

# Buckfastleigh Primary School

**Pupil Premium Strategy Statement 2017-18 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.
 |



2017-2018 Review

|  |
| --- |
| **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 haveSEND) | **Date for next review****of this strategy** | December 2018 |

|  |
| --- |
| **2. Current Attainment - Key Stage 2 SATS 2018** |
| 29 pupils took the test of which 9 were PP pupils | **Pupils eligible for PP in school** | **National Average for all pupils** |
| % achieving in reading, writing and maths | **0** | **70** |
| % making progress in reading | **44** | **80** |
| % making progress in writing | **56** | **83** |
| % making progress in maths | **0** | **81** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Progress Baseline score at end of Summer Term 2017 | Target was | Progress score for disadvantaged pupils | Progress score for non-disadvantaged pupils |
| **Pupil Premium**9 children | ARE comparisonin Reading | -2.5 | To narrow the gap by atleast 1.5 | -1.44 | 0.31 |
| ARE comparisonin Writing | -2.8 | To narrow the gap by atleast 1.5 | -2.03 | 0.24 |
| ARE comparisonin Maths | -1.7 | To narrow the gap by atleast 1.5 | -7.56 | 0.31 |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil Premium with no SEND**0 children | ARE comparisonin Reading | -0.2 |  | To narrow the gap by atleast 1.0 |
| ARE comparisonin Writing | -1.0 |  | To narrow the gap by atleast 1.0 |
| ARE comparisonin Maths | -0.3 |  | To narrow the gap by atleast 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 inreading/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 totalPP 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 academicprogress. |
| **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 besidestheir 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 startingpoints. |
| **C.** | Pupils’ learning behaviours are improved and this is evident inwritten 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 thannon PP pupils nationally. |
| **E.** | School procedures for challenging poor attendance and promoting good attendance to be followed rigorously andconsistently. | Attendance rate for PP pupils is better than 2016-17. |
| **F.** | Increase parental engagement through strong liaison with schooland key member of staff identified to lead in this area. | PP barrier analysis and parent questionnaires demonstrate increased parentalengagement. |
| **G.** | Strong liaison with external agencies ensures that appropriatelevels of support are available to families in crisis. | PP children who suffer a significant crisis/event have a clear programme ofsupport 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 acrossthe school. | 40% of PP children also have SEND | SLT and HT monitoring at PPMs and on data drops throughout theyear. | 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 vitallife skill. | Employ a qualified swimming teacher and monitor entry and exit data at the start and end of 6 week block ofswimming 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 monthshigh | Boxhall profile data before and after programme. | BO | £14,000 – July 2018 |
| Additional info  | A PP child at high risk of exclusion was supported effectively through nurture practices for the year and made a very successful planned transition and move to a more appropriate setting.  |
| 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 agechildren. | 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 interviewstaff about the specific progress and barriersto 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 toall 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 theirhomelife. | BO | £7,786 |
| A | Purchase Speech Link | Baseline data for last 2 years shows significant low attainment on entry for Reception agechildren | Assessments being used effectively and support targeted as a result | BO/JPS | £200 |
| C | Purchase ‘Mathletics’ for allpupils from Year 1-Year 6 | In order to improve home and school links we have subscribed to ‘Mathletics’ a computer based homelearning platform | Data looked at, to show % of pupils accessing ‘Mathletics’ on a regular basis – school display toreflect 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 thesepupils. | 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 throughJTT. | 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 attendanceand benefits |  |  |
| E | Huff and Puff | Active and positive playtimes for our KS1 pupils are essential for settled afternoonlearning | 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 forchildren.\*\*Not implemented see \*\* below | EEF research shows that P4C has impact onpupils’ 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** |

Issues identified by Ofsted and significant leadership changes in the year led to a number of initiatives were introduced with the aim of long term impact on potentially disadvantaged children:

\*\*Music lessons- All KS2 children have learned to play violin.

\*\*Taekwando-All KS2 children have learned TKD with a number joining a club outside of school.

The school has identified that the attendance of disadvantaged pupils remains a challenge. We have identified the importance of separating any persistent absence due to ill health when determining strategies to improve attendance and punctuality. Strategies must focus on barriers to attendance.

A greater focus should be placed on the achievement of disadvantaged pupils in foundation subjects. This will help build cultural literacy and children’s readiness for the secondary curriculum. If necessary, subject leadership time to improve outcomes should be funded with Pupil Premium.

More can be done to build better understanding of the quality and quantity of Early Years provision disadvantaged pupils access prior to joining Buckfastleigh Primary. This will help disadvantaged learners make even better progress in Year R, and (in the longer term) enable the school to influence Early Years settings in adopting evidence based practice.