

Pupil Premium Strategy Statement (Action Plan) Buckingham Primary School

1. Summary information					
School	Buckingham Primary School				
Academic Year	2016 / 17	Total PP budget	£89,760.00	Date of most recent PP Review	n/a
Total number of pupils	512	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Jan 2017 <small>(Following Pupil progress reviews)</small>
Source: Pupil premium: allocations and conditions of grant 2016 to 2017 From: Department for Education and Education Funding Agency Last updated: 26 August 2016					

1. Current attainment		
	<i>Disadvantaged Pupils Those eligible for PP (BPS)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations (or above) in reading, writing & maths at the end of KS2	19%	
% making at least expected progress in reading (progress score 0 or above)	44%	
% making at least expected progress in writing (progress score 0 or above)	31%	
% making at least expected progress in maths (progress score 0 or above)	25%	

SATs End of KS2 Data

	Pupil Premium			Not Pupil Premium		
	% of pupils achieving the expected standards		Average scaled score	% of pupils achieving the expected standards		Average scaled score
	Test	Teacher assessment		Test	Teacher assessment	
Reading	37.5	50	94.25	83.82	84.9	113.37
Grammar, punctuation and spelling	31.25		95.88	83.82		110.47
Mathematics	31.25	31.3	97.19	72.05	82.2	109.96
Writing		37.5			82.2	
Science		43.8			82.2	

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Teacher Assessment - End of Year 6 2016

Reading

	No.	% working below expectation	% working at expectation	% working above expectation	% working at or above expectations
All Pupils	89	21.3%	41.6%	37.1%	78.7%
Pupil Premium (PP)	16	50%	31.3%	18.8%	50%
Not PP	73	15.1%	43.8%	41.1%	84.9%

Teacher Assessment - End of Year 6

Writing

	No.	% working below expectation	% working at expectation	% working above expectation	% working at or above expectations
All Pupils	89	25.8%	51.7%	22.5%	74.2%
Pupil Premium (PP)	16	62.5%	25%	12.5%	37.5%
Not PP	73	17.8%	57.5%	24.7%	82.2%

Teacher Assessment - End of Year 6

Mathematics

	No.	% working below expectation	% working at expectation	% working above expectation	% working at or above expectations
All Pupils	89	27.0%	41.6%	31.5%	73.0%
Pupil Premium (PP)	16	68.8%	12.5%	18.8%	31.3%
Not PP	73	17.8%	47.9%	34.2%	82.2%

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Teacher Assessment SATs end of Year 2 2016

	No.	% working below expectation	% working at expectation	% working above expectation	% working at or above expectations
Reading					
All Pupils	59	16.9	37.3	45.8	83.1
PP	8	37.5	50.0	12.5	62.5
Not PP	51	13.7	35.3	51.0	86.3
Writing					
All pupils	59	33.9	42.4	23.7	66.1
PP	8	75.0	25.0	0	25.0
Not PP	51	27.5	45.1	27.5	72.5
Maths					
All pupils	59	30.5	37.3	32.2	69.5
PP	8	37.5	62.5	0	62.5
Not PP	51	29.4	33.3	37.3	70.6
Science					
All pupils	59	18.6	76.3	5.1	81.4
PP	8	37.5	62.5	0	62.5
Not PP	51	15.74	78.4	5.9	84.3

Y1 Phonics Screening Check

Y1 - All Pupils (59 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	59	36.2	5 (8.6%)	53 (91.4%)

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Academic Progress (In school data)

Reading Progress Y1-6 October 2016 - July 2017 (Autumn 2 to Summer 2)

Progress from October 2016 to July 2017

	All Pupils (470)	Pupil Premium (71)	Not Pupil Premium (399)
Progressed by 6 steps or more	7.4%	15.5%	6.0%
Progressed by 5 steps	13.8%	14.1%	13.0%
Progressed by 4 steps	34.7%	33.8%	34.8%
Progressed by 3 steps	19.4%	25.4%	18.3%
Less than 3 steps progress	24.7%	11.2%	27.1%

Overall a **higher proportion of children entitled to Pupil Premium (PP) made 4 steps or more progress** (greater than expected progress) **than those not entitled to PP.**

63.4% of children entitled to Pupil Premium made 4 or more steps of progress, which is greater than those who are not entitled to Pupil Premium (54.6%)

Average steps progress	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	4	3.125	4	4.11	3.83	4
Not Pupil Premium	4.01	2.17	4.01	2.85	2.68	4.04

In Years 2, 4 and 5 progress in reading of PP is **above that** of those who are not entitled to PP.

In Years 1, 3 and 6 progress in reading of PP is approximately **in line with** those who are not PP.

Writing Progress Y1-6 October 2016 - July 2017 (Autumn 2 to Summer 2)

Progress from October 2016 to July 2017

	All Pupils (470)	Pupil Premium (71)	Not Pupil Premium (399)
Progressed by 6 steps or more	9.4%	16.9%	8.0%
Progressed by 5 steps	12.3%	19.7%	11.0%
Progressed by 4 steps	27.9%	15.5%	30.1%
Progressed by 3 steps	22.1%	22.5%	22.1%
Less than 3 steps progress	28.3%	25.4%	28.8%

Overall a **higher proportion of children entitled to Pupil Premium (PP) made 4 steps or more progress** (greater than expected progress) **than those not entitled to PP.**

52.1% of children entitled to Pupil Premium made 4 or more steps of progress, which is greater than those who are not entitled to Pupil Premium (49.1%)

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Average steps progress	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	2	4.9	3.9	4.0	3.9	3.7
Not Pupil Premium	3.6	3.2	4.0	3.3	2.8	3.7

In Years 2, 4 and 5 progress in writing of PP is **above that** of those who are not entitled to PP.

In Years 3 and 6 progress in writing of PP is approximately **in line with** those who are not PP.

In Year 1 progress in writing of PP is below that of those who are not PP - interventions have been implemented including support to develop phonics knowledge.

Mathematics Progress Y1-6 October 2016 - July 2017 (Autumn 2 to Summer 2)

Progress from October 2016 to July 2017

	All Pupils (470)	Pupil Premium (71)	Not Pupil Premium (399)
Progressed by 6 steps or more	8.9%	22.5%	6.5%
Progressed by 5 steps	13.2%	11.3%	13.5%
Progressed by 4 steps	34.9%	18.3%	37.8%
Progressed by 3 steps	24.7%	22.5%	25.1%
Less than 3 steps progress	18.3%	25.3%	17.0%

Overall a **higher proportion of children entitled to Pupil Premium (PP) 33.8%** made 5 steps or **more progress** (greater than expected progress) **than those not entitled to PP 20%**.

However 52.1% of children entitled to Pupil Premium made 4 or more steps of progress, which is below that of those who are not entitled to Pupil Premium (57.8%)

Average steps progress	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	4.0	4.4	3.9	3.9	4.2	3.5
Not Pupil Premium	4.1	3.7	4.3	3.4	2.9	4.0

In Years 2, 4 and 5 progress in writing of PP is **above that** of those who are not entitled to PP.

In Year 1 progress in writing of PP is approximately **in line with** those who are not PP.

In Years 3 and 6 progress in writing of PP is slightly below that of those who are not PP - we are implementing actions to address this - namely additional interventions for maths for PP and changing from teaching in groups to classes.

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Academic Attainment (in school data)

	Reading		Writing		Mathematics	
	% of children working at or above expectations		% of children working at or above expectations		% of children working at or above expectations	
	Pupil Premium	Not Pupil Premium	Pupil Premium	Not Pupil Premium	Pupil Premium	Not Pupil Premium
Year 1	100%	93.0%	50.0%	78.9%	100%	86.0%
Year 2	62.5%	86.3%	25.0%	72.5%	62.5%	70.6%
Year 3	80.0%	91.5%	66.7%	81.7%	60.0%	77.5%
Year 4	72.2%	91.4%	66.7%	87.1%	72.2%	92.9%
Year 5	91.7%	90.8%	91.7%	86.8%	41.7%	81.6%
Year 6	50%	83.8%	37.5%	81.1%	31.1%	81.1%

Although the progress of children entitled to PP is in line or above that of those children not entitled to PP in most subjects and most year groups, the percentage of PP pupils working at or above expectations is lower than that of other pupils in most year groups.

We are implementing actions to address this gap including; specific focused interventions for PP children with teachers, further teacher (and TA) training on pupil premium.

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2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Paucity of language. Disadvantaged children (PP) coming into school with less well developed language acquisition than their peers. This slows reading progress in subsequent years.	
B.	On average disadvantaged pupils begin at a lower starting point than their peers who are not entitled to pupil premium. Disadvantaged pupils are under-represented on our MAT register.	
C.	Lower aspirations of some disadvantaged pupils and their parents and limited support at home to reinforce basic skills, limiting their progress.	
D.	Some disadvantaged children have difficulty self-regulating, which impacts on their social / emotional development and can impact on their learning and academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in F2 class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all disadvantaged pupils (those eligible for PP) meet age related expectations.
B.	Improve attainment of disadvantaged pupils.	For 90% of PP children to reach expected level of attainment. For 20% of disadvantaged pupils to reach above age related expectations of attainment. Increase of disadvantaged pupils on MAT register.
C.	Disadvantaged pupils and their parents to have high aspirations and for these parents to take an active part in their child's learning. Diminishing differences between the progress (and therefore attainment) of disadvantaged pupils and their peers.	Parents of disadvantaged pupils to be encouraged (and supported) to support their child's learning at home. (e.g. reading, phonics, recall of maths facts) Disadvantaged pupils to make greater progress than those not entitled to PP, across the school. At half termly pupil progress reviews, progress of disadvantaged pupils will be greater than
D.	Disadvantaged pupils can confidently self-regulate.	The number of incidents recorded for those disadvantaged pupils (who have had difficulty self-regulating) reduces significantly and therefore they have successful, happy break and lunchtimes.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

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4. Planned expenditure					
Academic year		2016-17			
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. Improve oral language skills for pupils eligible for PP in F2 class.	<ul style="list-style-type: none"> Use of role play / story telling. Develop use of story sacks and model to children Parent workshops on importance of developing oral language suggesting ways in which they can support. 	<p>Rationale: We believe that strong oral language skills ensures access to all areas of curriculum Evidence: The Pupil Premium: an Update Ofsted 2014 reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p>	<ul style="list-style-type: none"> Pupil observation/Pupil voice Lesson observation to ensure strategies being implemented effectively Monitoring and analysing data on Target tracker Parent feedback 	F2 lead. Language s faculty.	January 2017 Budget: £350 (workshops preparation and delivery)
C Improve attainment of disadvantaged pupils.	<ul style="list-style-type: none"> Whole school MAT list and 'glimmer' list to record able children. Quality feedback to learners. Maths to be taught in classes (to ensure there is no ceiling to pupil learning) – moving to whole class maths mastery approach Fluid groupings within classes. Close tracking and monitoring of all pupils attainment. 	<p>Rationale: We believe that pupils will reach their FULL potential if support is carefully focused.</p> <p>Evidence: EEF Toolkit suggest high quality feedback is an effective way to improve attainment</p> <p>The Pupil Premium: an Update Ofsted 2014 reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. 'They target interventions forensically...'</p>	<ul style="list-style-type: none"> Number of disadvantaged pupils of MAT register will increase. Observation of impact of feedback to learners. Attainment of disadvantaged pupils to rise.(progress reviews) Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential 	MAT co-ordinator Inclusion team	Half termly at Pupil progress reviews. Regularly reported in HT report to Governors. (Teaching and learning committee and Full Governor meetings) Budget: £4000 (MAT coordinator – extension groups weekly)
C. Disadvantaged pupils and their parents to have high aspiration; for parents to take an active part in their child's learning.	<ul style="list-style-type: none"> Aspirational (career) assemblies and visitors. Parent information workshops and flyers. Challenge for all across the curriculum. 	<p>Rationale: We believe that the children need to believe in themselves and aim high and that parents have a key role to play in this.</p> <p>Evidence: The Pupil Premium report Ofsted's 2014 provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</p>	<ul style="list-style-type: none"> Pupil feedback about their aspirations Feedback from parents re: workshops and information flyers. Learning walks/ books scrutinys / lesson observation demonstrate challenge for PP 	HT and AHT	January 2017 Budget: £2200 (organisation of career assemblies, preparation and distribution of parent information flyers.)
Total budgeted cost					£6550

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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?
A. Improve oral language skills for pupils eligible for PP in F2 class.	<ul style="list-style-type: none"> Use of Talk Boost intervention. Story sacks to go home – with modelling for parents to use them effectively at home. Refer to S& L T as appropriate. 	<p>Rationale: We believe that strong oral language skills ensures access to all areas of curriculum</p> <p>Evidence: <u>The Pupil Premium: an Update Ofsted 2014</u> 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p>	<ul style="list-style-type: none"> Analysis of data following Talk Boost intervention Feedback from parents / pupils re: story sacks S&LT reports. 	F2 lead. SENDCo.	Termly. Budget: £1100 <small>(Talk boost implementation and story sacks)</small>
B. Improve attainment of disadvantaged pupils. C. Diminishing differences between the progress (and therefore attainment) of disadvantaged pupils and their peers.	<ul style="list-style-type: none"> Attainment and progress monitored regularly by year leaders / AHT and feedback to SLT. Also discussed with class teachers at half termly pupil progress meetings. Actions to be agreed for individuals. Bespoke interventions to be implemented. (e.g. Maths JT, reading JO, Maths LA –Y6) Disadvantaged children on 'glimmer list' to be included in workshops to further extend / stretch MAT pupils. 	<p>Rationale: To make maximum progress and reach highest attainment disadvantaged pupils should have strongest teaching</p> <p>Evidence: <u>The Pupil Premium: an Update Ofsted 2014</u> 'Routinely, good and outstanding schools ... target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not. The best leaders ensure that additional adult support is of high quality ...pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults.</p>	<ul style="list-style-type: none"> Pupil progress reviews will clearly record attainment and progress of disadvantaged pupils and actions agreed. Impact of interventions to be recorded / tracked. Disadvantaged children on glimmer to be given opportunity to assess if they are MAT or have potential to move to MAT register. 	SLT	Half termly. Budget: £30,470 <small>(SLT time monitoring additional teacher for interventions and MAT coordinator time (see above))</small>
D. Disadvantaged pupils can confidently self-regulate.	<ul style="list-style-type: none"> Adult support and guidance to implement school procedures. (e.g. debug) Adapted timetables, including break / lunchtimes to ensure success. Interventions to boost self-esteem and confidence Interventions re: self-regulation. 	<p>Rationale: To make maximum progress and reach highest attainment disadvantaged pupils should have high attendance</p> <p>Evidence: <u>The Pupil Premium: an Update Ofsted 2014</u> The most successful schools ...offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. <u>The Pupil Premium report Ofsted's 2013</u> worked to improve pupils' social and emotional skills where these were barriers to learning</p>	<ul style="list-style-type: none"> Identified pupils to be following school procedures closely. Those pupils to have successful lunchtimes Pupils able to self-regulate if something bothers them. 	DH HT Pastoral team	Ongoing – reviewing all the time. Closer review every half term. Budget: £40,000 <small>(DH – time adapting timetables, TAs support, self-regulation intervention)</small>
E. Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> Letters to parents of pupils with low attendance followed by meeting with HT to ensure that parents are clear on the impact of high absence. Bespoke support for each family e.g. attendance incentives, pastoral support 	<p>Rationale: To make maximum progress and reach highest attainment disadvantaged pupils should have high attendance</p> <p>Evidence: <u>The Pupil Premium: an Update Ofsted 2014</u> The most successful schools ...offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. <u>The Pupil Premium report Ofsted's 2013</u> provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</p>	<ul style="list-style-type: none"> Increased attendance of disadvantaged pupils, who have previously been poor attendees. Fewer disadvantaged pupils becoming persistent absentees. 	HT	Every half term. Budget: £4000 <small>(attendance tracked, monitored and letters sent out – admin time, -SLT meetings with parents and implementing actions)</small>
Total budgeted cost					£ 75,570

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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?
E. Increased attendance rates	<ul style="list-style-type: none"> • Change of school policy. • Increased regularity of monitoring (every 3 weeks) • Parents informed quickly of any drop in their child's attendance. • Parents informed of the high expectations we hold regarding attendance – through the school newsletter • Flyer sent out to parents explaining the importance of high attendance and the impact of high levels of absence. 	<p>Rationale: To make maximum progress and reach highest attainment disadvantaged pupils should have high attendance We can't improve attainment for children if they aren't actually attending school.</p> <p>Evidence: <u>NFER Supporting the attainment of disadvantaged pupils: Research report November 2015</u> 'More successful schools... prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary but not sufficient for academic success.' <u>The Pupil Premium: an Update Ofsted 2014</u> The most successful schools ...offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience <u>The Pupil Premium report Ofsted's 2013</u> provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</p>	<ul style="list-style-type: none"> • Parents are clear about the school's high expectations with regards to attendance. • Letters re: drop in attendance to be sent out to parents. • Parent feedback re: flyer 	Pupil Premium Coordinator or HT	January 2017 Budget: See above
B and C. Improved attainment and progress of disadvantaged pupils.	<p>Strategies regularly discussed and reviewed as a staff at staff meetings and INSET. (e.g. Feedback to learners)</p> <p>Staff to carry out action-based research and feedback.</p> <p>Ensure that disadvantaged pupils arrive at school, ready to learn (uniform, breakfast / snacks) and can access the curriculum and extra-curricular activities to enhance and extend learning (e.g. trips, residential, peri music)</p>	<p>Rationale: We believe that pupils will reach their FULL potential if support is carefully focused.</p> <p>Evidence: <u>EEF Toolkit</u> suggest high quality feedback is an effective way to improve attainment <u>The Pupil Premium: an Update Ofsted 2014</u> reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. 'They target interventions forensically...' <u>NFER Supporting the attainment of disadvantaged pupils: Research report November 2015</u> More successful schools... made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs.</p>	<ul style="list-style-type: none"> • Staff to share feedback at staff meetings / INSET – reviewing changes we have made to increase attainment and progress. • Staff to share findings of their action based research. 	All staff	Ongoing Budget: £7500 (trips, residential, uniform, snacks, peri lessons)
Total budgeted cost					£7500

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F. Review of expenditure				
Previous Academic Year		2015-16 (see previous year document)		
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
<p>Maths progress:</p> <p>to implement maths interventions to ensure that PP children make greater than expected progress;</p> <p>to have additional adult support for less able PP children to ensure that they receive more regular, focused feedback so that they make greater than expected progress;</p> <p>to make use of ICT based resources to reinforce mathematics understanding of PP children.</p>	<ul style="list-style-type: none"> • Additional adults in focus maths groups. • Extra teacher in Year 6. • Progress reviews to monitor and analyse progress. • Develop more effective feedback. 	<p>Maths progress –October to July In house data Overall a higher proportion of children entitled to Pupil Premium (PP) 33.8% made 5 steps or more progress (greater than expected progress) than those not entitled to PP 20%. However 52.1% of children entitled to Pupil Premium made 4 or more steps of progress, which is below that of those who are not entitled to Pupil Premium (57.8%)</p> <p>SATS data KS1 – KS2 progress of pupil premium pupils below that of other pupils. Attainment of PP was below that of other pupils. (It was at KS1 for this cohort too)</p>	<p>Rather than just have an additional teacher to facilitate smaller groups – we will change this approach for the coming year and have an additional teacher available to carry out bespoke, focused interventions. Instead of focusing on Year 6 with an additional teacher, this bespoke, focused intervention will straddle KS2.</p> <p>In addition, having ability maths groups hasn't worked particularly well, as we didn't feel that it those who started at a lower attainment level at the beginning of the year had high enough aspirations of themselves. So we will move to maths in mixed ability classes, to ensure that there is no ceiling to their learning, further challenge available for all abilities and allow them to learn from each other.</p>	<p>£30,470</p>
<p>Literacy:</p> <p>to timetable interventions for reading, comprehension and phonics / spellings as required for individuals;</p> <p>to implement a range of strategies to engage children in Literacy</p>	<ul style="list-style-type: none"> • Extra teacher in Year 6. • Progress reviews to monitor and analyse progress and attainment. • Year leaders / AHT to oversee progress reviews. • Support implemented in the classroom. • Interventions timetabled by year leaders. • Talk for writing, drama, writing journals 	<p>Reading progress October to July Inhouse data Overall a higher proportion of children entitled to Pupil Premium (PP) made 4 steps or more progress (greater than expected progress) than those not entitled to PP. 63.4% of children entitled to Pupil Premium made 4 or more steps of progress, which is greater than those who are not entitled to Pupil Premium (54.6%)</p> <p>Writing Progress October to July In house data In Years 2, 4 and 5 progress in writing of PP is above that of those who are not entitled to PP. In Years 3 and 6 progress in writing of PP is approximately in line with those who are not PP. In Year 1 progress in writing of PP is below that of those who are not PP – interventions have been implemented including support to develop phonics knowledge.</p> <p>SATS data KS1 – KS2 progress of pupil premium pupils below that of other pupils. Attainment of PP was below that of other pupils. (It was at KS1 for this cohort too)</p>	<p>Rather than just have an additional teacher to facilitate smaller groups – we will change this approach for the coming year and have an additional teacher available to carry out bespoke, focused interventions. Instead of focusing on Year 6 with an additional teacher, this bespoke, focused intervention will straddle KS2.</p> <p>We will focus on reluctant readers and explore ways in which to engage them and help them to discover enjoyment in reading – both as teachers and through a reading champion.</p>	

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ii. Targeted support				
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
<p>Pastoral / nurture support:</p> <p>to address personal, social and emotional needs of individuals to ensure that they settle in lessons and are ready to learn.</p>	<ul style="list-style-type: none"> • Raise profile of PP with staff • use of hub • Review behaviour policy and school strategies. • teacher to oversee PP SLT 'on call' system, • PRU training sessions on behaviour. • Liaise with external professionals as required. • Further develop transition support. 	<p>For some disadvantaged pupils there has been an improvement in their social / emotional development.</p> <p>We continue to have a few disadvantaged pupils who have not made progress in this area so we need to focus on them.</p>	<p>We are reviewing which type of support has been successful with which individuals and which specific need.</p> <p>Generally TA support (often 1:1) has been particularly successful for many children who find it difficult to join lessons / settle to their tasks. It has ensured that individuals settle in lessons and engage in the curriculum and perhaps most importantly this has ensured minimal disruption to the learning of other pupils.</p>	£49,900
<p>Engagement:</p> <p>to raise the self-esteem and confidence to ensure that children entitled to PP engage with the curriculum and reach their potential.</p>	<p><u>Interventions /pastoral & nurture support</u></p> <ul style="list-style-type: none"> • Nurture groups, • counselling, • 1:1 pastoral support, • TA support, • PALS interventions in nursery and KS1 • Happy to be Me intervention in KS2 • Bespoke social skills support • Talking Partners KS1 and 2 • meet and greet 	<p>For many disadvantaged pupils there has been an improvement in their self-esteem and confidence, following participation in interventions such as PALS, Happy to be me, talk partners and 'meet and greet'.</p> <p>We have tracked this more closely and can have seen positive impact.</p> <p>A small number of children (both disadvantaged and those not entitled to PP) have required counselling, due to more complex home situations. We regularly review impact for each individual and liaise with parents closely. For many of these children it is a slow process and for some, additional external support has been sought.</p>	<p>The 'on call' system has also ensured that if an individual requires further support, they can be withdrawn for the support.</p> <p>So we will begin the new academic year with additional TA support for those with the greatest need but we want to balance this to ensure that these children don't become over reliant and develop confidence to make better choices.</p> <p>We will develop further emotional / social support for those children with particular self-regulation difficulties and introduce a new bespoke programme for the coming year.</p> <p>We will continue with the interventions to build self-esteem and self-confidence, including counselling, where it is most appropriate for the individual.</p>	

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iii. Other approaches				
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
Attendance: to implement further strategies addressing the attendance gap between for PP and non PP students	<ul style="list-style-type: none"> • Monitor and track attendance – particular analysis of attendance of PP children. • Further develop strategies to increase attendance of PP. Including: Including snacks, uniform, attendance incentives	Attendance of disadvantaged pupils has improved. (See separate attendance PP report for additional information). The majority of disadvantaged pupils have increased attendance. The proportion of disadvantaged pupils who are persistent absentees has also fallen.	School incentives have only appeared to have had a small impact. As have the displays. Monitoring the attendance closely and meeting with parents at an early stage has had the greatest impact. This coming academic year we will develop this further to review attendance every 5 weeks and send letters to parents to ensure that they are aware of their child’s attendance. The head teacher will then meet with them to discuss barriers to attendance and agree strategies to support the child’s attendance improve. In addition, we will send out further information (as a leaflet) to ensure that all parents are clear about the importance of high attendance.	£250
	Wrap-around care Including Breakfast club, After school (Penny) Club, Holiday club.			£1,500
Engagement: to raise the self-esteem and confidence to ensure that children entitled to PP engage with the curriculum and reach their potential.	Extra-curricular / enrichment activities Including peripatetic music lessons, sports clubs, forest schools, free running specialist sessions, cooking	Pupil voice (of disadvantaged pupils) has shown that it has been beneficial to them to access these opportunities that they might not otherwise have particularly the residential trips, visits, sports clubs and music lessons. They enjoyed them, helped develop confidence and engage with curriculum.	We will continue with financial support for residential visits, school trips and music lessons – to ensure that our disadvantaged pupils can access curriculum and widen their experiences. We will adapt our financial support for school clubs, as it was not always clear for parents. We will support children to attend one extracurricular club per half term.	£5,900
	Support for residential trips and educational visits			£400
Total expenditure				£88,420
G. Additional detail				