

# Pupil premium strategy statement Bucklesham Primary School 3 year plan 2019 - 2022

1. Summary information					
<b>School</b>	Bucklesham Primary School				
<b>Academic Year</b>	2019-2022	<b>Total PP budget</b>	2018-2019 : £ 7920 2019-2020 : £18480	<b>Date of most recent PP Review</b>	Jan 20
<b>Total number of pupils</b>	2018/19: 98 2019/20: 97	<b>Number of pupils eligible for PP</b>	2018/19: 6 2019/20: 14	<b>Date for next internal review of this strategy</b>	Jan 21

2. Current attainment					
KS2 Results (1 child 2018/2019)	<i>Pupils eligible for PP(2018/19)</i>	<i>Pupils eligible for PP(2019/20)</i>	<i>Pupils eligible for PP(2020/21)</i>	<i>Pupils eligible for PP(2021/22)</i>	
<b>% achieving ARE in reading, writing and maths</b>	0				
<b>% making progress in reading</b>	100				
<b>% making progress in writing</b>	100				
<b>% making progress in maths</b>	0				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Spoken language skills and breadth of vocabulary needs developing in some cases.
<b>B.</b>	Some children need support in developing basic skills in English and Maths and find making progress and achieving age related expectations in these subjects more difficult.
<b>C.</b>	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
<b>D.</b>	In some cases pupils' independent learning habits need developing as Some children finding concentrating in large class groups difficult.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	In some cases attendance and punctuality is below national expectations.
<b>F.</b>	In some cases consistency of support at home (homework completion, volume of reading at home)
<b>G.</b>	In some cases access to resources and also sporting and cultural life experiences.
<b>H.</b>	Some parents don't know how to gain access to support from different services beyond school for their child, or are worried about doing so.
<b>I.</b>	The financial circumstances of some families, means they are restricted with what activities they can participate in or provide outside of their own home.

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Some parents need additional support in parenting.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To develop language skills to enable pupils to engage fully with learning over time.	<ul style="list-style-type: none"> <li>• Pupils will meet age related expectations in phonics</li> <li>• Teachers to explicitly plan to develop oracy as Communication is a key curriculum driver</li> <li>• Pupils read regularly (3 x a week) outside of normal class reading.</li> <li>• Pupils meet age related expectations in reading and writing.</li> <li>• Language Link Programme shows progress of Early years PP children .</li> </ul>
<b>B.</b>	To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.  To respond rapidly with targeted teaching for pupils at risk of underachievement.	<ul style="list-style-type: none"> <li>• Pupils are making expected progress.</li> <li>• Pupils are reaching age related expectations.</li> <li>• Teachers are planning appropriate learning sequences and are using formative assessment strategies to ensure progress.</li> <li>• Pupils not making progress are identified in developmental reviews.</li> <li>• SLT triangulation validates effective teaching.</li> <li>• Additional staff are directed effectively to close gaps or pre-teach.</li> </ul>
<b>C.</b>	To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	<ul style="list-style-type: none"> <li>• Pupils will be able to engage with learning more frequently, due to the removal of emotional barriers and the increase of their own personal resilience.</li> <li>• Pupils will produce more classwork.</li> <li>• Records will show that the amount of time that the pupils are supported decreases.</li> </ul>
<b>D.</b>	Pupils will complete increased amounts of work independently and take more ownership of their learning.	<ul style="list-style-type: none"> <li>• Increased volume of work in books.</li> <li>• Increased amount of peer and self-assessment.</li> <li>• Learning walks will show pupils use resources and strategies to learn before asking for help.</li> </ul>
<b>E.</b>	All pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> <li>• All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</li> <li>• A senior leader and nurture leads to offer support to families where appropriate.</li> <li>• Families to engage with Educational Welfare Officer.</li> </ul>
<b>F.</b>	To communicate effectively the school's high expectations for homework and home learning then incentivise, monitor, track and support engagement with this.  To ensure there are regular opportunities for disadvantaged pupils to practise and consolidate basic skills at school.	<ul style="list-style-type: none"> <li>• To monitor frequency of reading and homework.</li> <li>• To positively reinforce when pupils have met this expectation.</li> <li>• To talk to parents in parents evening to help engage with basic skills particularly reading.</li> <li>• Where necessary to provide in school opportunities for pupils to complete homework, basic skills and reading.</li> </ul>
<b>G.</b>	To ensure the curriculum is enriched with experiences, visits and visitors.  To sustain the range of cultural and sporting opportunities at school.  To ensure that all pupils access trips and visits.	<ul style="list-style-type: none"> <li>• School monitoring will show that the pupils have had a broad and balanced curriculum.</li> <li>• Throughout the school educational visits and visitors will enhance the curriculum.</li> <li>• The school will continue to provide a range of cultural and sporting opportunities and ensure our disadvantaged pupils are accessing them.</li> <li>• To ensure that disadvantaged pupils will access residential trips.</li> </ul>

## 5. Planned expenditure

Academic year

2018-2021

### 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?
<p><b>A</b> - To develop language skills to enable pupils to engage fully with learning over time.</p>	<p><b>To ensure that language development is at the heart of the school curriculum.</b></p> <p><b>Identify pupils who will need additional language support in early years and ensuring first teaching meets the needs of these pupils (and additional targeting where necessary).</b></p> <p><b>To ensure that reading is taught effectively across the school.</b></p> <p><b>To ensure that pupils read at least 3 times a week.</b></p> <p><b>To ensure that Language Link Intervention is well used to identify early speech and language needs.</b></p> <p><b>Teachers to explicitly plan subject specific vocabulary within theme and ensure this is displayed within class.</b></p> <p><b>Children to create an end of theme knowledge organiser making explicit which vocabulary they have developed</b></p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.</p> <p>For example the early catastrophe research report shows significant differences in vocabulary acquired.</p>	<p>Monitoring of plans.</p> <p>EYFS lead to monitor on-entry data to identify needs.</p> <p>Monitor Language link intervention outcomes.</p> <p>Monitor learning environment, books and end of term knowledge organisers</p> <p>Monitored in developmental reviews.</p> <p>Reading and writing data analysed at key points.</p> <p>Reading records will show that all pupils are reading 3 times a week.</p>	<p><b>SLT English leads. Teaching staff</b></p>	<p><b>As part of school monitoring cycle.</b></p> <p><b>Weekly</b></p>

<p><b>B</b> - To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.</p>	<p><b>To use data and monitoring to inform whole school or individual development planning.</b></p> <p><b>SLT ensure staff CPD is pertinent to teacher or staff need and pupil priorities.</b></p> <p><b>Ensure teachers are teaching effective and engaging lessons.</b></p> <p><b>Teachers are using formative assessment to identify gaps in learning and then adapt teaching sequences.</b></p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching</p> <p>DfE Disadvantaged Pupils Good Practice Research Report,</p> <p>November 2015 identified the importance of the focus on high quality teaching.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p>	<p>School monitoring cycle</p> <p>Evaluation of CPD</p> <p>Developmental review.</p> <p>Pupils will meet or exceed age related expectations for attainment and progress.</p>	<p><b>SLT</b></p> <p><b>Subject leaders for core subjects.</b></p>	<p><b>As part of school monitoring cycle.</b></p>
<p><b>G</b> - To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To sustain the range of cultural and sporting opportunities at school.</p> <p>To ensure that all pupils access trips and visits.</p>	<p><b>Teaching staff and SLT to provide opportunities for as much curriculum enrichment as possible. E,g Dance Piano and Football lessons</b></p> <p><b>Sports lead and P.E. co-ordinator to be aware of how many disadvantaged pupils are accessing clubs and tournaments.</b></p> <p><b>Disadvantaged parents to be spoken to as necessary to be made aware of possible funding for trips.</b></p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>Curriculum evaluation.</p> <p>Monitoring of disadvantaged pupil's access to trips and activities.</p>	<p><b>SLT</b></p>	<p><b>End of year</b></p>

<p><b>G</b>  <b>To provide disadvantaged pupils with a range of wider opportunities throughout the school day.</b></p>	<p>Possible financial support for extracurricular activities</p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• school visits</li> <li>• after school activities clubs</li> </ul>	<p>Evidence from pupil perceptions show that the sport is something that helps to develop the whole child and engages children within school. Opportunities such as participating in a range of sporting events as well as accessing specialist coaching help to improve children's engagement with school.</p> <p>The NFER document highlights that it is best practice and an effective strategy to deploy the best staff to teach disadvantaged pupils. This strategy is also highlighted as good practice in the NIESR toolkit: Improving outcomes for disadvantaged pupils.</p>	<p>The impact of these experiences will be closely monitored through observing pupil confidence, their readiness for learning, pupil attitudes and approaches to tasks. Learning walks, scrutinise and pupil perceptions will highlight the effectiveness of this approach in working to raise attainment and accelerate progress</p>	<p>Head teacher</p>	
<b>Total budgeted cost</b>					£ 2600

<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>
<p><b>C</b> – To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p> <p><b>D</b> - Pupils will complete increased amounts of work independently and take more ownership of their learning.</p>	<p>To develop the role of Nurture Leads within the school to ensure that children’s emotional well being needs are met. To run feelings groups and 1:1 interventions. To train 2 members of staff as ELSA expects.</p> <p>To ensure teachers are engaging well with families to work in partnership to meet the needs of pupils.</p> <p>Teachers are fostering a climate of ‘can do’ attitude and are incentivising and celebrating within lessons and whole school events.</p> <p>Structured playtime supports those with SMSC needs at playtime.</p> <p>At the start of the day 2 staff members are there to welcome the pupils.</p> <p>Teachers are available to parents at end of the day.</p> <p>To use nurture leads to provide intervention / support at the point of need.</p> <p>To engage with wider agencies to support pupils / seek advice.</p>	<p>Maslow’s hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>Children with self -regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	<p>Pupils are attending school</p> <p>Parents are attending parents’ evenings.</p> <p>Senior leaders are attending meeting with other agencies.</p> <p>Nurture groups show that that PP children who attend them are making good progress.</p> <p>Nurture leads are providing pastoral support with the aim that this increases independence and levels of support decreases over time.</p>	<p><b>Learning mentor</b></p> <p><b>Class Teachers</b></p>	<p><b>In line with schools monitoring cycle.</b></p>
<p><b>B</b> - To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p><b>To use 2 teachers over 1 day (between them) in total to pre teach or pick up misconceptions on a 1:1 or small group basis.</b></p> <p><b>To direct 3 hours additional TA support to work 1:1 to address misconceptions and reading.</b></p> <p><b>To use additional HLTA to provide half a day a week of targeted boosters.</b></p>	<p>Effective formative assessment is necessary to identify gaps in learning and teaching to those gaps.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	<p>Monitor activities of additional teachers</p> <p>Formative assessment used effectively to identify needs.</p> <p>Developmental reviews to identify off track pupils</p>	<p><b>Class teachers</b></p> <p><b>SLT</b></p>	<p><b>In line with schools monitoring cycle.</b></p>

**Total budgeted cost**

£14230 (this may vary slightly year in year and will adjusted accordingly).



### 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>E - All pupils will meet national expectations for attendance and punctuality.</p>	<p><b>To monitor attendance thoroughly.</b></p> <p><b>To offer support for families where necessary.</b></p> <p><b>To involve the Educational Welfare Officer.</b></p>	<p>National average for non-disadvantage attendance is 96.4% and anything below this is now at good.</p>	<p>Pupils are meeting national expectations for attendance and punctuality.</p>	<p>Office Staff</p>	<p><b>As part of school monitoring cycle.</b></p>
<p>F - To communicate the school's high expectations for homework and home learning then incentivise, monitor, track and support engagement with this.</p> <p>To ensure there are regular opportunities for disadvantaged pupils to practise and consolidate basic skills at school.</p>	<p><b>To ensure this is mentioned in the home school agreement.</b></p> <p><b>Classteachers to monitor and talk to parents at consultation evenings or as appropriate.</b></p> <p><b>Adults in school used to help disadvantaged pupils catch up in school time as necessary.</b></p>	<p>The following factors have a correlation to academic achievement</p> <ul style="list-style-type: none"> <li>• reading at home</li> <li>• parents who hold high expectations/aspirations for their children's academic achievement and schooling</li> <li>• communication between parents and children regarding school</li> <li>• parental encouragement and support for learning.</li> </ul> <p>Source: A review of the relationship between parental involvement indicators and academic achievement (June 2018) Educational Research Review</p>	<p>Parents are more engaged with their child's learning.</p> <p>Parents are attending parents' consultations.</p> <p>Monitor TA time</p>	<p><b>Classteachers</b></p> <p><b>SLT</b></p>	

<p><b>G To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</b></p> <p><b>C To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</b></p>	<p>Subsidising breakfast club so that pupils can access it at no cost</p>	<p>Breakfast club will help to provide children with the opportunity to have routine and to ensure they are ready for the school day ahead.</p> <p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p>	<p>The evidence and impact of this will be seen through pupil's readiness to learn, improved behaviour for learning, increased attendance and punctuality at school.</p> <p>The impact will be monitored through feedback from class teachers, pupil perceptions and work scrutinies as well as liason with the breakfast club providers and ELSA trained members of staff.</p> <p>Attendance will be monitored termly.</p>	<p>Pupil premium lead</p>	<p>Jan 21</p>
<b>Total budgeted cost</b>					<p>£1650</p>

## 6. Review of expenditure 2018 – 2019

### 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
<b>A</b> To improve quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth	Subjectleaders, SLT, SENCo – work alongside teachers to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	The results for our PP pupils at the end of KS2 showed that they all achieved the required standard in Reading and writing. This was due to targeted support Reading test for all PP pupils showed that they all made progress from their baseline assessments in January.	In year progress showed that the children made good progress within the year. Targeted support needs to be focused earlier on in lower KS2. The approach is having an impact and will continue to be something that is embedded within the curriculum. Maths progress for PP pupils has been slower this year and will be reflected in the group interventions with the Pupil premium teacher. Reading and writing interventions were found to be effective.	£1950
<b>B</b> To provide disadvantaged pupils with a range of wider opportunities throughout the school day.	Possible financial support for extracurricular activities <ul style="list-style-type: none"> <li>• music tuition</li> <li>• school visits</li> <li>• after school activities</li> </ul>	More PP pupils were chosen for and took part in after school clubs. All represented the school in a sporting event and more children than the previous year have taken up the opportunity to access after school clubs.	This is a strength and will continue to be developed next academic year.	

### 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

<p><b>A</b> To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth</p>	<p>Using non-teaching staff for interventions across the school.</p>	<p>The results for our PP pupils at the end of KS2 showed that they all achieved the required standard in Reading and writing. This was due to targeted support</p> <p>Reading test for all PP pupils showed that they all made progress from their baseline assessments in January.</p>	<p>Targeted supported to be more widely used in Lower KS2 groups to identify gaps in maths. Although this accounts for small group numbers (1 child)</p>	<p>£5685</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>B</b> To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</p> <p>To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupil's attendance is not less than 96%.</p>	<p>Pastoral support from school (headteacher)</p> <p>Nurture room to be developed and 2 members of staff (TAs) to complete mindfulness training to ensure mental wellbeing and support</p>	<p>Nurture TAs have been identified and have undergone Feelings group training. Exclusions have reduced to 0 since their implementation due to the Early help offer being strengthened. The number of children receiving support has also increased.</p> <p>Attendance of pupil premium children as a group averages at 97.05 which is above the national expectation of 96%</p>	<p>The increased level of pastoral support has ensured pupil premium children are receiving high quality provision and are attending school regularly. Pastoral support will be continued to be developed by nurture leads investigating the possibility of training to be ELSA leads</p>	

<p><b>A To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth.</b></p> <p><b>D To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</b></p>	<p>To subsidise educational visits</p>	<p>More PP pupils were chosen for and took part in after school clubs. All represented the school in a sporting event and more children than the previous year have taken up the opportunity to access after school clubs.</p>	<p>This is a strength and will continue to be developed next academic year.</p>	
<p><b>C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</b></p> <p><b>B To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</b></p>	<p>Subsidising breakfast club so that pupils can access it at no cost</p>	<p>There has been a good uptake of pupil premium children accessing breakfast club. As a result all children attending breakfast club have above average attendance figures.</p>	<p>This is a strength and will continue to be developed next academic year.</p>	<p>£ 1605</p>

## 7. Additional detail