

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Buxworth Primary School				
Academic Year	2020/21	Total PP budget	£29,590	Date of most recent PP Review	31.8.20
Total number of pupils	109	Number of pupils eligible for PP	22	Date for next internal review of this strategy	31.8.21

2. Current attainment			
Teacher assessment from July 2020	Pupils eligible for PP year average (our school 2019/20)	Pupils not eligible for PP (national average)	
% achieving the national standard in R, W & M combined	50% (71.4% for all)	18/19: 75%	
% achieving the national standard in Reading	50% (85.7% for all)	18/19: 76%	
% achieving the national standard in Writing	50% (85.7% for all)	18/19: 76%	
% achieving the national standard in Maths	50% (71.4% for all)	18/19: 75%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Poor levels of oral communication and confidence issues affecting progress
B.	Lower levels of attainment in basic skills – reading, writing, maths.
C.	Lower levels of life experiences.
<b>External barriers</b>	
D.	Lower levels of expectation

4. Desired outcomes		Success criteria
A.	Increased confidence and ability to self-regulate	Reduced entries in Behaviour log Group.
B.	Improve the levels of Reading, Writing and Mathematics for PP eligible pupils.	End of KS outcomes in line with national.
C.	Meeting the needs of PP pupils and accelerate progress	PP children to achieve in-line with non-PP.

5. Planned expenditure					
Academic year		2020 / 2021			
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					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates
Staff use staff meetings effectively to support PP pupils	Staff trained in Growth Mindset . Regular review of PP children at staff meetings. Pupils involved.	Research shows that targeted support is effective in raising pupil achievement (EEF)	Regular review of children involving staff, child and parent / carer; book scrutiny and data analysis.	MB LC RK	
Rate of progress to be at least in-line with non-PP children	Employ 0.6 teacher (working on MP6) to decrease child to staff ratio and release staff for support work;	Some PP have SEN, emotional and / or behavioural needs requiring 1:1 or small group interventions. (based on EEF research)	Regular review involving staff, child and parent / carer; book scrutiny and data analysis.	MB LC RK	
<b>Total budgeted cost</b>					£22,176
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review

Effective behaviour management and positive learning behaviours.	Use of Behaviour Support. Behaviour Box interventions. Employ TA Solihull parenting group	Pupils exhibit behaviours that impede learning. Initial trial shows positive outcomes.	Staff training, peer observations, analysis of progress; learning walks to monitor pupil engagement.	MB	
Pupils ready for learning and punctual.	Breakfast Club subsidy	Internal review shows decrease in late arrival at school and pupils are lesson-ready.	Monitor Breakfast Club attendance and invite parents to use the service where pupils would benefit.	PB	

**Total budgeted cost** £2859

### 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	Review
Pupils are supported quickly when they exhibit challenging behaviour.	Behaviour Box Training	Learning Walks and BSS training recommended this approach. Educational Psychologist recommendation.	Review at children for concern updates at weekly staff meetings at positive behaviour group. Staff, pupil and parental feedback.	SLT	
Pupils integrated and provided with quality off-site education	Subsidy for school trips, visits and educational experiences	<u>Research</u> shows that children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	PP access the full curriculum on and off-site.	MB/ RK	

**Total budgeted cost** £4555

6. Review of expenditure 2019/20				
Previous Academic Year				
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
Staff use IEPs effectively to support PP pupils	Staff trained in writing IEPs. Pupils involved in writing IEPs.	Pupils involved in writing IEPs responded well and data analysis shows that it had a positive impact in accelerating their progress from their previous rate of progress. Parents reported better	This collaborative approach should be continued across the whole staff, use of staff meetings..	<b>£0</b>
Rate of progress to be at least in-line with non-PP children	Employ 0.1 teacher to release Y6 staff for support work	50% of PP children made age-related expectations or better in all areas and their progress was at least in-line with non-PP children.	This provision started well, but was affected by unexpected staffing issues. TA interventions were used to replace intended provision. Nurture was provided, including extra transition events (albeit online) that had a significant impact.	<b>£3808</b>
<b>Total budgeted cost</b>				<b>£3828</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Effective behaviour management and positive learning behaviours.	Use of Choices Group, Behaviour Support, Nurture Group, Draw and Talk intervention. Employ 0.6 TA until December 18	High level of success in this area. Choices group is rarely used, although still available; Nurture Group and Positive Play therapy have impacted well on pupil premium children. They enjoyed and benefitted from the sessions. Their confidence and engagement with their work improved, and progress has accelerated so that they are closing the gap for 71% of pupils.	Use of Choices Group, Behaviour Support, to be continued. The Solihull Group to be offered to support parents.	£11422
Pupils ready for learning and punctual.	Breakfast Club subsidy	Feedback from pupils is positive and the targeted pupils arrive in class on time and ready to learn.	Successful and continuing.	£1,080
			<b>Total budgeted cost</b>	£8163
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils are supported quickly when they exhibit challenging behaviour.	Choice Group	Choices group is now rarely needed, although still available, and, through this, teachers have developed more effective strategies for maintaining calm in the classroom. Two teachers also attended CPD on managing challenging behaviour.	The availability of the provision needs to be maintained as the children adapt to changes in school.	Included in targeted support costs

Pupils integrated and provided with quality off-site education	Subsidy for school trips, visits and educational experiences	All PP pupils accessed all curriculum activities on and off-site, including residential.	Successful and ongoing with residentials Y1-6, and Forest Schools underpin this provision.	£440
			<b>Total budgeted cost</b>	<b>£440</b>