

Pupil Premium Statement – BUXTON PRIMARY SCHOOL

The pupil premium funding is given to schools to support eligible groups of children. Buxton Primary School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Summary Information					
School	Buxton Primary School				
Academic Year	2016/17	Total PP budget	£58,480	Date of most recent PP review	Not applicable
Total number of pupils	191	Number of pupils eligible for PP	39 + 9 service children	Date for next PP strategy review	April 2017

Current attainment – Academic Year			
	Pupils eligible for PP in the school in	Pupils not eligible for PP in school	Pupils not eligible for PP (national average) NORFOLK
% achieving GLD	3/4 75%	21/25 81%	
% achieving expected standard in Year 1 phonics	3/4 75%	26/30 81%	
% achieving expected standard in Year 2 phonics retakes	0/1 0%	6/6 100%	
% achieving expected or above in end of KS1 reading	3/5 60%	23/26 88%	63%
% achieving expected or above in end of KS1 writing	3/5 60%	19/26 73%	57%
% achieving expected or above in end of KS1 maths	3/5 60%	20/26 77%	62%
% achieving expected or above in end of KS1 RWM	2/5 40%	18/26 69%	50%
% achieving expected or above in end of KS2 reading	10/12 83%	16/16 100%	68%

% achieving expected or above in end of KS2 writing	9/12 75%	16/16 100%	65%
% achieving expected or above in end of KS2 maths	10/12 83%	15/16 94%	47%
% achieving expected or above in end of KS2 RWM	9/12 75%	15/16 94%	35%

In school barriers to attainment for pupils eligible for PP	
Speech and language	<p>Many children attending school, have poor expressive and receptive language below or well below what is expected for their age. This means that in the early years, they may find it difficult to understand simple instructions or answer simple questions. They cannot communicate their needs verbally – particularly when they first start school. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have learnt.</p> <p>In EYFS in particular, poor speech and language is a social barrier to learning. Children come in with very poor communication skills – evidenced by our baseline assessments. Some of our children will only respond to questions with a one word answer, or show a self-centred approach to speech – using the term ‘me’ instead of the pronoun ‘I’, for example.</p> <p>We have a S & L specialist TA who works closely with a S & L Therapist. Our TA delivers S & L interventions to ensure that children are able to pronounce sounds correctly. Adults in school model responses using names and full sentences to illustrate correct speech.</p> <p>We feel that childrens ‘average’ phonics attainment in year 1 is due to S & L or social and emotional issues.</p>
Fine and gross motor skills	<p>Children enter reception with poor motor skill development – this is evidenced through baseline. Many are unable to hold a pen/pencil/other ‘writing’ implement, correctly. Some children have not had the pre-school skills and experiences for fine motor skill development so this is a barrier to their writing and abilities in other areas, such as art. This year, due to the increased expectations in the assessments at the end of KS1, we are having a firm focus on mark making – and have implemented a cursive script for reception.</p> <p>As a whole school we are having a focus on presentation, and being proud of the work produced.</p>
Social skills and confidence	<p>Some of our PP children have limited pre school experiences and find it difficult to mix socially in group work or whole class work. Some find collaborative working, sharing, following instructions etc very difficult. The PSE assessment of baseline has been significantly low for the past 2 years. We invest in Pastoral Support to teach social skills to certain children. Our induction sessions are very ‘parent’ focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have strong links with a number of pre-school settings and ensure good communication prior to transfer to ensure we are prepared for any ‘issues’ that may arise.</p> <p>Learning confidence can be low and we have to develop this to enable them to access their learning appropriately.</p> <p>Our baseline data shows that children struggle to be collaborative. We support this development through the involvement of a Pastoral TA and regular forest schools sessions.</p> <p>As children progress through the school, we provide additional adult support in class. This enables children who need support or reassurance to receive small group learning, practical tasks which meet their needs.</p>
Lack of resources or appropriate support at home	<p>Some of the children do not have the resources at home to support their learning so need to be provided with these. In some families, there are few or no reading books to share, lack of mark making materials and basic resources.</p> <p>We ensure that throughout the school provision is made for sharing of books – but particularly with younger children. Parents are invited to come into school and share reading experiences with their children .</p> <p>Some of our PP funding goes towards Holiday Activities for our PP children. All children eligible for PP are able to select holiday activities we fund, to ensure they experience a wide range of activities and mix with a wider range of children. These are extremely popular. We also fund out of school clubs/music tuition/swimming etc – to ensure all pupils are equal access to areas they express and interest in or show an aptitude for.</p>

	<p>We also fund some children to attend Breakfast club – ensuring they have a ‘good’ start to the day, and have a proper breakfast. This ensures a smooth and calm start to the school day.</p> <p>Healthy lifestyle emphasis – encourage children to eat a healthy diet – fruit snack provided daily for all pupils.</p>
Lack of cultural experiences	<p>As a primary school in rural Norfolk, some of our children have not had access to a range of cultural experiences so find this area difficult to understand. We are in the process of establishing international Schools status by developing a link with a school abroad.</p> <p>We ensure our assemblies promote a multi-faith and multi-culture understanding. We have an SMSC provision map which illustrates how we support cultural development for all pupils, but particularly those who receive PP funding.</p>

External barriers to attainment for pupils eligible for PP	
Lack of extra curricular activities and experiences	See above – we fund holiday clubs and after school activities for our PP children to ensure they have similar opportunities to their peers.
Parents needing additional support eg housing issues, with children behaviour at home	<p>Our Pastoral TA is trained in LAC, FSP and full safeguarding. This level of support enables us to reach out to our disadvantaged families. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. She has been involved with FSP’s where housing, debt, other home issues have become a barrier to attainment for some children. Some parents of PP children are isolated, or highlight their lack of understanding on how to support their child with behaviour or through traumatic/difficult family difficulties. Some of our children have experienced eviction for example which impacts on their ability to access the learning in school.</p> <p>Cluster PSA to support parents in the home. (funded collectively by schools)</p>

Outcomes			
	Desired outcomes	What will we do to make this happen?	Success criteria (How we will know this is working)
1. Speech and language	- for children to communicate their needs effectively	All classes have 2 TA’s to support pupils key skill development in class. For KS1/Rec we have a TA who specialises in S & L support, working closely with S & L therapists.	<ul style="list-style-type: none"> - EYFS tracker identifies good progress in CLL - Phonics predictions are met at year 1 and year 2
	- for children to follow simple adult instructions	Adults model effective communication. Daily phonics sessions for all three classes – with group support for those requiring further input.	
	- for children to pronounce sounds correctly		
2. Social and emotional development of children across the	- for children to develop good behaviours for learning	Pastoral TA in post – trained in supporting children’s social and emotional needs – safeguarding – FSP - LAC	<ul style="list-style-type: none"> - Reduction in behaviour incidents in school - Boxall shows impact of S & E interventions for some pupils - PP children access to clubs, after
	- For children to work collaboratively	Pastoral TA to lead Nurture interventions Boxall Profile – to be established to measure impact of S & E interventions	
	- For children to follow	Pastoral TA to support Buxton Buddies (friendship support)	

school	<p>simple adult instructions</p> <ul style="list-style-type: none"> - For children to develop strategies to manage the way they feel - For children develop successful relationships and friendships outside of school 	<p>All classes to experience Forest Schools for at least a term a year. Some children to access Forest Schools as an intervention Consistent adults in classes to support all aspects of learning PSHE sessions supporting social and emotional development All children to access holiday/after school activities</p>	<p>school activities</p> <ul style="list-style-type: none"> - All PP children attend trips - Forest schools learning journeys show the forest school experiences of children across the year - PSHE assessment show children are focused in lessons - SLT monitoring shows high level of pupil engagement in lessons
3. Family support	<ul style="list-style-type: none"> - for parents to see the school as a support network, 	<p>Parents freely share information with the school when things are difficult or change at home – actively seek support Pastoral TA at school events – available for ‘informal chat’, getting to know you etc School to have open door policy so parents ask for financial support for trips, holiday activities, music tuition etc</p>	<ul style="list-style-type: none"> - High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly - High parental involvement in family learning activities – encourage parents to engage with learning -
4. In class support	<ul style="list-style-type: none"> - for children to learn in small groups if possible - for children to develop strong relationships with adults who support them - For children to achieve their full academic potential – meet targets set – across the school 	<p>Two class TA’s every morning for each class; ensure their support is planned for by class teacher. Pastoral TA to support if appropriate for children who may be ‘struggling’. Forest Schools TA to support if appropriate – interventions Adults to support children effectively – to get to know them well to enable high level of support in learning TA’s well training to level 2 (minimum) NVQ – preferably level 3</p> <p>KS2 SATs support – TA provided for SATs booster sessions to ensure targets are met. (PP incl)</p>	<ul style="list-style-type: none"> - TA’s all trained to level 2 NVQ - Children achieve their targets set - HT monitoring shows planning identifies high quality support - HT monitoring identifies high quality teaching and learning - KS2 SATs targets met - KS1 SATs targets met - Yr1 phonics predictions met - GLD targets met <p>(All to be above National)</p>

Planned Expenditure

Academic Year				
Chosen action/approach	Desired Expenditure	What does this look like and why do we use it?	We will ensure Actions are implemented well, through regular monitoring; SLT and external support.	We will review the implementation termly – through the monitoring records for SLT, external support and Governors
TA support for classes – group learning and interventions, including S & L for younger children	£14,770.00	S & L sessions with TA – individual as suggested by S & L therapist		
Forest Schools support	£20,600.00	Each child to receive 1 term of forest school annually – also additional sessions as an intervention for some children (PP included)		
Pastoral Support	£15,170.00	Full time pastoral TA in post to support children in school and parents – well trained and known to families		
Breakfast Club Subsidy - Including daily healthy snack	£3,550.00	To provide a good start to the day for some PP children – ensure a good breakfast is provided. Mid morning fruit snack provided for all children		
Enhance Activity Involvement	£3,300.00	Subsidy for trips – PP Payment for holiday and after school clubs - PP		