

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

1. Summary information					
School	Buxworth Primary School				
Academic Year	2017/18	Total PP budget	£11,720	Date of most recent PP Review	07.10.17
Total number of pupils	96	Number of pupils eligible for PP	11	Date for next internal review of this strategy	01.10.18

2. Current attainment			
	<i>Pupils eligible for PP 3 year average (our school 2017)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving the national standard in R, W & M combined	66% (86% for all)	16/17: 53%	17/18: %
% achieving the national standard in Reading	66% (86% for all)	16/17: 66%	17/18: %
% achieving the national standard in Writing	66% (86% for all)	16/17: 74%	17/18: %
% achieving the national standard in Maths	66% (86% for all)	16/17: 70%	17/18: %

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 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		2017 / 2018			
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	When will you review implementation?
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.	VM JR	February 2018
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.	LM JR	December 2017
<b>Total budgeted cost</b>					£3828
<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	When will you review implementation?
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 17	Pupils exhibit behaviours that impede learning. Initial trial shows positive outcomes.	Staff training, peer observations, analysis of progress; learning walks to monitor pupil engagement.	JR	December 2017
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.	LM	half termly or as need presents
<b>Total budgeted cost</b>					£8163
<b>iii. Other approaches</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	When will you review implementation?
Pupils are supported quickly when they exhibit challenging behaviour.	Choice Group	Learning Walks and BSS training recommended this approach.	Review attendance at Choices Group. Staff, pupil and parental feedback.	JR	December 2017
Pupils integrated and provided with quality off-site education	Subsidy for school trips, visits and educational experiences	<a href="#">Research</a> 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.	co-Heads	October 2018
<b>Total budgeted cost</b>					<b>£440</b>

## 6. Review of expenditure

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 interventions effectively to support PP pupils.	Employ 0.1 teacher for SEN to do 1:1 support and provide staff training and support work.	Analysis of data shows that some targeted pupils made significant progress.	Through the year, behaviour management became more critical as new PP pupils joined the school mid-year. Current needs indicate that support by classroom staff will be more effective.  Fast referral to external support agencies such as BSS.  Individually targeted IEPs to keep focus children as high priority.	£9620

Rate of progress for PP children to be at least in-line with PP pupils.	Maintain TA support for PP pupil.	Pupils in upper KS2 made accelerated progress. Progress was disappointing for some of the others pupils due to unpredicted factors outside school.		
<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>
Better understanding of behaviours to enable pupil behaviours to be managed effectively.	'Education After Adoption' training.	There has been a significant impact on post-adoption children. Behaviour, integration with other pupils and engagement with the curriculum are all improved and progress is accelerating.	All pupils across the school have benefitted and gained insight which has resulted in equality and understanding.	£800
Pupils ready for learning and punctual. PP pupils lesson-ready at 9am.	Breakfast Club subsidy.	Feedback from pupils is positive and the targeted pupils arrive in class on time and ready to learn.	This intervention will be continued.	£500
<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.	Continue use of School Counsellor.	Limited success – not cost effective.	In-house behaviour support will replace School Counsellor.	£2000

Pupils integrated and provided with quality off-site education experience including team-building.	Subsidy for school trips, visits and educational experiences.	All PP pupils accessed all curriculum activities on and off-site, including residential.	To be continued.	£1100
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