talent for music and they are not able to access this through lack of money	Staff feed into the process of choosing children to take part in these sessions. HT talks to music teachers about usefulness of the sessions.	RA	£2000 approx
E - improved learning behaviours	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	Many of our PP children would benefit from structured holiday activities that	Staff highlight children who we feel would benefit from this during the year and honest feedback is asked of providers and	RA/BO	£2000 approx

	for outdoor learning through JTT.	their families cannot pay for.	parents on attendance and benefits		
E – improved learning behaviours	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
D – increased attendance rates	Subsidising school trips and extra-curricular activities (gymnastics, football, cooking club)	PP children will have access to the same opportunities as their peers	Half termly attendance data for PP children and significant groups shows improved attendance for this group.	RA/FG (Admin) /CF (EWO)	£3,000
E – improved learning behaviours	Training a member of staff as a counsellor – 1 day per month for 1 year.	57% of our PP children have suffered a crisis or significant event in the past 12 months	Boxhall Profile data for PP children before and after targeted support.	JC (TA)	£1,100
<b>Total allocated PP budget</b>					<b>£96,360</b>

***Review of actions taken during 2016-17***

Desired outcome	Chosen action / approach	Impact (Did you meet your success criteria? Include impact on pupils not eligible for PP if appropriate)	Lesson learned (and whether you will continue with this approach)
C – Increased attainment of PP children	0.2 Additional SENDCo time. Supporting families, taking on some of the PSA remit across the school.	<i>SENDCo pro-active in supporting vulnerable families and challenging them. SENDCo worked exceptionally hard to reach families with poor attendance and punctuality. Nurture TAs also involved in collecting children and walking them to school to maximise attendance of many of these pupils. EWO supportive and equally pro-active.</i>	<i>The school needs to continue to maintain high expectations of both our children and their families and will continue to challenge families who are disadvantaging their children by not ensuring they attend school regularly. Additional SENDCO time has ensured the school has 0.8 SEND and CP which provides a more cohesive approach to supporting disadvantaged families. Approach to continue in 2017-18.</i>
B – Increased progress	Middle leader training – 8 half day sessions to up-skill senior leaders.	<i>2/3 middle leaders completed the course and improved their leadership skill set in monitoring the quality of teaching and learning. Staffing structure 2017-18 will make best use of this training (2 members of staff remain, new assistant head)</i>	<i>New middle leaders in school will attend a one day revision session. Middle leaders now have a broad range of monitoring skills that will enable them to effectively hold others to account for the progress of different groups of pupils.</i>
C – Increased attainment and E – improved learning behaviours	Subsidised swimming sessions for all PP children across the whole school during the summer term	<i>All PP children took part in swimming sessions – rates of progress as good as their peers. (See swimming data 2017)</i>	<i>PP children were able to perform at the same level as their peers and had increased levels of self-confidence as a result of this. Approach to continue in 2017-18.</i>

E – improved learning behaviours	Additional staff employed to run the Nurture Unit in school	<i>HLTA left during academic year and not replaced full time. TA redeployed but too early to access impact as TA required to support PP pupil at risk of exclusion.</i>	<i>Nurture provision across the school can be impacted by 1 or 2 children who require high levels of support due to behaviour needs. The school house will be developed into a nurture base for 2017-18 and SENDCo will develop ethos and management of staff.</i>
E – improved learning behaviours	Eco Schools Co-ordinator to work with children across the school on cooking, healthy choices, gardening and love of the outdoors.	<i>Extremely successful use of resources. Highly rated by parents and pupils throughout the school. Learning behaviours of these pupils significantly improved during these sessions with a notable impact when children returned to class.</i>	<i>The school environment is much improved contributing to the children’s sense of pride and well-being. The programme has also been successful in outreaching to the community through Britain in Bloom and working with local food companies. Good aspirational projects for our disadvantaged pupils. This role will be funded for 2017-18.</i>
A – improve oral / language skills of EYFS/KS1 pupils	0.4 additional speech & language targeting support for PP children and others with low attainment.	<i>EYFS pupils improved speaking skills from 56% (2016) to 61% (2017) and listening skills from 48% to 58%. All pupils who were under the guidance of the speech and language therapist were signed off the service at the end of the year.</i>	<i>Speech and language skills are low on entry and therefore will continue to remain a priority for the school. 1-2-1 interventions do have impact but the school also needs to create learning environments/curriculum activities that continue to develop oracy such as philosophy for children.</i>
B & C increased progress and attainment of PP children	Provide 1:1 TA and MTA supply cover when 1:1 adults are absent.	<i>High rates of absence of two 1:1 TAs and one MTA this year meant this was a necessary use of resources. Pupils benefitted from continued cover.</i>	<i>Pupils had consistency in their support in the classroom and during lunchtimes helping with their emotional stability/wellbeing.</i>

B & C increased progress and attainment of PP children	Supply Cover costs to allow senior leaders to run PPMs on a half termly basis	<i>Increased attainment of PP children in Year 6 SATs. PPMs used to track progress of PP children across the school effectively. Staff feel increased levels of accountability for the progress their PP pupils make.</i>	<i>PP meetings ensured that the profile of PP pupils and expectations of their learning remained high across the school. PP pupils at end of key stages made good progress and achieved better than non pp pupils within the school.</i>
B & C - increased progress and attainment of PP children	Additional therapist support targeted at PP children (art/play therapist)	<i>Art therapy took place for a limited number of sessions due to the relocation of the art therapist. The school accessed other areas of support, such as The Husbandry School and equine therapy.</i>	<i>Pupils who engaged in the husbandry school or equine therapy had support in meeting their emotional needs and development. Many of these pupils have higher levels of anxiety and the therapies helped to increase their levels of confidence which in turn had positive impact on their resilience as learners.</i>
B – Higher rates of progress of PP children	Daily Fun Fit activities for PP children across the school	<i>Continued throughout the year. Popular with pupils and parents and encouraged better attendance at school.</i>	<i>Starting the day with physical activity helps children to be ready for learning and it also had a positive impact on attendance. School to consider a wider approach to early morning exercise using the PE grant to subsidise next year.</i>
A – improve oral / language skills of KS1 pupils and close the gap for reception children	Ensure we have 2 pure reception classes staffed by 2 teachers and 2 full time TAs to ensure that children get the best start possible, have high expectations of progress and in some cases enable catch up from low	<i>Baseline assessments (Sept 16) showed significantly low levels of spoken language from EYFS cohort. Increased levels of progress throughout the year enabled EYFS cohort to catch up – 67% at GLD. Progress in listening and attentions skills increased from -0.9 in October to +0.6 at the end of</i>	<i>The children were exposed to a language rich environment and having two teachers ensured that there was more effectively team planning and moderation of assessments. Pupil numbers this year will not allow for 2 reception classes.</i>

	baseline assessments to the end of the EYFS.	<i>the year and in speaking skills increased from -2.8 to +0.4.</i>	
D – Increased attendance rates	0.2 Additional safeguarding lead to enable DSL to follow up conversations with external agencies swiftly.	<i>DSL proactively chased SS throughout the year, with good outcomes for the most vulnerable. Attendance rates for PP pupils increased from previous year. School was pro-active in supporting families, challenging them and gaining as much external support as was possible.</i>	<i>Incorporating the DSL role with the SENDCo role avoided duplicating work for both the school and families. As Devon LA is currently weak in safeguarding the school acknowledges that they need to be proactive in following all enquiries and this additional 0.2 provides us with some of the time needed to do this.</i>
A – improve oral / language skills in KS 1	Purchase Speech Link	<i>Speechlink used effectively to identify those children in need of S&amp;L support in reception classes.</i>	<i>Continue to use this across the whole of KS1.</i>
E – improved learning behaviours	Purchase ‘Mathletics’ for all pupils from Year 1-Year 6	<i>Continued popularity of this approach enabling successful links between home and school learning.</i>	<i>Purchase this again for 2017-18.</i>
E – Improved learning behaviours	Pay for music lessons for a PP group of children	<i>The music ‘taster’ sessions that took place in the spring term were very popular with 17 PP pupils taking advantage of this 4 week scheme. Three PP pupils continued</i>	<i>Impact of this was limited. Take up was good, but lasting impact was difficult to access.</i>

		<i>with these sessions at a reduced rate after the initial offer.</i>	
E - improved learning behaviours	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 Junior Ten Tors.	<i>School paid for six pupils to attend weekly after school cookery sessions, 2 PP pupils benefitted from 1 day a week at the Husbandry School, 4 PP pupils benefitted from passes to the Ashmoor Centre during school holidays. 1 PP child received ballet lessons. 3 PP pupils benefitted from Equine Assisted Therapy sessions.  Junior Ten Tors team contained 2 PP pupils, whose kit was purchased for them enabling them to take part.</i>	<i>Husbandry School hugely beneficial for two pupils at risk of exclusion and provided good behaviour input for school staff. This will be considered as a strategy only for very high risk pupils due to associated costs. Ensuring as many PP pupils are able to access a broader range of activities within their local area ensures they have equal opportunities to non PP pupils and also are able to raise their aspirations.</i>
E – improved learning behaviours	Huff and Puff	<i>Active lunch times took place in KS1 playground. Money also used to send two KS2 TAs on Jenny Mosely training.</i>	<i>Pupils engagement in physical activity at lunchtimes has improved and we will aim to continue and extend this next year to improve levels of fitness and welling.</i>
D – increased attendance rates	Subsidising school trips and extra-curricular activities (gymnastics, football, cooking club)	<i>School continued to support PP children by reducing the cost of Y6 residential for PP pupils. Extra-curricular activities subsidised (see above). All PP children, bar one (who did not wish to attend) attended the Year 6 residential at a reduced cost.</i>	<i>The school ethos is to provide equal opportunities for all pupils. We do not want any pupil who is disadvantaged to not access residential trips etc because of cost. We will continue to subsidise the residential, and other school trips, next year.</i>

E – improved learning behaviours	Training a member of staff as a counsellor – 1 day per month for 1 year.	<i>This did not happen as the course the member of staff was initially accepted on did not run due to lack of numbers signed up. Alternative training sought but not secured.</i>	N/A N/A