

Pupil premium strategy statement

1. Summary information					
School	Buckingham Primary School & Nursery				
Academic Year	2019-20	Total PP budget	£98,890	Date of most recent PP Review	June 19
Total number of pupils	396	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Jan 20

2. Current attainment (end of previous Key Stage to Summer 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited access to opportunities and resources to broaden learning experience and raise achievement, including in reading and phonics
B.	Poor language, English and maths skills requiring extra support
C.	Social/emotional/wellbeing difficulties requiring specific support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance for some PP pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure all PP pupils achieve in reading and attain at least national standards in phonics/reading where there is no SEN	All PP pupils with no SEN achieve at least expected standard in reading and phonics.
B.	Address specific SEN and learning needs for key PP pupils to ensure good progress from starting points in reading, writing and maths	SEN pupils and PP pupils where concern has been identified make accelerated progress from their starting points.
C.	All PP pupils to be emotionally ready for learning with the necessary experiences to support them	Individuals have behaviour and anxiety needs addressed so they are not a barrier to learning. PP children have enough real

		experiences to draw on in their learning to ensure good progress.
D.	Improve poor attendance figures through following school/county procedures and employing personalised strategies	Individuals identified with poor attendance improve as a result of action taken.

5. Planned expenditure					
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.					
i. 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?
A - To ensure that PP children have regular access to reading books and progress in reading for PP to be at least in line with non PP peers	Targeted daily reading opportunities. Investment in high quality texts.	Children who are able to read well are able to succeed in more subjects.	Ensure all children including PP pupils change library books regularly. Recruit parent helpers to hear readers focusing on PP pupils who don't read regularly at home.	SB PR	January, April and July 2020
A - Ensure all PP children able to read and attain national standards in Phonics	Small phonics groups. Regular tracking and targeted intervention. Parent support.	The phonics programme taught is more effective when taught in small groups so learning can be personalised.	EYFS/phonics lead monitors phonics teaching regularly to ensure consistency and good progress. Tracking	CM LW	Ongoing
Total budgeted cost					
ii. 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?
B - Address specific SEN and learning needs for key PP children	Continue with specific support for SEN/PP pupils through interventions. PP. children to make at least expected progress as a result of support.	Research indicates that when support is specific and well planned by the teacher, it results in good progress.	Progress reviews. Parent meetings.	CT SB LW	December 2019, April and July 2020

C – Provide appropriate support for PP pupils with social/emotional/well being needs	Tailor nurture support to the specific needs of individuals, calling on professionals as necessary.	Pupils will not be in a position to learn effectively if they have difficulties with behaviour, anxiety etc.	Support and intervention is co-ordinated and overseen by SENCo, led by mentor or nurture support worker.	SG SB LW LW	
Total budgeted cost					
iii. 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?
C – Provide appropriate experiences for PP pupils to inform their learning	Use PP to provide contributions towards educational visits and visitors.	Pupils who do not have real experiences to draw on find learning more difficult and have a narrower vocabulary.	SBM will monitor spending and ensure it is only used when necessary	SBM SB LW	Ongoing
D – PP pupils with low attendance improve to at least 90% unless there are known reasons	Follow school/county procedures as well as personalised strategies for particular pupils with low attendance.	Pupils who miss school are not able to make good progress due to the disruption to the continuity of their learning	Deputy Head to monitor attendance and take appropriate action	SB	Monthly
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	Outcomes and progress at the end of KS2 continue to rise.	PP Co-ordinator on SLT ensures profile remains high within school. Responsibility will remain within SLT. The progress difference continues to diminish between PP and others National	
Attainment for all disadvantaged pupils attaining at least ARE are in line with National.	CPD opportunities. Participation in County Side by Side project, focus on EYFS and T&L. Assessment moderation with local schools. Launch of new curriculum across whole school. Half termly assessments and progress reviews. Build sustainable school to school partnerships to share and develop practice.	Outcomes and progress continue to rise. 100% PP pupils attained phonics check. KS1 66.7% attained ARE in reading, writing and maths. KS2 66.7% attained ARE in reading and maths and 75% in writing.	CPD accessed through side by side project and County support has strengthened the quality of teaching and learning across the school. Strategies will continue to be embedded next year.	

<p>Children are engaged in a curriculum which inspires and challenges all learners.</p>	<p>External CPD undertaken by curriculum leaders. 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. Curriculum content engaging for all children, including disadvantaged boys.</p>	<p>Parental engagement has risen over the past year. Feedback from parents in relation to curriculum engagement opportunities is good. Engagement in curriculum is strong – children are regularly involved in enrichment activities to help contextualise learning and enhance cultural capital for all children.</p>	<p>Parental engagement will continue to be a focus, through classroom activities and workshops to help parents support their children at home.</p>	
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<p>Improve language, literacy and maths skills in F2</p>	<p>External support for F2 through County Side by Side project, focus on use of resources to maximise progress when learning through play. Resource learning environment to engage disadvantaged boys in mark making and speaking activities. Specialist S&L TA support target children. Increase parental engagement through workshops and shared learning opportunities including craft and reading sessions.</p>	<p>As a result of side by side project, Helicopter Stories introduced into F2. F2 PP boys made accelerated progress in CLL but did not reach GLD.</p>	<p>S&L support will continue across F1 and F2. Engagement with the Side by Side project is continuing through 2019-20. ICAN project and Helicopter Stories will further enhance CLL.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Improve outcomes for disadvantaged boys.</p>	<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 6th Form students to run long term projects with target pupils.</p>			<p>£5,900</p>
<p>Proportion of KS2 disadvantaged children attaining at least ARE at the end of to be in line with National in reading, writing and maths.</p>	<p>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.</p>	<p>Regular morning and after school booster and challenge sessions for reading, grammar and maths were attended by targeted PP children. Monitoring showed an impact on outcomes for pupils attending sessions.</p>	<p>The majority of children and parents responded well to these additional sessions which will continue this year. Booster sessions ran in small groups.</p>	<p>£28,400</p>

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.			
Improve Speech and Language development for targeted children.	Regular speech and language intervention led by trained support staff.			
Eliminate barriers for learning for PP children.	PP Mentor scheme in place, offering weekly or fortnightly mentor meeting support.			
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.			

iii. Other approaches

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Children's home work is completed to a high standard	2 x after school homework clubs offered to targeted children (invite only).			
Children's personal, social and emotional needs are met.	<p>Introduction of new Nurture Support Worker position, providing pastoral care for children and parental support.</p> <p>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.</p>			

<p>Pupil premium children arrive in school settled and ready to learn.</p>	<p>Breakfast club provided for targeted PP children at risk of poor attendance and/or social and emotional barriers to learning. Club run by 6th form students from local Grammar school, providing good role models.</p>			
<p>Pupil premium children aspire to take on roles of responsibility across the school.</p>	<p>Increased opportunities for upper KS2 pupils to engage in wider school life, such as lunch till monitor, KS1 play buddies, charity collectors, etc</p>			

<p>Majority of pupil premium children (and parents) engage in school trips including residential trips.</p>	<p>Parents are offered 50% funding towards residential trips and targeted curriculum enrichment opportunities.</p> <p>Parents of PP pupils are targeted for support on trips and other enrichment activities.</p>			
<p>All children to participate in extra-curricular enrichment activities (after school clubs)</p>	<p>Financially support individual children to access 1 x enriched curriculum activity per term by ensuring PP parents are aware of financial support.</p>			
<p>Pupil premium children engage in peripatetic music tuition.</p>	<p>KS2 parents are offered 50% funding towards music tuition.</p>			

7. Additional detail

