

## 2 Pupil premium strategy statement (primary)

1. Summary information					
School	Buckshaw Primary school				
Academic Year	18/19	Total PP budget	£ 92 620	Date of most recent PP Review November 18	Nov 18
Total number of pupils		Number of pupils eligible for PP	68	Date for next internal review of this strategy	April 19

2. Current attainment			
KS2 SATs July 18	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	57%		65%
% making progress in reading	57%		75%
% making progress in writing (GPS)_	71%		78%
% making progress in maths	57%		76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Key skills in maths hold back attainment on track.
B.	Key skills in Reading and Writing hold back attainment on track.
C.	There is a high proportion of pupils who are PP also have SEND needs including emotional and behavioural issues along with very low Speech and language skills on entry. There are also pupils who have been seen or are due appointments at CAMHS.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Proportions of our pupils are looked after children or are on child protection plan. This has an impact on their learning.

4. Desired outcomes		
		<i>Success criteria</i>
A.	Key skills in Reading and writing are a factor that hold back our PP pupils	<ul style="list-style-type: none"> <li>Data shows that there are a higher proportion of PP pupils who are working in line with year group expectations.</li> <li>PP progress should be at least as expected.</li> </ul>

		<ul style="list-style-type: none"> <li>• Book scrutiny will allow SLT and subject leaders to monitor this progress.</li> </ul>
<b>B.</b>	Key skills in maths are a factor that hold back our PP pupils	<ul style="list-style-type: none"> <li>• Data shows that there are a higher proportion of PP pupils who are working in line with year group expectations.</li> <li>• PP progress should be at least as expected.</li> <li>• Book scrutiny will allow SLT and subject leaders to monitor this progress.</li> </ul>
<b>C.</b>	Low level of Speech and Language skills on entry Speech and Language input in early years to show an increase in skills in reading, writing and phonics in KS1.	<ul style="list-style-type: none"> <li>• Monitoring will show an increase in S&amp;L and R,W,M. Speech and Language input in early years to show an increase in skills in reading, writing and phonics in KS1</li> <li>• Data to provide the indicators of attainment and progress.</li> <li>• Pupils working on individual programmes with the Specialist HLTA show increasing confidence and improved Literacy skills.</li> </ul>
<b>D.</b>	Targeted pupils and those with barriers to learning make increased progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Monitoring will show an increase in progress and attainment in R, W and M.</li> <li>• PP pupils who have small group and !:1 sessions with the Learning mentor and/or HL TA along with outside agencies make at least expected progress.</li> </ul>

## 5. Planned expenditure

Academic year

2018-2019

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?
Increased attainment in R&W	<ul style="list-style-type: none"> <li>• Quality first teaching given to all pupils.</li> <li>• Support given to PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Research shows that pupils working in small groups or on a 1:1 reflects significant gains in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Book Scrutiny</li> <li>• Observations</li> <li>• Learning walks</li> <li>• Monitoring</li> </ul>	AH DW	December 18 March 19 July 19

	<p>when needed in a small group within the class increased teacher /TA input.</p> <ul style="list-style-type: none"> <li>Additional English support given outside of lessons. (Intervention groups).</li> </ul>	<ul style="list-style-type: none"> <li>This has proved to be successful over the past few years.</li> <li>This allows for targeted pupils to be supported and individual needs to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Provision map indicating which interventions are taking place band by whom</li> <li>IEPs will indicate the learning needs of PP pupils who also have additional needs.</li> </ul>		
Increased attainment in Maths	<ul style="list-style-type: none"> <li>Quality first teaching given to all pupils.</li> <li>Support given to PP pupils when needed in a small group within the class increased teacher /TA input.</li> <li>Additional Maths support</li> </ul>	<ul style="list-style-type: none"> <li>Research shows that pupils working in small groups or on a 1:1 reflects significant gains in progress.</li> <li>This has proved to be successful over the past few years.</li> <li>This allows for targeted pupils to be supported and individual needs to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Book Scrutiny</li> <li>Observations</li> <li>Learning walks</li> <li>Monitoring</li> <li>Provision map indicating which interventions are taking place band by whom. IEPs will indicate the learning needs of PP pupils who also have additional needs.</li> </ul>	AH MB	December 18 March 19 July 19
Targeted support to reduce barriers to learning in maths and English	<ul style="list-style-type: none"> <li>Increased level of support in class with greatest need ie. Most pp children</li> </ul>	<ul style="list-style-type: none"> <li>HLTA better placed to support teacher</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>HLTA appraisal</li> <li>Pupil progress</li> </ul>	MB AH	Half termly
<b>Total budgeted cost</b>					4000.00

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Speech and language support for Early Years and KS1 PP pupils.	<ul style="list-style-type: none"> <li>Specialist HLTA to be part of the Reception class in pm sessions. (WT)</li> <li>Support given for individuals on Episode plans. (WT).</li> <li>TAs in KS1 to support selected pupils using 'Talk Boost.'</li> <li>HLTA to liaise</li> <li>S&amp;L specialist in school</li> </ul>	<ul style="list-style-type: none"> <li>Individual support on a regular basis will boost children's ability to communicate. This is shown on the EYFS profile</li> <li>Increase number of pupils show an increase in their Speech, Language and communication point score at the end of the EYFS profile.</li> <li>A Cyclic approach to teaching S&amp;L has proven to be successful with individual pupils.</li> <li>This is a scheme recommended by the SALT team and has proved successful in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer pupils leave the reception class with S&amp;L difficulties.</li> <li>Data will provide evidence for this.</li> <li>Confidence of pupils will improve.</li> </ul>	KC	December 18 March 19 July 19

<p>Additional support in Y2 for PP pupils who need to increase achievement and progress in RWM.</p>	<ul style="list-style-type: none"> <li>• Specialist HLTA to be part of the Y2 class in am sessions. (WT)</li> <li>• A multi-sensory approach to learning given to these pupils when needed.</li> <li>• Quality first teaching where all pupils are given access to the Y2 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Research shows that pupils working in small groups or on a 1:1 reflects significant gains in progress.</li> <li>• This has proved to be successful over the past few years.</li> <li>• This allows for targeted pupils to be supported and individual needs to be addressed.</li> <li>• Learning styles reflect the needs of the individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Data will provide evidence for this.</li> <li>• Confidence of pupils will improve.</li> <li>• Book Scrutiny</li> <li>• Observations</li> <li>• Learning walks</li> <li>• Monitoring</li> <li>• Provision map indicating which interventions are taking place band by whom. IEPs will indicate the learning needs of PP pupils who also have additional needs</li> </ul>	<p>JR</p>	<p>December 18 March 19 July 19</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>34400</p>

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?
<p>Learning Mentor to support PP pupils who have had support from CAMHS or who show increasing anxiety and low emotional Literacy. This will allow pupils to increase resilience and to develop strategies for dealing with difficult situations.</p> <p>Attendance will improve as pupils find school supportive and a 'safe place'.</p> <p>Staff training given to allow them to understand the emotional needs of these pupils.</p> <p>Improve behaviour at lunch and breaktimes</p>	<ul style="list-style-type: none"> <li>• Learning Mentor supported by behaviour specialist from CHOSEN.(LS)</li> <li>• Counselling for the most vulnerable pupils</li> <li>• 11 support given when needed.</li> <li>• Work to be done on a 1:1 basis, group or as a class.</li> <li>• Inset training on emotional literacy for all staff Oct 18.</li> <li>• TA for behaviour to lead on play activities</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who develop an increase in resilience show an increase in self-esteem and are more willing to learn.</li> <li>• The school recognises that emotional well-being is the key to successful learners.</li> <li>• There are a number of CLA pupils and children on CP who struggle with attachment issues and show low emotional Literacy.</li> <li>• Pupil's attendance improves as they see school as a place where support is given and they are valued.</li> <li>• Children more prepared for learning when re-entering classroom after break</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show an improved approach to dealing with difficult situations and problem solving.</li> <li>• Staff feedback</li> <li>• Fewer instances where pupils have shown inappropriate behaviours.</li> <li>• Attendance improves.</li> </ul>	<p>KB AC LS</p> <p>SN</p>	<p>October 18</p>

<p>Daily Fruit for KS2</p> <p>Free uniforms for FSM pupils.</p> <p>Educational visits</p> <p>Free Breakfast and After school clubs for families in need of support at times of crisis.</p>	<ul style="list-style-type: none"> <li>This provided for those parents who apply for FSM every September.</li> <li>Help towards the cost of trips including the Y6 residential for families on low income or just above the threshold.</li> <li>This helps to improve attendance and provides those pupils with safe care if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Traditional wish from governors that this should be provided.</li> <li>To enable families on low income to have new uniform in line with other pupils. This will boost self-esteem.</li> <li>Children are motivated in their learning and are exposed to different environments.</li> <li>This allows some parent's time to deal with issues regarding attendance and getting pupils' to arrive at school on time. It also allows pupils to have a good start to the day as breakfast is provided or a safe place to go at night.</li> </ul>	<ul style="list-style-type: none"> <li>Help boost concentration and be part of a healthy diet.</li> <li>This will boost self-esteem.</li> <li>We need to ensure that all visits are open to all pupils and financial support is given if needed.</li> <li>Children begin the day in a much calmer positive way.</li> <li>Attendance improves.</li> </ul>	<p>KB AC LS</p> <p>KB</p> <p>KB/ AH</p> <p>KB/AC</p>	<p>October 18</p> <p>July 19</p> <p>July 19</p>
<b>Total budgeted cost</b>					54200

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
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
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

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.            Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>