



Buckstones Primary School – Pupil Premium Strategy Statement

1. Summary Information					
School		Buckstones Community Primary School			
Academic Year	2018-2019	Total PP Budget	£29,040	Date of most recent PP review	Sept.2018
Total number of pupils	208	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept. 2019

2. Current attainment at the end of Key Stage 2				
	Eligible for PP (school)	Not eligible for PP (school)	All Pupils	Not eligible for PP (national 2017)
Number of pupils	4	27	31	
% expected in reading, writing and maths	50%	93%	87%	61%
% expected in reading	75%	96%	94%	71%
% expected in writing	75%	93%	90%	76%
% expected in maths	50%	96%	94%	75%
% expected in grammar, punctuation and spelling	50%	96%	90%	77%
% working at greater depth in reading, writing and maths	0%	19%	16%	9%
% working at greater depth in reading	0%	63%	55%	25%

% working at greater depth in writing	0%	26%	23%	18%
% working at greater depth in maths	25%	33%	32%	23%
% working at greater depth in grammar, punctuation and spelling	25%	70%	65%	31%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school such as poor language skills)	
1.	Generally lower attainment on entry into EYFS.
2.	Need for personalised curriculum/support.
3.	Speech, language and communication issues impact on learning. 12 out of 22 children also have additional needs many related to speech, language and communication.
External barriers (issues which also require action outside school, such as low attendance rates)	
1.	Home learning not supported by all parents.
2.	Limited life experiences outside of school.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
1.	Increased focus on vocabulary in reading and writing especially in EYFS.	Number of PP children making at least expected progress in Reading and Writing.
2.	Gaps are identified PP pupils receive personalised interventions.	Formative assessment will highlight the gaps and these will be addressed through personalised interventions.

3.	All pupils to be given the same opportunities regardless of background.	All children , who want, take part in extra-curricular activities, visits, music tuition etc.
4.	Support given to parents and families to encourage home learning to be completed on time and to a high standard together with additional teaching in Year 2 and Year 6 to bridge any identified gaps.	Children successfully completing their home learning. Boosters for Year 2 and Year 6.

5. Planned expenditure

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.

1.	Quality teaching for all				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	Review date?
Increased focus on vocabulary in reading and writing.	To continue to focus upon reading and developing vocabulary through guided and indivisual reading. Encourage more volunteers to come into school to read with the children to give them quality time to discuss their books.	Analysis of external and internal assessment data, show areas for development in children's knowledge and understanding of higher order vocabulary. Lower outcomes in writing compared to other subjects across	Whole school approach to Guided reading and writing, which will be monitored by the subject leader and SLT.	SH and JC	September 2019

		school.			
Support given to parents and families to encourage home learning to be completed on time and to a high standard together with additional teaching in Year 2 and Year 6 to bridge any identified gaps.	Information evenings and leaflets for parents. Opportunities for home learning, especially IT based to be completed in school. Additional deployment of teaching resources to Year 6 and Year 2.	Analysis of home learning indicates which families routinely do not support home learning. Additional teaching resource deployed in these classes consistently has a positive impact to ensure children achieve their targets.	Attendance at information evenings. Continued monitoring of home learning. Analysis of outcomes.	Relevant co-ordinators Class teachers SH	September 2019
					Total budgeted cost: £3,500

2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	Review date?
Identified PP pupils receive personalised interventions.	Deployment of additional support within classes to deliver specified interventions.	Monitoring of current interventions indicate a positive impact upon learning and outcomes.	Analysis of outcomes and monitoring of teaching and learning through book scrutiny and lesson observations.	SH	September 2019
					Total budgeted cost: £24,004

3. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	Review date?
All pupils to be given the same opportunities regardless of background.	Funding for any additional activity available for any child facing hardship.	Ensuring all pupils are given the same opportunities.	Monitoring and review of participation.	SE	September 2019

	Total budgeted cost: £3,044
Combined cost 2018-2019	£30,548

6. Review of expenditure

2017-2018 expenditure was targeted as follows:

1. To increase focus on vocabulary in reading and writing. £4,500
2. To support parents and families with home learning to ensure it is completed on time and to a high standard together with additional teaching in Year 2 and Year 6 to bridge any identified gaps. £1,500
3. To ensure identified PP pupils receive personalised interventions. £20,596
4. To purchase additional reading and maths. resources across the school to provide quality resources for pupils. £1000
5. To ensure all pupils are given the same opportunities regardless of background. £1500

Total expenditure: £28,096

The progress and attainment of pupil premium children and therefore the impact of these actions can evidenced above.