

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Buxworth Primary School				
Academic Year	2019/20	Total PP budget	£16,480	Date of most recent PP Review	31.7.19
Total number of pupils	98	Number of pupils eligible for PP	10	Date for next internal review of this strategy	31.8.19

2. Current attainment			
	<i>Pupils eligible for PP 3 year average (our school 2018)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving the national standard in R, W & M combined	33% (47% for all)	16/17: 61%	18/19: %
% achieving the national standard in Reading	33% (80% for all)	16/17: 72%	18/19: %
% achieving the national standard in Writing	50% (80% for all)	16/17: 76%	18/19: %
% achieving the national standard in Maths	33% (47% for all)	16/17: 75%	18/19: %

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
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.
External barriers	
D.	Lower levels of expectation

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

5. Planned expenditure					
Academic year		2019 / 2020			
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	Review dates
Staff use IEPs effectively to support PP pupils	Staff trained in writing IEPs. Pupils involved in writing IEPs.	Research shows that targeted support is effective in raising pupil achievement (EEF Sutton Trust)	Regular review of IEPs involving staff, child and parent / carer; book scrutiny and data analysis.	MB LC	
Rate of progress to be at least in-line with non-PP children	Employ 0.1 teacher to release Y6 staff for support work;	Some PP have SEN, emotional and / or behavioural needs requiring 1:1 or small group interventions.	Regular review of IEPs involving staff, child and parent / carer; book scrutiny and data analysis.	MB LC	
Total budgeted cost					£3828
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	Review

Effective behaviour management and positive learning behaviours.	Use of Choices Group, Behaviour Support. Choices 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 £8063

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.	Choices Group	Learning Walks and BSS training recommended this approach.	Review attendance at positive behaviour group. Staff, pupil and parental feedback.	CS	
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	

Total budgeted cost £540

6. Review of expenditure 2018/19				
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.	£0
Rate of progress to be at least in-line with non-PP children	Employ 0.1 teacher to release Y6 staff for support work	86% 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 that had a significant impact.	£3808
Total budgeted cost				£3828

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
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. The TA was extended to August 2018. They enjoyed and benefitted from the sessions. Their confidence and engagement with their work improved, and progress has accelerated so that they are closing	Use of Choices Group, Behaviour Support, Nurture Group, Draw and Talk intervention and Positive Play 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
			Total budgeted cost	£8163
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
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 residential Y1-6, and Forest Schools underpin this provision.	£440
Total budgeted cost				£440