

# Buckingham Primary School Pupil Premium Strategy Statement

## 2018-2019



### Summary Information

<b>School</b>	<b>Buckingham Primary School</b>		
<b>Academic Year</b>	<b>2018-19</b>	<b>Total PP budget</b>	<b>£98,880</b>
<b>Total number of pupils</b>	<b>460</b>	<b>Number of pupils eligible for PP</b>	<b>63</b>

<b>Attainment End of Academic Year 2016-17</b>			
	<b>Number of PP children</b>	<b>Pupils eligible for PP % reaching expected standard</b>	<b>National average Pupils not eligible for PP % reaching expected standard</b>
End of EYFS Good Level of Development	4	75%	n/a
Phonics end of Year 1	7	86%	84%
Phonics End of Year 2	4	50%	n/a
Reading End of KS1	5	80%	79%
Writing End of KS1	5	80%	72%
Maths End of KS1	5	80%	79%
Reading End of KS2	18	56%	77%
Writing End of KS2	18	56%	81%
Maths End of KS2	18	61%	80%
GPS End of KS2	18	56%	82%
Combined Reading, Writing and Maths	18	50%	

<b>Barriers to future attainment for pupils eligible for Pupil Premium</b>	
<b>In – school barriers</b> <b>Communication difficulties</b>	Poor language. Disadvantaged children (PP) starting school with less well developed language acquisition than their peers 60% (F2 baseline) slowing reading progress in subsequent years. One child has significant speech and language and communication difficulties.
<b>Home learning environment</b>	Lower aspirations of some disadvantaged pupils and their parents and limited support at home to reinforce basic skills, limiting progress.
	Financial barriers to children in accessing extra-curricular activities and educational experiences such as trips, enrichment clubs, and tournaments.
<b>Self-regulation</b>	Some disadvantaged children have difficulty self-regulating, which impacts on their social/emotional development and can impact on their learning and academic progress.
<b>External barriers</b>	Attendance for PP children – 2017-18 attendance 92.4% compared to 96.4% for non-PP children.
<b>Gender Gap</b>	Disadvantaged boys underperform compared to girls.

Outcomes	Success Criteria
Improve language, literacy and maths skills in F2	Proportion of disadvantaged pupils at end of F2 achieve ARE in reading, writing and number are line with National.
Improve outcomes at end of KS1 in reading and writing	Proportion of disadvantaged children attaining at least ARE at the end of KS1 to be in line with National
Improve outcomes at end of KS2	Proportion of disadvantaged children attaining at least ARE at the end of to be in line with National in reading, writing and maths.
Improve attendance for PP children	PP children attendance matches non PP children.

Planned Expenditure for 2018-19					
Quality of teaching for all					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Diminish differences between the progress (and therefore attainment) of disadvantaged pupils and their peers.	Dedicated Pupil Premium Co-ordinator role sits within senior leadership team.	Research undertaken by NFER has identified leadership to be a key element in raising disadvantaged pupils' attainment.	<ul style="list-style-type: none"> <li>• Data monitoring</li> <li>• Leadership team meetings</li> <li>• Performance management</li> <li>• Monitoring evidence</li> <li>• Pupil voice</li> </ul>	Deputy Head	Ongoing  £18,000

<p>Attainment for all disadvantaged pupils attaining at least ARE are in line with National.</p>	<p>CPD opportunities for teaching and support staff.</p> <p>Bespoke CPD from external EYFS.</p> <p>Participation in County Side by Side project, focus on EYFS and T&amp;L.</p> <p>Assessment moderation with local schools.</p> <p>Launch of new curriculum across whole school.</p> <p>Half termly assessments and progress reviews.</p> <p>Build sustainable school to school partnerships to share and develop practice.</p>	<p>High quality teaching has the greatest impact on outcomes for PP children; bespoke support from specialist teachers in EYFS and KS2 will strengthen curriculum leadership and subject teaching across the school.</p> <p>Moderation across schools will ensure in-house data is robust and secure.</p> <p>Termly formal assessments support teacher judgements.</p>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Learning walks/ observations</li> <li>• Pupil observation/ Pupil voice</li> <li>• Data analysis</li> </ul>	<p>SLT Teaching staff Subject co-ordinators</p>	<p>Ongoing</p> <p>Budget: £6,000 (CPD, resources, release time)</p>
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<p>Children are engaged in a curriculum which inspires and challenges all learners.</p>	<p>External CPD undertaken by curriculum leaders.</p> <p>Launch of new curriculum. Greater opportunities for parental engagement and enrichment. KS2 topics run for a term (previously half term) to allow for children to lead and determine the direction of learning.</p> <p>Curriculum content engaging for all children, including disadvantaged boys.</p>	<p>Pupil engagement is increased through topics and lessons that are underpinned by relative creative and enriched experiences.</p>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Learning walks/ observations</li> <li>• Pupil observation / pupil voice</li> <li>• Data analysis</li> <li>• Parental feedback</li> </ul>	<p>Subject co-ordinators Teaching Staff SLT</p>	<p>Sept 2018 and ongoing</p> <p>£7,000 (CPD, release time, resources).</p>
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Improve language, literacy and maths skills in F2	<p>External support for F2 through County Side by Side project, focus on use of resources to maximise progress when learning through play.</p> <p>Resource learning environment to engage disadvantaged boys in mark making and speaking activities.</p> <p>Specialist S&amp;L TA support target children.</p> <p>Increase parental engagement through workshops and shared learning opportunities including craft and reading sessions.</p>	<p>Strong oral language skills ensures access to all areas of curriculum. Research shows children make stronger connections in their learning through play and child initiated learning.</p> <p>Use of concrete maths resources reinforces concepts before moving onto pictorial or abstract methods; building confidence in using concrete apparatus both secures understanding and develops skills to support later learning</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Moderation</li> <li>• Learning walks/ observations.</li> <li>• Pupil observation/Pupil voice</li> <li>• Parent feedback</li> <li>• External validation.</li> </ul>	Deputy Head F2 Class teachers	<p>Sept 2018 &amp; ongoing</p> <p>Budget: £4000 (workshops preparation, CPD, resources)</p>
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**Total budget cost for quality teaching for all      £35,000**

**Targeted Support**

<b>Desired outcome</b>	<b>Chosen Action</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>When will you review the implementation?</b>
Improve outcomes for disadvantaged boys.	<p>New curriculum designed to engage and motivate boys; opportunities for enrichment and increased parental engagement.</p> <p>Participation in Homework club.</p> <p>Engagement with local 6<sup>th</sup></p>	<p>Disadvantaged boys are highest underperforming group nationally.</p> <p>Pupil engagement is increased through topics and lessons that are underpinned by relative creative and enriched experiences.</p>	<p>Data analysis. Pupil voice. Work scrutiny. Learning walks/observations</p>	<p>Class teachers Deputy Head.</p>	<p>Sept 2018 and Ongoing</p> <p>£2000</p>

	Form students to run long term projects with target pupils.	High quality teaching has the greatest impact on outcomes for PP children.			
Proportion of KS2 disadvantaged children attaining at least ARE at the end of to be in line with National in reading, writing and maths.	Booster maths sessions provided to targeted children. Targeted adult support in lessons. Misconceptions addressed swiftly through same day intervention. Homework club provided for targeted pupils. Increased parental engagement through workshops and class-based opportunities.	Identified children are below age related expectations. Booster sessions led by class teachers providing high quality and tightly targeted teaching.  Homework club allows all children to have equal access to additional learning opportunities.	Data analysis. Work scrutiny Pupil voice	SLT Class teachers	Sept 18 & Ongoing  £8000
Proportion of KS2 disadvantaged children attaining at least ARE at the end of to be in line with National in reading, writing and maths.	Additional teachers used to support maths and writing through targeted group lessons.	High quality teaching has the greatest impact on outcomes for PP children.	Data analysis Work scrutiny Lesson observation	Teaching staff	£11000
Improve Speech and Language development for targeted children.	Regular speech and language intervention led by trained support staff.	Identified children are below age related expectations.	Monitoring intervention. Data analysis.	S&L support staff	Half termly  £2000
Eliminate barriers for learning for PP children.	PP Mentor scheme in place, offering weekly or fortnightly mentor meeting support.	Research has shown regular mentor support enables barriers to learning to be overcome.	Monitoring Pupil voice	Teachers, SLT, TA	£5500

Pupil premium children attendance matches non PP children.	Attendance is monitored monthly. SLT meet with targeted parents to address falling attendance and put in place support strategies.	Attendance of pupil premium children is below non-pupil premium pupils.	Monthly monitoring.	SLT	Monthly £1500
<b>Total budget cost for targeted support</b>					<b>£30000</b>
<b>Other Approaches</b>					
Children's home work is completed to a high standard	2 x after school homework clubs offered to targeted children (invite only).	Evidence shows that supporting study skills improves Outcomes (John Hattie)	Work scrutiny comparing PP and Non PP children Monitoring completion of homework and when completed Pupil voice of PP children	TA Deputy Head	Sept 18 & Ongoing £1000
Children's personal, social and emotional needs are met.	Introduction of new Nurture Support Worker position, providing pastoral care for children and parental support.  Teachers refer PP children for pastoral support which may include nurture groups, 1:1 pastoral support, PALS intervention EYFS, Happy to be Me intervention, ELSA or bespoke social skills support.	In house data identifies children with less home routines.	Pupil voice Monitoring of time-limited pastoral support or intervention programme.	SENCO Nurture Support Worker	Half termly £18000
Pupil premium children arrive in school settled and ready to learn.	Breakfast club provided for targeted PP children at risk of poor attendance and/or social and	Some PP children arrive in school having had little or no breakfast or chaotic morning routines.	Club to be monitored by SLT.	SLT / RLS students	Weekly monitoring. £300 (breakfast resources / toaster)

	emotional barriers to learning. Club run by 6 <sup>th</sup> form students from local Grammar school, providing good role models.	Previously run clubs have evidences a calmer start to the day for more vulnerable learners.			
Pupil premium children aspire to take on roles of responsibility across the school.	Increased opportunities for upper KS2 pupils to engage in wider school life, such as lunch till monitor, KS1 play buddies, charity collectors, etc	Opportunities to engage in wider school life are restricted for some pupil premium children. Activities take place during school day to enable full participation without impacting on home routines.	Pupil voice. Observations.	Class teachers	£1500
Majority of pupil premium children (and parents) engage in school trips including residential trips.	Parents are offered 50% funding towards residential trips and targeted curriculum enrichment opportunities.  Parents of PP pupils are targeted for support on trips and other enrichment activities.	Proportion of PP children do not access trips, especially residential trips, due to costs involved.  Engagement of parents on trips will increase likelihood of accessing enrichment activities out of school.	Monitoring of uptake of trips.  Monitoring parental engagement.	Deputy Head  Class Teachers	£6500 Targeted trips and residential trips
All children to participate in extra-curricular enrichment activities (after school clubs)	Financially support individual children to access 1 x enriched curriculum activity per term by ensuring PP parents are aware of financial support.	To ensure equality of opportunity for all children	Monitoring club uptake and targeting any PP child or vulnerable child that is not in a club.	Deputy Head	Termly  £5,300
Pupil premium children engage in peripatetic music tuition.	KS2 parents are offered 50% funding towards music tuition.	Percentage of pupil premium children engaging in music tuition is low due to cost	Monitoring tuition uptake and targeting any PP child with musical talent or aspiration.	Deputy Head Music co-ordinator	Termly  £2000



		implications or home engagement.			
<b>Total budget cost for other approaches</b>					<b>£34600</b>
<b>Total allocated budget cost</b>					<b>£99600</b>
<b>Total unallocated budget for support as identified through the remainder of the academic year</b>					<b>£0</b>