

Annex 2c: Pupil premium strategy statement (primary)

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information					
School	Buxworth Primary School				
Academic Year	2016-17	Total PP budget	£13 620	Date of most recent PP Review	16.11.16
Total number of pupils	83	Number of pupils eligible for PP	11	Date for next internal review of this	

2. Current attainment The three year average 2013-2015 shows that PP at Buxworth perform slightly above PP nationally (Education Endowment Foundation)			
	TA for Pupils eligible for PP (your school)	Test results for Pupils eligible for PP (your	Pupils not eligible for PP (Derbyshire average)
% Y2 achieving ARE or above in reading, writing &	33.3%		64.8%
% Y2 achieving ARE or above in reading (TA)	100%		59.6%
% Y2 achieving ARE or above in writing (TA)	33.3%		49.8%
% Y2 achieving ARE or above in maths (TA)	66.7%		57.5%
% Y6 achieving ARE or above in reading, writing &	50%	50%	37.5%
% Y6 achieving ARE or above in reading	100%	50%	52.3%
% Y6 achieving ARE or above in GPAS	50%	50%	59.4%
% Y6 achieving ARE or above in maths	50%	50%	55%
Y6 progress measure in reading		-5.6 (-14.3 to 3.1)	-1.2 (-1.1 -1.3)
Y6 progress measure in writing		-5.4 (-14.2 to 3.4)	-0.6 (-0.5 -0.7)
Y6 progress measure in maths		-6.3 (-13.7 to 1.1)	-1 (-0.9 -1.1)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Confidence issues that affect progress.

B.	SEN needs	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase confidence for all pupils with PP	Increased confidence results in strong progress by the end of the year so that most pupils eligible for PP meet ARE
B.	Provision map addresses the needs of PP pupils and accelerates progress	PP pupils in Y3 and Y5 to achieve ARE+ in reading and maths
C.		
D.		

5. Planned expenditure					
Academic year		2016-2017			
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?
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	Some pupils need targeted support to catch up. Research shows quality of teaching is an important driver of pupil attainment	Regular review of provision map and scrutiny of books and data	Viv M	April 2017

Rate of progress for PP children to be at least in line with non PP children	Maintain TA support for PP pupils	Some PP have SEN, emotional and/ or behaviour needs that require 1-1 or small group interventions.			
Total budgeted cost					£8620
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?
Better understanding of behaviours to enable pupil behaviours to be managed effectively and promote positive learning behaviours	Education after Adoption training	Adopted pupils exhibit behaviours that impede learning, as do other PP. The learning readiness and unhealthy attachment effects on school and learning. course was highly recommended by pupils.	Staff training (cascade) Peer observation and analysis of progress; learning walks to check pupil engagement	Lou P	April 2017
Pupils ready for learning and punctual. Pupil premium pupils lesson ready at 9am.	Breakfast club subsidy	Pupils arriving habitually late or without having eaten. They are not lesson ready. The EEF provides evidence that breakfast clubs boost primary pupils reading, writing and maths results.	Monitor Breakfast Club register and invite parents who don't avail themselves of the service where the children would benefit.	Co-Heads	Half termly or as the need presents
Total budgeted cost					£2000

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?
Pupils are supported quickly when they exhibit	Continue use of school counsellor	Previous use of the counsellor has provided early intervention to meet immediate need.	Parents, pupil and staff feedback.	Co-Heads	April 2017
Pupils integrated and provided with quality off-site education experiences, including team building	Subsidy for school trips, visits and educational experiences	To ensure PP pupils access the same provision as other pupils; off-site visits enhance curriculum coverage, provide team building and illustrate . The EEF toolkit suggests that interventions matched to to specific pupils with particular needs or behaviours issues can be effective, especially for older pupils.	All PP access the full curriculum on and off-site.	Co-Heads	April 2017
Total budgeted cost					£3000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	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	PP pupils made progress in the new curriculum. On average 45 points in the new curriculum with 7/12 achieving ARE in maths and SPAG and 8/12 achieving ARE in reading. Success criteria: met	This approach was successful and will be continued.	£4450
Rate of progress for PP children to be at least in line with non PP children	Maintain TA support for PP pupils	PP pupils made progress in the new curriculum. On average 45 points in the new curriculum with 7/12 achieving ARE in maths and SPAG and 8/12 achieving ARE in reading. Success criteria: met	TA support has been varied, so that teachers were able to work with PP children in small groups, and overall TA hours have been reduced due to redundancy which has impacted on this provision.	£5000
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
Pupils ready for learning and punctual. Pupil premium pupils lesson ready at 9am.	Breakfast club subsidy	Significant impact on pupil premium pupils with outcomes improving – punctuality and readiness for learning.	Other pupils to be targeted to use this facility.	£1200

Improve oral language skills in EYFS and KS1.	ECAT and Talk Boost programmes	All EYFS staff trained and using programme. Positive impact, with 90% of EYFS achieving ARE+.	Next year, we will implement earlier in the year.	£800
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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
Pupils are supported quickly when they exhibit need	Continue use of school counsellor	All PP pupils accessed counselling within one week of need being identified, Positive feedback from pupils and parents.	Some pupils benefit more from staff intervention than with external counsellor. This to be assessed before provision is agreed.	£3000
Pupils integrated and provided with quality on and off-site education experiences, including team building	Subsidy for school trips, visits and educational experiences	100% of pupil premium pupils accessed trips, visit and on/off site provisions. 100% of pupil premium children accessed clubs they asked to attend.	Participation in the full life of the school is very important.	£1400