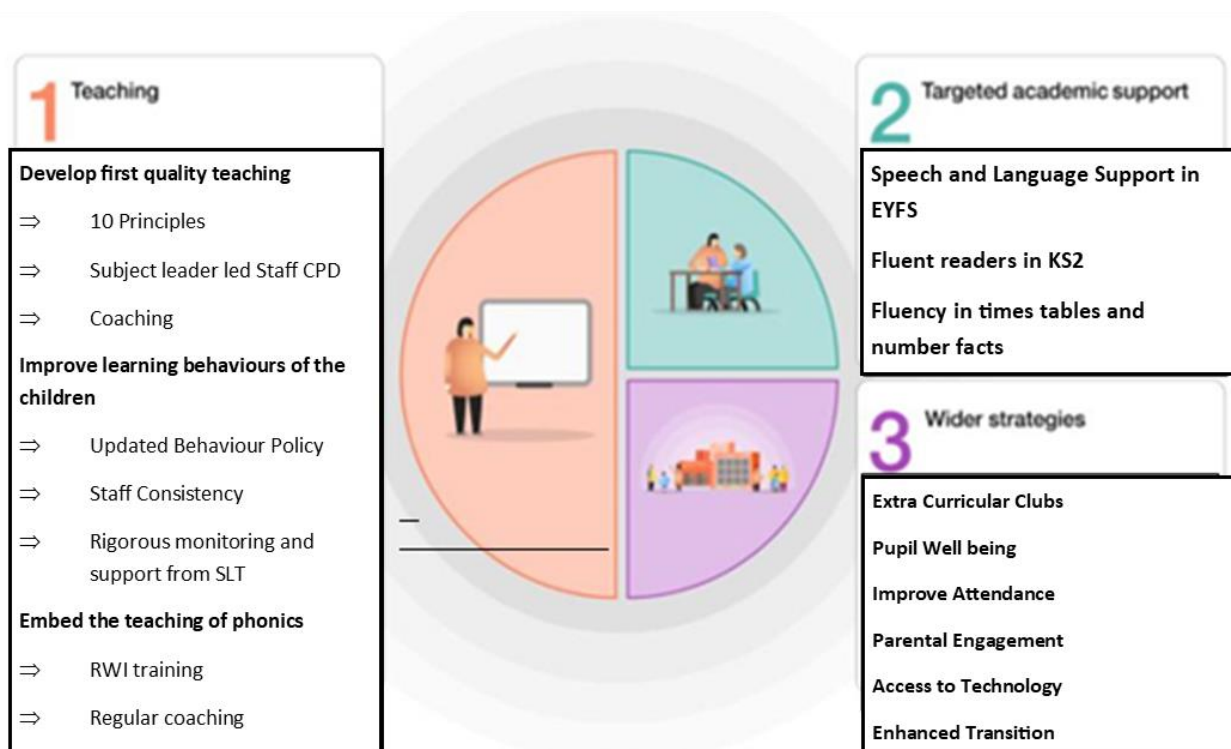


Pupil Premium Strategy

2019-20 review and 2020-21 Plan

Staff and governors are responsible for ‘socially disadvantaged’ pupils and are dedicated to meeting their social, emotional and academic needs within the school environment. We strive to ‘close the attainment gap’ between vulnerable pupils and their peers. Pupil Premium is a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. The approaches at Woodlands Park are research based using the Education Endowment Foundation (EEF) with high quality wave one teaching being the most significant contributor for improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.



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Metric	Data
School name	Buckfastleigh Primary School
Pupils in school	156
Proportion of disadvantaged pupils	19% (22% inc. CLA & Service)
Pupil premium allocation this academic year	£43,580 + £4200 PEP (B/F est. £16,000)
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Eddie Brown
Pupil premium lead	Eddie Brown
Governor lead	Roz Parkes

Disadvantaged pupil progress scores for last academic year (18-19)

Measure	Score
Reading	-6.1
Writing	-1.8
Maths	-6

Measure	Score
Meeting expected standard at KS2 (R, W & M)	20%
Achieving high standard at KS2 (R, W & M)	0
Average Scaled Score in Reading	96
Average Scaled Score in Maths	97

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Strategy aims for disadvantaged pupils

Aim	Target	Target date
To increase the progress and attainment of disadvantaged pupils in the EYFS	To ensure that a higher proportion of disadvantaged pupils meet the Good Level of Development criteria by the end of EYFS through targeted support and intervention work.	July 2021
To increase the number of disadvantaged pupils meeting the phonics screening standard	Increase the % of disadvantaged pupils meeting the required standard of the phonics screening check.	July 2021
To increase the progress and attainment in reading, writing and maths at the end of KS1	Increase the % of disadvantaged pupils achieving the expected standard in reading and writing at the end of KS1.	July 2021
To increase the attainment in reading, writing and maths in KS2 classes.	Increase the % of disadvantaged pupils achieving ARE or above in Reading, Writing and Maths in KS2 from September baseline.	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To develop quality first teaching across the curriculum so children achieve their potential. Ensure that new members of staff have a shared understanding of Buckfastleigh's 10 key principles of teaching and learning and the ethos of the school.
Priority 2	To improve learning behaviours of the children so that they are good or better. The school has a clear and updated behaviour policy. Staff are rigorous in following this and all are consistent in their expectations.
Priority 3	Embed the teaching of phonics so that all children are able to read fluently and access the curriculum. RWI training for all staff. This is followed up with coaching during the implementation of the scheme.
Barriers to learning these priorities address	Low levels of speech and language, particularly vocabulary Children's ability to access the age expected curriculum Parental engagement Lack of resilience & self-confidence when approaching work, which is affecting children's academic progress. Social and emotional difficulties
Projected spending	Teacher salary = £46,019

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Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure children starting school in EYFS with low Sp&L are identified quickly and supported so that they can make good progress in EYFS.
Priority 2	Ensure children in KS2 who are not fluent readers make rapid progress so that they can access the curriculum (RWI and Fresh Start). Use of Accelerated Reader in KS2.
Priority 3	Ensure children in KS2 develop their fluency in times tables and number facts so that they have the skills to access the maths curriculum confidently.
Barriers to learning these priorities address	<p>Some children in KS2 are not able to read well enough to access the full curriculum.</p> <p>Some children starting school in Reception do not have the Speech and Language skills necessary to access the Early Years curriculum confidently.</p> <p>Low self-esteem and resilience</p> <p>A number of pupils eligible for Pupil Premium support have emotional, social or special educational needs which can impact upon their learning and the progress that they make in class.</p> <p>Low levels of support and engagement in learning outside of school</p> <p>Low level disruptive behaviour.</p>
Projected spending	<p>Infant Language Link £200</p> <p>TT Rockstars £100</p> <p>Interventions TA and 1:1 Support £14,348</p> <p>Accelerated Reader £1733</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase attendance at Extra-curricular clubs. Pupil Premium funding to be used to subsidise attendance of disadvantaged pupils at Extra-curricular clubs. Their attendance to be monitored over time.
Priority 2	Improve children's wellbeing, confidence, self-esteem and behaviour. Our school dog will support children social, emotional and mental health when needed.
Priority 3	Improve attendance of disadvantaged pupils. EWO to work closely with the school attendance officer to offer support as needed and ensure that the attendance of disadvantaged children is improving.
Priority 4	Continue to develop parental engagement. Teachers to use Class Dojo effectively keep parents informed about what has been going on in school.

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	Teachers to check in with families as needed to ensure that they know what is happening and how they can help their child.
Priority 5	Ensure that Disadvantaged pupils have access to technology for remote learning. School to identify which families may not have suitable technology for their children to access learning at home due when in self isolation. Identify funding and support to give the child access to technology.
Priority 6	Enhanced transition for disadvantaged pupils, to build relationships
Barriers to learning these priorities address	Lack of parental engagement Low income Higher rates of absence for some disadvantaged pupils Social and Emotional needs of the children
Projected spending	EWO £250 Extra-Curricular Clubs £200 Remote Learning

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring all children have full access to a high-quality curriculum and appropriate support to make at least good progress in line with their peers. 	<ul style="list-style-type: none"> Ensuring training for RWI for all staff is successful and this is implemented rigorously. High quality CPD for teachers on the school's 10 principles of effective teaching and learning. Regular monitoring of provision in place for targeted pupils.
Targeted support	<ul style="list-style-type: none"> Developing learning behaviours in PP children. Children struggling with reading in KS2. Children not making use of TT Rockstars outside of school 	<ul style="list-style-type: none"> Social and Emotional Support from key staff members if needs are identified. Ensuring training for RWI and Fresh start is effective and that the program is implemented in a timely way. Teachers to identify children who are not making progress in their maths fluency and offering extra support. Lunchtime club.
Wider strategies	<ul style="list-style-type: none"> Budget constraints of continued support of PP enrichment activities. Engaging home support and building relationships to enable raised aspirations. Family not engaging with school support around attendance. 	<ul style="list-style-type: none"> Budgeting and prioritising PP enrichment support. Regular and effective attendance reviews. Regular communication via class teacher and parent via Class Dojo and phone calls. School to provide technology where possible and increase opportunities for virtual support with disadvantaged children.

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	<ul style="list-style-type: none"> Family not engaged with supporting children at home during self isolation. 	
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Review: last year's aims and outcomes

Aim	Outcome (what was done)
To improve the language skills of PP children in Reception and KS1	<ul style="list-style-type: none"> Children identified through use of Infant language link. The school closure prevented further support being put in place. Children in Year 1 who were identified as needing support are being re-assessed at the start of the new academic year.
To improve PP children's engagement and love of reading	<ul style="list-style-type: none"> School uses Accelerated Reader to engage and monitor KS2 children's reading. Staff trained in Floppy Phonics and this was implemented across KS1 and EYFS. World Book Day 1:1 reading with targeted children. Bottom 20% in phonics identified for extra support
To improve vocabulary of PP children both in spoken word and in writing	<ul style="list-style-type: none"> Talking School introduced by English Coordinator Talk for Writing training for all teaching staff. This was implemented and supported through resourcing and monitoring by English Coordinator. Vocabulary Displays Word of the week Writing Walls
To improve progress of PP children in R, W & M	<ul style="list-style-type: none"> Teacher CPD on Rosenshine's Principles of effective T&L.
To improve mental health and wellbeing of PP children	<ul style="list-style-type: none"> New teachers met with new pupils to build relationships. Weekly check-ins during lockdown Vulnerable children in Educare Key staff daily check-ins with individual children School Family Groups
To develop home/school communication and support	<ul style="list-style-type: none"> Class Dojo Whole School events where parents were invited. E.g. Farmvention, Harvest Soft start to the day

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