



Buckstones Primary School – Pupil Premium Strategy Statement

1. Summary Information					
School	Buckstones Community Primary School				
Academic Year	2020-2021	Total PP Budget	£29,040	Date of most recent PP review	Sept.2020
Total number of pupils	207	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Sept. 2021

**Only attainment end of year data available is July 2019*

2. Attainment at the end of Key Stage 2 (July 2019)				
	Eligible for PP (school)	Not eligible for PP (school)	All Pupils	National 2019
Number of pupils	5	24	29	
% expected in reading, writing and maths	20%	87%	76%	65%
% expected in reading	40%	96%	86%	73%
% expected in writing	40%	92%	83%	78%
% expected in maths	60%	100%	93%	79%
% expected in grammar, punctuation and spelling	80%	96%	93%	78%
% working at greater depth in reading, writing	0%	12%	12%	11%

and maths				
% working at greater depth in reading	0%	37%	37%	27%
% working at greater depth in writing	0%	12%	12%	20%
% working at greater depth in maths	25%	42%	38%	27%
% working at greater depth in grammar, punctuation and spelling	25%	42%	38%	36%

3. Attainment at the end of Key Stage 1 (July 2019)

	Eligible for PP (school)	Not eligible for PP (school)	All Pupils	National 2019
Number of pupils	3	27	30	
% expected in reading, writing and maths	0%	74%	67%	
% expected in reading	67%	89%	87%	75%
% expected in writing	0%	74%	67%	69%
% expected in maths	100%	89%	80%	76%
% working at greater depth in reading, writing and maths	0%	15%	13%	
% working at greater depth in reading	0%	52%	47%	25%
% working at greater depth in writing	0%	15%	13%	15%
% working at greater depth in maths	0%	44%	40%	22%

4. Phonics (July 2019)

	Eligible for PP (school)	Not eligible for PP (school)	All Pupils	National 2019
Number of pupils	2	28	30	
% expected	50%	93%	90%	82%

5. Foundation Stage (July 2019)				
	Eligible for PP (school)	Not eligible for PP (school)	All Pupils	National 2019
Number of pupils	2	28	30	
% GLD	50%	82%	80%	72%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school such as poor language skills)	
1.	Some disadvantaged pupils are attaining less than non-disadvantaged pupils especially in writing. Attainment in writing continues to be lower than in other core subjects.
2.	Many disadvantaged pupils do not read widely and often.
3.	Increasing percentage of PP pupils with additional needs.
External barriers (issues which also require action outside school, such as low attendance rates)	
1.	A number of pupils were categorised as persistent absentees during academic year 18-19.
2.	Limited life experiences outside of school for some disadvantaged pupils.

2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
1.	Progress and attainment in writing will improve across the school.	Number of disadvantaged pupils making at least expected progress in writing will improve.
2.	Support given to parents and families to encourage home learning to	Children successfully completing their home learning;

	be completed on time and to a high standard together with additional teaching in Year 2 and Year 6 to bridge any identified gaps.	especially reading. Disadvantaged pupils will engage in the reading challenge. Boosters for Year 2 and Year 6.
3.	Attendance figures of disadvantaged pupils will improve and a reduced number will be categorised as persistent absentees during 2020-2021.	Attendance to equal or exceed for all significant pupil groups. Number of disadvantaged children who are classed as a persistent absentee to be reduced.
4.	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.

3. 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?
Progress and attainment in writing will improve.	<p>Training for staff on expectations for different genres.</p> <p>Rigorously monitor the implementation of the agreed writing cycle.</p> <p>Ensure teachers are increasingly data driven to identify early any learning needs or</p>	<p>Lower outcomes in writing compared to other subjects across school.</p> <p>Discussions in Pupil Progress meetings.</p>	<p>Establish a baseline for all disadvantaged pupils, including: attendance, attainment, progress, emotional well-being, access to extra-curricular provision, behaviour.</p> <p>Review termly during pupil progress meetings.</p> <p>Report to Governors termly.</p>	SH and JC	September 2021

	<p>underperformance.</p> <p>Target support for identified pupils through effective deployment of support staff.</p> <p>Next steps clearly identified to improve/up-level writing.</p>				
<p>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.</p>	<p>Welcome meetings for each class so teachers can share expectations for the year.</p> <p>Provide all parents with a parental handbook which includes ways to support their children with their home learning.</p> <p>Introduce a reading challenge in all classes to encourage reading at home.</p> <p>Use parental volunteers to provide extra reading opportunities for identified pupils.</p>	<p>Analysis of home learning indicates which families routinely do not support home learning.</p> <p>Additional teaching resource deployed in these classes consistently has a positive impact to ensure children achieve their targets.</p>	<p>Attendance at information evenings.</p> <p>Continued monitoring of home learning.</p> <p>Analysis of outcomes.</p>	<p>Class teachers</p> <p>SH</p>	<p>September 2021</p>

	<p>SATs information evenings and leaflets for parents.</p> <p>Additional deployment of teaching resources to Year 6 and Year 2, through providing Booster support.</p>				
					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 to support them with their writing and reading.	<p>Deployment of additional support within classes to deliver specified interventions.</p> <p>Targets will be set from previous year's assessment criteria to enable SMART targets to be set and progress more easily</p>	Monitoring is beginning to see a positive impact upon attainment but still an area for improvement based upon data.	<p>Analysis of outcomes and monitoring of teaching and learning through book scrutiny and lesson observations.</p> <p>Discussions at pupil premium meetings.</p> <p>Monitor progress from</p>	SH and MP	September 2021

	<p>monitored.</p> <p>Reinforce non-negotiables through support when writing.</p> <p>Additional adults in school to provide additional time for those children to read more often and support discussion about their books, in order to increase vocabulary and ability to predict/infer when reading.</p>		baseline.		
					Total budgeted cost: £24,500

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?
Attendance figures of disadvantaged pupils will improve and a reduced number will be	Review attendance policy and procedures and ensure parents are aware of how to access the policy.	Analysis of attendance figures of disadvantaged pupils. DfE 'Improving attendance	Half termly review of attendance figures by admin team. Discussion with head about	SH with LM	September 2021

<p>categorised as persistent absentees during 2020-2021.</p>	<p>Identified member of the admin. Team to take the lead on improving attendance and liaising with parents.</p> <p>Raise profile of good attendance through awarding class certificates in assembly.</p> <p>Letters sent to all parents, termly, if their child's attendance falls below 90%.</p> <p>FPN referrals for term-time holidays.</p>	<p>at school' (2012) highlighted the need for communicating clear expectations for parents and sanctioning, where appropriate.</p>	<p>any necessary action to be taken.</p>		
<p>All pupils to be given the same opportunities regardless of background.</p>	<p>Funding for any additional activity available for any pupil facing hardship.</p>	<p>Ensuring all pupils are given the same opportunities.</p> <p>Support for disadvantaged pupils to continue with Brass tuition, attendance at educational visits and paid extra-curricular activities.</p>	<p>Monitoring and review of participation.</p> <p>All pupils able to attend and benefit from these enrichment activities regardless of financial background.</p>	<p>SH and RR</p>	<p>September 2021</p>
					<p>Total budgeted cost: £3,000</p>

	Combined cost 2020-2021 £31,000

6.	Review of Expenditure 2019-2020			
	Quality teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach?)	Cost
Progress and attainment in writing will improve.	<p>Training for staff on expectations for different genres.</p> <p>Rigorously monitor the implementation of the agreed writing cycle.</p> <p>Ensure teachers are increasingly data driven to identify early any learning needs or underperformance.</p> <p>Target support for identified pupils through</p>	<p>Number of volunteers who are in school has increased; consequently the targeted pupils are reading more regularly up to COVID.</p> <p>Mixed picture on the impact on outcomes across school due to the effect of COVID.</p>	<p>Continue to implement writing cycle with increased moderation and monitoring of those pupils who are underperforming.</p> <p>Measure progress as well as outcomes to ensure clear picture for disadvantaged pupils.</p> <p>Continue to encourage additional adults to come into school to support reading.</p> <p>Continue to develop whole class guided reading.</p>	£3,500

	<p>effective deployment of support staff.</p> <p>Next steps clearly identified to improve/up-level writing.</p>			
<p>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.</p>	<p>Information evenings and leaflets for parents.</p> <p>Opportunities for home learning, especially IT based to be completed in school.</p> <p>Additional deployment of teaching resources to Year 6 and Year 2.</p>	<p>Increased attendance at KS1 and 2 SATs evenings and Phonics information evening. Parental awareness of the expectations required in these statutory assessments increased.</p> <p>The additional deployment of teaching support through Boosters impacted positively.</p>	<p>Maintain increased attendance at information evenings.</p> <p>Also introduce Welcome meetings so expectations can be shared at the beginning of the year and ways for parents to support their children can be shared too.</p> <p>Continue to deploy additional teaching resources in key classes to bridge identified gaps.</p> <p>Deploy staff to offer Booster classes after school for Year 6.</p>	

2.	Targeted support			
Desired outcome	Chosen	Estimated impact: did you meet the success	Lessons learned (and whether you	Cost

	action/approach	criteria?	will continue with this approach?)	
Identified PP pupils receive personalised interventions.	Deployment of additional support within classes to deliver specified interventions.	<p>Identified disadvantaged pupils received support in class and where necessary specific interventions were used.</p> <p>During COVID pupils received a comprehensive timetable of activities.</p> <p>Additional support was offered to pupils who were struggling both academically and with their emotional well-being.</p>	Continue to identify and support disadvantaged pupils through the deployment of additional support in classes to ensure where necessary interventions can be used.	£24,004

3.	Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach?)	Cost

All pupils to be given the same opportunities regardless of background.	Funding for any additional activity available for any child facing hardship.	All children were able to take part in Brass lessons (if they chose to), attend all educational visits and attend paid extra-curricular activities.	Monitoring and review of participation.	£3,044
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