

**Buckingham Primary School**  
**Pupil Premium Review of Expenditure 2017-18**



<b>School</b>	<b>Buckingham Primary School</b>		
<b>Academic Year</b>	<b>2017-18</b>	<b>Total PP budget</b>	<b>£109,600</b>
<b>Total number of pupils</b>	<b>512</b>	<b>Number of pupils eligible for PP</b>	<b>75</b>

<b>Review of Expenditure</b>				
<b>Previous Academic year</b>	<b>2017-18</b>			
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
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.	<p>PP progress at end of KS1 and KS2 is higher than non-PP:                      % PP pupils making at least expected and accelerated progress (Aut 1 – Sum 2) is higher than non-PP in all 3 subjects at the end of KS1 and KS2 (broadly in line for KS2 reading).</p> <p>100% KS1 pupils made expected progress from prior attainment and 50% making accelerated progress.</p> <p>Whole school staff have a raised awareness of individual pupil need, the make-up of school's PP cohort and external barriers for learning, leading to greater use of intervention and engagement with consideration to the 'whole child'.</p> <p>School participation with BLT 'Vulnerable Learners Project' has led to best practice being</p>	<p>SLT Lead has led staff meetings, sharing data, research and new initiatives into school. Placing responsibility within the SLT has enabled full participation within county wide initiative and the resource to trial strategies within school.</p> <p>Other SIP priorities focusing on the quality of teaching and learning and the curriculum have benefited all PP pupils within school.</p> <p>The PP Lead role will remain within SLT, with a greater focus on monitoring next year.</p>	£11, 800

		<p>shared and introduction of new initiatives within school.</p> <p>Introduction of initiatives, including breakfast club, mentoring and parental engagement meetings.</p> <p>Increased use of data analysis, measuring progress from previous KS and analysis of PP non-SEN. Data shared with whole staff during the year via staff meeting and email updates.</p> <p>Staff CPD updates teaching staff of research based initiatives and provides opportunity to evaluate impact of provision.</p>		
<p>Attainment for all disadvantaged pupils attaining at least ARE are in line with National.</p>	<p>Bespoke CPD from external providers in English, Maths and EYFS.</p> <p>CPD opportunities for teaching and support staff.</p> <p>Assessment moderation with local schools. Review of curriculum coverage. Half termly assessments.</p>	<p>At F2, 75% PP pupils reached GLD.</p> <p>At KS1, 80% of PP children have achieved ARE in reading, writing and maths, above national, and 20% GDS in reading and maths which is in line with National for maths.</p> <p>Compared to 2017 school data, % of PP attaining ARE is significantly higher in reading, writing, maths and combined (R=56% / 45%, W=56% / 36%, M=61% / 0%, RWM = 50% / 0%).</p> <p>Compared to Nat other 2017, the gap between PP and Nat Other has closed by 11% reading, 20% writing and 61% maths.</p> <p>As a result of CPD, quality of teaching and learning is stronger across the school and</p>	<p>High quality CPD had a significant impact on the quality of teaching and learning in maths across the school. Research shows that quality first teaching has the highest impact on outcomes for disadvantaged children and outcomes in the school reflect these findings.</p> <p>Moderation opportunities with other schools has enabled staff to both secure judgements but also to share best practice and strategies to engage, challenge and support pupils.</p>	<p>£8,500</p>

	<p>Build sustainable school to school partnerships to share and develop practice.</p> <p>Review curriculum coverage to ensure learning is stimulating and relevant to all learners.</p>	<p>moderation has led to more robust and accurate assessments.</p> <p>Sharing of best practice and research through partnership work with other schools has led to new initiatives being launched in school.</p>		
<p>Children are engaged in a curriculum which inspires and challenges all learners.</p>	<p>External CPD undertaken by curriculum leaders.</p> <p>Curriculum reviewed and enhanced to provide regular enrichment opportunities which excites and motivates all pupils.</p>	<p>End of KS2 attainment significantly higher than 2017 and previous years as a result of engaging and challenging curriculum.</p> <p>Curriculum review has identified opportunities for enrichment and greater engagement for all pupils through the planning and development of units. From September 2018, topics will run for whole terms, allowing time for children to participate in the direction of learning.</p>	<p>Research shows that high quality teaching has the biggest impact on pupil attainment. Investment in CPD in both core subjects and the wider curriculum has transformed curriculum delivery within the school, resulting in greater engagement and better progress.</p> <p>The need to constantly reflect and review curriculum is key to ensure content reflects pupils interests and broadens experiences.</p>	<p>£9,200</p>
<p>Improve language, literacy and maths skills in F2</p>	<p>External CPD for F2 teaching staff.</p> <p>Review use of learning environment to facilitate and extend language through wider child initiated learning opportunities.</p> <p>Develop use of maths resources, i.e., numicon.</p>	<p>75% of PP pupils achieved GLD, higher than 2017.</p> <p>Opportunities to learn through play have increased following changes to the learning environment.</p>	<p>Whilst changes to the environment have improved opportunities for children to learn through play, a further focus will now be on how best to deploy resources to extend learning and accelerate progress, particularly boys and summer born children.</p>	<p>£8,800</p>

	Parent workshops to support home learning.		The number of parent workshops will increase during 2018-19 and parents not attending will be targeted for 1:1 or small group support.	
Improve outcomes at end of KS1 in reading and writing	Additional phonics and writing intervention boosters. Small group basis (10 mins per day)	86% Year 1 PP pupils met the phonics check threshold, significantly higher than previous 3 years.  % of PP pupils attaining ARE in reading and writing is 80%, above national other (2017) and above previous years.	Close monitoring and regular phonic assessments throughout the year is invaluable and allows teachers to identify gaps and target intervention.	£3,000
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 during lesson or through intervention. Additional teachers used to support maths and writing through targeted group lessons.  Additional teachers used to support maths and writing through targeted group lessons.  Support staff training to	Proportion of KS2 pupils attaining ARE is higher than BPS 2017 and 2016 and the gap between BPS and National other has closed significantly in all 3 subjects.	Booster maths sessions led by class teachers had a huge impact on targeted children. Children were invited to attend and parents were well informed of the importance of children attending the sessions.  Same day intervention also had a huge impact on children's progress as misconceptions were addressed quickly and in small ratio groups.	£28,000

	provide high quality intervention.			
Improve Speech and Language development for targeted children.	Regular speech and language intervention led by trained support staff.	Children are engaged and participate fully in their learning, evidenced through learning walks and observations.	Having trained S&L specialist support staff enables consistency of support for children and a quick response to children's need.	£2,100
Eliminate barriers for learning for PP children.	PP Mentor scheme in place, offering weekly or fortnightly mentor meeting support.	Forty three pupils accessed mentoring support. Pupil voice and teacher feedback evidenced mentoring had a positive impact on attainment and behaviour.	Mentoring has proved extremely effective for many disadvantaged and vulnerable children. The matching of child to mentor is crucial and there were changes to some pairings during the year. Relationships quickly developed and there was a real trust formed between child and adult. Consistent communication with teachers proved difficult in some	£5,800

			cases which will be addressed through the use of a simple format next year.	
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 remains below non-PP pupils.  Attendance improved over the year following targeted parental engagement	The biggest impact on attendance is through parental engagement.  The strategy of teachers calling home on the first day of illness did not happen consistently, but will develop more over the next year.	£2,300
Children's home work is completed to a high standard	Lunch time homework club set up to support PP identified children.	Limited impact due to difficulties in staffing a regular lunchtime facility.	The logistics of involved in staffing a lunchtime club proved to be inconsistent due to other school demands. Next year budget allocation for after school club.	£800
Children's barriers for learning are identified and strategies in place to overcome.	Fortnightly opportunity for pupils to meet with their mentor.	43 children accessed mentoring support. Barriers were identified and addressed, ranging from access to reading material at home to confidence building in the classroom to identification of a young carer.	Communication between individual mentors and class teachers varied. Next step to introduce a consistent feedback system that is not time consuming but ensures regular communication.	£4,000
Children's personal, social and emotional needs are met.	Teachers refer PP children for pastoral support which may include nurture groups, 1:1 pastoral support, PALS intervention EYFS, Happy to be Me intervention or bespoke social skills support. Meet and Greet (supported by RLS)	Referral system ensures SENCO has an overview of pastoral need across the school and relevant support is provided for individual children. ELSA programme introduced to school to further enhance breadth of pastoral support offered. New nurture support worker in place, providing support for parents and children.	Providing a safe place for parents to meet in school with the new nurture support worker has had a positive impact on parents who feel comfortable within the environment.	£14,000

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 emotional barriers to learning. Club run by 6th form students from local Grammar school, providing good role models.	Attendance improved for children attending breakfast club. Pupils enjoyed engaging with 6 <sup>th</sup> form students, although there were times when their participation became sporadic due to school commitments.	Consistent staffing proved difficult at times. New nurture support worker has taken on the role of leading breakfast club to provide consistency.	£250
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	Taking on additional responsibilities has had a positive impact on children's self esteem. Roles included tour guides during school open days and parents evenings, engaging with new and existing parents.	This has been a very successful strategy and will be developed further next year to include roles such as site managers.	£900
Majority of pupil premium children engage in school trips including residential trips.	Parents are offered 50% funding towards residential trips and targeted curriculum enrichment opportunities.	Funding supported children to attend residential trips to France and UK residential trip. All trips were subsidised and school packed lunches provided.	Our next step in relation to enrichment is to target parents of disadvantaged pupils to accompany school trips.	£7,000
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.	Participation of PP pupils in enrichment activities is high.	Teachers will monitor engagement with enrichment activities over the next year and target parents of children not taking advantage of free clubs.	£6,400

Pupil premium children engage in peripatetic music tuition.	KS2 parents are offered 50% funding towards music tuition.	One child accessed music lessons as a result of the discounted rate.	Although the opportunity of funding for tuition is made known to parents, it was through a mentor meeting that the child expressed an interest. This highlights the importance of individual conversations with children/parents to promote accessing tuition funding.	£300
<b>Total expenditure</b>				<b>£113,150</b>