**Buckfastleigh Primary School**

**Pupil Premium Strategy Statement 2019-20**



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

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| **Principles** |
| 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;      1. 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. |

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £52,080 | **Date of most recent PP Review** | Aug 2019 |
| **Total number of pupils** | 180 | **Number of pupils eligible for PP** | 39 (21.6%) | **Date for next internal review of this strategy** | Mar 2020 |

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| **2. Current Attainment** | | | | |
|  | **Pupils eligible for PP** | | **Pupils not legible for PP** | |
|  | Current Data | Review March 2020 | Current Data | Review March 2020 |
| % achieving age related expectations or above in R, W & M | 44% |  | 70% |  |
| % achieving age related expectations in reading | 53% |  | 80% |  |
| % achieving age related expectations in writing | 44% |  | 74% |  |
| % achieving age related expectations in mathematics | 58% |  | 79% |  |
| % achieving greater depth in reading | 6% |  | 19% |  |
| % achieving greater depth in writing | 0% |  | 5% |  |
| % achieving greater depth in maths | 6% |  | 14% |  |

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| 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)* | |
|  | Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils. |
|  | Pupils engagement and enjoyment with reading. |
| **C.** | Children use and understanding of a wide range of vocabulary both verbally and in writing. |
| **D.** | PP children are not making enough progress from their starting points, particularly in KS2. |
| **E.** | Pupils’ mental Health and wellbeing. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **F.** | Parental expectations, engagement and commitment to support children’s learning. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | To improve the language skills of PP children in Reception and KS1 | * Communication and Language %’s for PP children leaving Reception will be in line with their peers. * Where PP children are significantly behind on entry, they make good progress in C&L. * The % of PP children needing Language Link interventions at the start of Year 3 is comparable with their peers. |
|  | To improve PP children’s engagement and love of reading | * Evidence of regular reading at home of a wide range of books. * Gap between the percentage of PP children who are at ARE in reading is narrowed compared to their peers. * Gap between PP children and their peers is narrowed for attainment in reading at end of Key Stage assessments. * Accelerated Reader Progress measures show good progress for PP children. |
|  | To improve vocabulary of PP children both in spoken word and in writing | * PP children using a wider range of vocabulary in their writing. * Anecdotal evidence shows that PP children are more confident to ask when they don’t understand the meaning of a word and they use a range of strategies successfully to understand meaning of new words. * Language link intervention shows good progress for PP children. |
|  | To improve progress of PP children in R, W & M | * PP children make at least good progress in R, W and M or make good progress towards their small step targets. |
|  | To improve mental health and wellbeing of PP children | * PP children are accessing support at school where appropriate. * Behaviour of PP children around school is positive. * PP children understand EH4MH strategies, can talk about them and are using them if necessary. |
|  | To develop home/school communication and support | * Parents of PP children all come to parent’s meetings and parent workshops. * Parents of PP children attend whole school events to celebrate children’s learning. * Parents of PP children are investing in their child’s reading at home and their homelearning. |

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| 1. **Planned Actions** | | | | | | |
| **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?** |
| To improve the language skills of PP children in Reception and KS1 | * High quality first wave teaching combined with a rich learning environment. * Developing Vocabulary Project | | EEF studies indicate that one of the biggest factors to influence children’s progress is the quality of teaching and their interactions with children.  Evidence from Babcock Developing Vocabulary Project indicates that it has a positive impact on children’s outcomes. | * High expectations for standards of teaching in EYFS and KS1. * Close monitoring of standards through learning walks, data drops and work scrutiny. * Pupil Progress meetings | HH, JA, SM  SMc | March 2020 |
| **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 PP children’s engagement and love of reading | * Accelerated Reader * Use of high quality texts * No Nonsense Literacy sequences * Whole Class Guided reading (KS2) * Floppy Phonics * Class stories | | All of the chosen actions come from best practise recommendations and evidence indicates that they have a positive impact on reading when implemented effectively. | * Rigorous monitoring by lead staff * All class teachers to take responsibility for the uptake of reading in their classes * Training for staff in Floppy phonics and whole class guided reading | SR&CS (AR)  SMc (NNL & GR)  JA (FPh) | March 2020 |
| **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 vocabulary of PP children both in spoken word and in writing | * Developing Vocabulary Project (Babcock LDP) | | Earlier projects indicate positive impact on children’s outcomes. If done well, this should be the case for Buckfastleigh | * Lead teacher will give training to staff. * Whole school strategies implemented by each class. * Lead teacher to monitor implementation and impact termly. * Staff held accountable in appraisal and pupil progress meetings | SMc | Termly |
| **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 mental health and wellbeing of PP children | * Introduction of EH4MH | | Poor mental health is identified as having a negative impact on children’s learning. EH4MH is a known strategy that schools can implement across the school to improve children’s wellbeing and raise awareness. | * Posters up around school. * Training for staff * Awareness raising with parents and children * Conferencing with pupils and monitoring of incidents on CPOMS | RK | Ongoing |
| **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 progress of PP children in R, W & M | * Doodle Maths * Times tables rockstars * Twinkl Resources * Revision books | | Teachers need a range of resources to draw upon to support the children’s learning. These resources are identified as having a positive impact on children’s outcomes when used effectively. | * Individual class teachers to be responsible for implementation and use of strategies. * Discussion success in staff meetings. * Subject coordinator and Year 6 teacher to monitor take up by individual and implementation of class teachers. | SR SMc | Ongoing |
| 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 the language skills of PP children in Reception and KS1  To improve vocabulary of PP children both in spoken word and in writing | * Language Link | | This is an intervention that supports children’s early and developing language. It identifies gaps in children’s language and give targeted activities to support them. | * Children to be identified through rigorous early assessment * Close monitoring and tracking of intervention. | RK and JN | Termly |
| **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 mental health and wellbeing of PP children | * Nurture Groups * 1:1 support * Group support in Year 6 | | There are a significant number of children across the school who have poor self-esteem, low confidence and come from challenging backgrounds. Adult support in school helps them to access the curriculum appropriately.  Some children need a more specific curriculum which can be delivered by individual adults. | * Teachers to work closely with support staff to ensure teaching is matched to individual needs. * SENCO and SLT monitor targeted intervention. * Progress of children is discussed at pupil progress meetings * Evidence of learning is regularly looked at. E.g. book scrutiny | SLT  SENCO  Class teachers | Half termly |
| **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 PP children’s engagement and love of reading | * 1:1 reading with key individuals | | Research shows that disadvantaged children has less language exposure and lower conversational turns than other children. 1:1 reading with key adults will increase exposure and improve relationships. | * Close monitoring of children who are doing 1:1 reading * Careful identification of key children and which adult they are reading with. | RK | Half termly |
| **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 progress of PP children in R, W & M | * Precision teaching * Pre-teaching | | Some children need extra targeted support to prepare them for learning or as a follow up to earlier learning. Pre-teaching and precision teaching are known successful strategies to support this. | * Teachers to be responsible for implementation within their own classroom. * Pupil Progress Meetings * Half termly data drops * Pupil Conferencing | EB/SLT  Class teachers | Half termly |
| 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?** |
| To develop home/school communication and support | * Parental Voice group * Parent Workshops * Enrichment events * Class Dojo * Class Assemblies * Whole School events | | As the new headteacher, I want to find out what the key stakeholder think about the school and support their engagement with what is going on in school. Through this, we will look at where parents can support their children at home. Enrichment will engage the parent body in the children’s learning. | * Regular meeting with parents. Discussion to be shared with staff and governors. Feedback to parents through newsletters. * Key parents to be invited personally to workshops and enrichment events. * Ensure quality of enrichment events inspires both children and parents to be invested in school life. * ClassDojo to be regularly monitored to ensure class story used effectively. | EB/SLT/All staff | Half termly |