**Pupil premium strategy statement: Buckfastleigh Primary School**

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| 1. **Summary information**
 |
| **Academic Year** | 2018/19 | **Total PP budget** | £63 960 | **Date of most recent PP Review** | Jan 19 |
| **Total number of pupils** | 193 | **Number of pupils eligible for PP** | 38 | **Date for next internal review of this strategy** | Sept 2019 |

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| 1. **Current attainment – Y6 (Baseline – end of Y5)**
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|  | *Pupils eligible for PP -our school* | *All pupils not eligible for PP- our school* *(national average)*  |
| **% achieving expected standard or above in reading, writing and maths**  | 25, 27.3, 18.2 | 50, 57.1, 39.3 (75, 78, 78) |
| Not making enough progress or attainment |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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| **Expected standard****Greater depth**  |
|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  |  Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils.  |
|  | PP pupils working at greater depth in reading, writing, maths and SPAG by the end of KS2. |
| **C.** | Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ***ALL*** achieving age related expectations of attainment in ***ALL*** year groups. |
| **D.** | Pupils’ mental Health and wellbeing. |
|  **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.**  | Parental expectations, engagement and commitment. |

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| 1. **Outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Language skills of pupils eligible for PP in Reception are improved further.To close the gender gap/ PP gap and improve language skills of KS1 children to ensure pupils make age related expectations of attainment by the end of KS1. | Early identification (Using SpeechLink) of pupils eligible for PP in Reception, who do not have the on entry level for speech and language, and KS1 pupils who require S&L- secure effective intervention to catch up and refer to SALT. To ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. |
|  | Higher percentage of high ability PP pupils to be worker at greater depth in reading, writing, maths and SPAG by the end of KS2.  | Reduce the attainment gap between pupils eligible for PP identified as high ability and other’ pupils identified as high ability who are working at greater depth by the end of KS2. Measured termly by teacher assessments, summative assessments and and successful moderation practices established across keystages and the partnership. |
|  | Reduce the attainment gap pf pupils deemed to be disadvantaged in Reading, Writing and Maths. | Pupils eligible for PP make more progress than ‘other’ pupils’ to reduce the attainment gap. Measured termly by teacher assessments, summative assessments and successful moderation practices established across the partnership, Talk for Writing, Accelerated Reader, Teach your Monster to Read, Complete Mathematics |
|  | The school’s provision to support pupils’ mental health and wellbeing is developed further by providing a team of experts to meet their needs. | Pupils eligible for PP needs are met and supported through challenging periods of their lives.  |
|  | Further improve parental engagement, expectation and understanding for PP pupils. | Achievement for All programme over two years.Continue to increase in the number of parents who attend termly pupil conferencing meetings, parents evenings and parent learning workshops through the year. Ultimately, impacting upon attainment. |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| 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**
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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?** |
| A. Improved language skills in Reception and KS1. | Further staff training on developing oracy for pupils in EYFS and KS1 in order to become and communication friendly school and embed SpeechLink and Signing practice throughout the EYFS and KS1.PP children to be a focus for all coaching and monitoring visits. | A case study and identified that the speech and language was a barrier to learning within KS1 and EYFS.  | Early identification of pupils in reception and KS1 who require S&L intervention. FG’s reviewed and timetabled so that chn received daily S&L intervention. Referrals made to SALT.Use INSET to embed training throughout EYFS and KS1. Courses selected using evidence of effectiveness. Extend opportunities further for PP chn and boys in EYFS to improve motivation and engagement, impacting on attendance and opportunities to develop language skills. | JH/JPS | April 19 |
| B. Increased % of PP pupils working at greater depth for reading, writing, maths and SPAG by the end of KS2. | Higher attainment of high ability PP pupils to be a focus for all teaching and Interventions throughout all year groups and for monitoring visits/ book looks.Participation in a Complete Mathematics PD - maths specialist mastery programme. Lessons learnt from this, disseminated to all staff to support the teaching of the maths curriculum and approach to mastery of mathematics.Develop further the school’s approach to teaching of rapid recall and mental calculation.Early identification of pupils eligible to take part in Penair master class teaching sessions and tutoring.Early identification for specific teaching for most able pupils. | Less high ability pupils eligible for PP are working at greater depth in reading, writing, maths and SPAG by the end of KS2. We want to ensure that PP pupils achieve high attainment as well as simply ‘meeting expected standards’. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.  | Provide coaching time responsive professional development by staff to improve teacher practices, ensuring quality time is provided for reflection. Use INSET to provide further staff training for MA/GDs, to upskill and develop ALL staff (including support) who have direct contact with teaching pupils the maths curriculum choice and approach to mastery teaching of mathematics, developing further reasoning and problem solving skills for the MA mathematicians. Outcomes reviewed through ‘book looks’ during staff meetings, lesson observations and pupil conferencing.Lessons from training and specialist mastery programme to be embedded throughout the whole school.Develop pupil’s rapid recall of mental calculations further across all year groups by continuing to raise the profile of maths in assemblies, parents, after school clubs, monitoring pupils weekly challenge scores. Outcomes reviewed by pupils weekly scores and outcomes at the end of Complete Mathematics frequent tests and assessments Ensure that maths displays support a mastery approach and are used well by pupils to support teaching and learning daily. | JH/SR/SM | Feb 2019 |
|  | Renewed approach to cracking comprehension KS1 and reading skills KS2 linked to content domains to challenge MA and ensure reading skills are taught consistently and to a high-level across all year groups. Use of Accelerated Reader and focus on weak or struggling readers.Renewed approach to the teaching of SPAG, embedding throughout literacy lessons.Develop further the application of writing and mathematics across the curriculum.  |  | Weekly planning assessed to analyse how MA are being stretched and support where needed. AR data analysis including Star Assessments analysed and evaluated with recommendations for stretch and improvement. Teachers and subject leaders. | SR/JN | Half-termly as a minimum |
| C. Reduce the attainment gap for pupils deemed to be disadvantaged. | PP children to be a focus for all coaching and monitoring visits. | More PP pupils are not achieving age related expectations of attainment when compared with ‘other’ pupils. We want to ensure that all PP pupils achieve age related expectations of attainment by the end of KS2. We want to improve further our response to early intervention by creating a more responsive system to direct misconceptions from current learning that has just taken place.  | Create a more responsive system to address gaps in learning and ensure that pupils are making more than expected progress.Monitor the quality of teaching (including books overtime) input into supporting pupils through rapid intervention.Ensure quality first teaching (over time) meets the needs of all groups, including the most able and less able disadvantaged pupils. Immediate support/coaching programme for NQT’s and staff whose pupils’ do not meet the expectations.Rigorous monitoring of parental engagement with the school’s renewed approach to teaching spellings, practicing mental maths skills and homework. | JH/JAl | Feb 2019  |

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| 1. **Targeted 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?** |
| A. Improved language skills in Reception and KS1. | Targeted specific intervention for pupils requiring S&L.KS1 Specialist language teacher in place Spring 19Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for parents.  | Some pupils need targeted support to catch up. This is training which has been independently evaluated and shown to be effective in other schools. | Early identification of pupils in reception and KS1 who require S&L intervention Increase and ‘upskill’ parents and parental engagement further at meeting by enticing parents through child participation within class assemblies where pupils demonstrate how they can be supported with their learning and language skills.  | JH/RK | Apr 2019  |
| B. Increased % of PP pupils working at greater depth for reading, writing maths and SPAG by the end of KS2. | Specialist tutoring from KS2 staff for Y6. | Small group support across Y6 during lessons and boosters to identify misconceptions and rectify asap. | Look at attainment gains | JH/SMc | Feb 2019  |
| C. Reduce the attainment gap for pupils deemed to be disadvantaged. | Targeted specific intervention those who are not achieving age related expectations of attainment. Pre and post teaching, during assemblies, before and after school.Provide parental training | Some pupils need targeted support to catch up. Again, pupils who are provided consistent support from both home and school will make more progress. | Identification of not achieving age related expectations of attainment using termly data analysis, interventions identified and timetabledHT monitoring to ensure ALL pupils who are behind within the attainment gap are part of the specific class focus group to be supported daily. Continue to ‘upskill’ and increase parent engagement by enticing parents through child participation within class assemblies where pupils demonstrate how they can be supported with their learning.Pupils in Y6 who are behind in attainment to attend after school tutoring for weak subject areas-particularly writing and maths. | JH/Jal/RK | Jan 2019  |
| 1. **Other approaches**
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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?** |
| The mental health and wellbeing of PP pupils’ needs are met and supported through challenging periods of their lives. | Continue to build a team of experts and ‘emotionally available adult’ to ensure all pupils’ needs can be met and supported through challenging periods of their lives. | Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically. | Identify and develop a ‘safe’ area removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well with an emotionally regulating adult.Introduce further provision for mental health and wellbeing support, continuing to build a team of experts and ‘emotionally available’ adults to ensure that all pupils needs are being met and supported. Outcome reviewed through wellbeing survey.Ensure trusted adults take on an active role in supporting vulnerable pupils.Create Nurture for Achievement group.Use Boxall and teacher feedback to assess impact | RK | Feb 2019 |
| Improve parental engagement, expectation and understanding for PP pupils. | Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for parents to help their child’s learning at home. Proved parental workshops to further support parents to help with their child’s home learning through child participation during class assembliesIncrease online home learning engagement further. Promote during assemblies, newsletters and emails to parents.. | Pupils who are provided consistent support from both home and school made more progress.The single most important finding from recent research undertaken by the DFE has a large and positive impact of children’s learning ‘Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement.Use Achievement for All approach- Structured conversations etc. EEF promising project. | Increase parent engagement at termly pupil conferencing meetings by increasing expectations.Continue to ‘upskill’ parents by increasing parental engagement further by enticing parents through child participation within class assemblies where pupils demonstrate how they can be supported with their learning.Increase the engagement of pupils using home learning platforms. Outcomes reviewed by an increase in the percentage of pupils using home learning platforms.Rigorous monitor PP pupils’ home learning, reading records and spellings, maths facts, increasing parental engagement. | JH/all teachers. | Mar 2019 |