



PUPIL PREMIUM 2016/17

In April 2016 Buckshaw Primary School was assigned £69 960 for Pupil Premium, it was allocated as follows for the academic year 2016/17:

Impact of Spending.

Provision / Intervention	Funding Allocated	Purpose	Impact Criteria
Speech and Language	20 128	HLTA (0.5) and additional assessments through the children's centre. This is organised by the HLTA.	EYFS & KS1 children are supported by Vicky Maughan and her staff. They give specialist advice and support after assessing children. HLTA over sees all S&L children in the afternoons and ensures that all parents access S&L sessions elsewhere if appropriate. (HLTA runs morning Nurture Gp for KS2 pupils with high levels of SEND, paid for by school.)
Learning Mentor	25 395	0.8 from September 2016 (0.4 April – Sept) for additional family support, and pastoral support for vulnerable children	TAF actions met by family with support from LM (resulting in more positive outcomes for children and so impact on learning) & Early Intervention happens in a timely fashion so no child is left behind in their learning. Engagement in learning via renewed attachments and improved confidence & effective transitions -reducing and removing barriers for learning of target children Improved attendance of target children and reducing persistent absence in working with SBM & Head.
1.5 Additional TAs	13 107	1.5 extra full time in EYFS (school pays the rest)	Accelerated progress for all identified cohorts (those who are FSM with SEN) in line with new national curriculum expectations. Intervention phonics & reading. Accelerated progress for all identified PP in all cohorts (less and most able) in line with new national curriculum expectations
Daily Fruit for KS2	2 800	All KS1 children get this from government funding, we provide the same for all KS2 children	Traditional wish of Governing Body that ALL children have free fruit.
Free Uniforms	1 000	Each child whose parents apply for FSM will get some free uniform every September.	To enable families with lower incomes to have new uniforms in line with other children. Less obvious differences within classes.
Educational Visits	2 230	To help towards trips in school for families who are on FSM or just above that financial threshold.	Children are motivated in their learning by stimulus of visits, events and visitors. Some visits are whole school subsidised. Free Breakfast or Kids Club on

			occasions to improve attendance (& pre-conditions for learning) for target children.
Counselling for children	3 000	Some children need 'Play Therapy' or counselling if they have been through bereavement, family spilt etc. We employ the services of a qualified counsellor to facilitate this.	Children's barriers to learning are overcome (especially those who are high risk emotionally and/or with stress): stress and risks are reduced especially for those children in families at CP or CiN.
Extra Swimming	2 300	Unfortunately many of our pupils start to learn with us as beginners and need more than the allocated year. These monies support with this.	School is on Astley Village with many ponds. Many parents see spending monies of swimming lessons as pointless. We try to ensure that all children achieve 25 metres.
TOTAL	69,960		

Impact of the above spending:

Additional staffing across school provided:

- We have employed a Family Support/ Learning Mentor for 4 days a week from September 2016. She has shared the workload of Lead Professional with the Headteacher, she has written CAFs and attended TAFs alongside Head or on her own. During 2016/17 Amanda Catterall worked with 12 families all bar 2 with a positive effect of 'de-escalation'. Families are now more engaged with school, children's attendance, achievement and attainment improved. The two who didn't escalate went to Child Protection due to their heightened issues, the Headteacher now works with these families. This lessens the workload for the Headteacher.
- Learning Mentor has worked with some children in high social need and with families in crisis to ensure vulnerable children are still engaging in learning, she also liaises with families with a particular focus on attendance, transition issues
- Cohort specific interventions are delivered daily by additional class TAs. These are further discussed within the school's SEND Provision Map. Due to the loss of 5 TAs at the end of 2015/16, TA's in school are under a lot of pressure to work in class and also deliver 1:1 or small group interventions.
- The progress of the HLTA's Nurture Group, a KS2 SEN group was outstanding, with many making better than expected progress. Interventions with these children in which a maths, English and PSHE curriculum is delivered to support vulnerable children to engage with learning and develop social skills. The children have opportunities to develop core key skills whilst engaging in Social and Emotional activities to enhance social skills and increase self-confidence. Three of the children made a successful transition back to their class (or the one in the year group below) for English and Maths during this time, which made way for new children who needed to access this in demand group.

- HLTA and TAs run intervention groups to narrow gaps daily and provide high quality PPA to ensure key core skills are also taught effectively throughout foundation subjects
- Play therapist ran counselling sessions once a week for 7 vulnerable children within 16/17, which supported these children, so they could cope with their individual crises and achieve in school.
- Learning Mentor
- Speech and Language held between 10 and 15 assessments in our Nursery Class, and 8-10 in our Reception class. These children made great progress in this area, which assisted achievement across the curriculum.

LSIP 2017 & Analyse School Performance (RAISE) 2017 not yet published. (Sept 17)

This table shows the percentage of children on Pupil Premium & Non Pupil Premium who achieved 'Expected' in Reading, Writing and Maths within their year groups.

JULY '17	Number of Children			Reading % at expected			Writing % at expected			Maths % at expected			Combined Reading, Writing, Maths		
	In Class	PP	Non PP	In Class	PP	Non PP	In Class	PP	Non PP	In Class	PP	Non PP	In Class	PP	Non PP
Yr 1	30	9	21	77	67	81	60	44	71	57	44	62	57	44	62
Yr 2	30	6	24	80	50	92	77	50	88	80	50	92	77	50	85
Yr 3	32	14	19	75	50	89	50	28	63	62	42	68	47	28	58
Yr 4	32	8	22	77	50	86	54	25	58	67	25	86	57	13	73
Yr 5	22	7	14	64	43	73	64	43	73	55	28	67	55	28	67

Yr 6	28	13	15	79	62	93	64	54	73	79	69	87	64	54	73
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There are obvious class differences between the achievement of PP and non PP children in each class. Staff are aware of who these children are and what is being done to help close the gaps in their learning.

Date: 18/07/17	Summer Term 2017: Percentage of children on track in whole class, PP and Non PP children
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	N's	Whole Class			RW M	Progress End of prior KS to 12/2016			N's	Progress PP Children				Pupil Premium				Non-Pupil Premium		
		R	W	M		R	W	M		R	W	M		R	W	M				
Y1 +1 -1	30	77%	60%	57%	57%	87%	90%	87%	9	78%	78%	78%	9	67%	44%	44%	22	81%	71%	62%
Y2	30	80%	77%	80%	80%	93%	87%	90%	6	100%	100%	100%	6	50%	50%	50%	24	92%	88%	92%
Y3 +1	32	75%	50%	62%	53%	100%	91%	94%	13	100%	92%	92%	13	50%	28%	42%	16	89%	63%	68%
Y4 -1+2	32	82%	66%	69%	69%	94%	94%	88%	8	100%	100%	100%	8	66%	38%	50%	22	88%	75%	75%
Y5 +1-1 +1	22	64%	54%	59%	59%	77%	73%	69%	7	88%	88%	88%	7	50%	38%	50%	14	71%	71%	64%
Y6	28	90%	79%	88%	79%	96%	89%	93%	13	92%	92%	92%	13	77%	62%	77%	15	100%	93%	93%

Educational Visits and visitors & extended services:

Funding for school visits and extra-curricular educational activities offered for free or at subsidised cost. £2,950, these were the benefits to our children:

- Children's motivation heightened and life experiences are widened; allowing children to use ideas in their creative writing. The visits and visitors are a crucial stimulus for engaging children in their Learning Journeys.

- Extracurricular activities are provided for children who have little or no access to wider experiences due to deprivation but which would increase life experience and learning.
- Subsidised access to Kids Club and Beavers/Cubs (free uniforms) at school enabled children equality of access to stimulation. These children's self-esteem and achievements showed improvements.
- All KS1 and KS2 trips in Summer 17 were subsidised, enabling all children to go.
- Free places on our Holiday Sports Clubs for vulnerable children, was much appreciated by parents and enjoyed by the pupils.

Any other progress:

- Free fruit is always well received by all KS2 children. It stops the need for sugary snacks so keeps more of them on task for longer.
- Additional swimming lessons for non-swimmers – we live in a village with many deep ponds, this is an essential life skill. Most of our FSM families don't access swimming other than in school.
- We have many autistic children in school and some with extreme medical conditions, at least twice a week, one or another child sits by the fish tanks calming themselves, counting the fish, or just watching the bubbles rise. This has been found an excellent resource in getting children back in class and on task again after 'upsets'. Whilst this resource is not funded by Pupil Premium, the school recognises its value.
- The new extension for SEND Classroom and Nursery Class which opened in January 2016 has further enhanced what we do in these areas.
- All teachers have the children on PP identified within their Appraisal process.
- The progress of these children is discussed at all Pupil Progress Meetings termly.
- Once Teacher Assessments have been completed each term all staff have detailed Pupil Progress meetings and are accountable for the attainment and progress of all children including those who are PP.
- Children who underachieved or made insufficient progress in the previous academic year are also included in the teacher's Appraisal process.
- The date of the review of the PP strategy will be at the end of the financial year and will be reported on at Full Governors in the headteacher's report to Governors each term.

The governing body is committed to adding to the monies received through the Pupil Premium grant each year so that all children benefit from the best resources we can give our children.