

1. Summary information					
School	Buxton Primary School				
Academic Year	2019/29	Total PP budget	£42,240	Date of most recent PP Review (informal)	Sept 19
Total number of pupils	198	Number of pupils eligible for PP	32 (16%)	Date for next internal review of this strategy	Jan 20

2. Current attainment and progress		
<b>EYFS 2018-19</b>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% of pupils achieving a good level of development (GLD)	60%	83%
% of pupils achieving at least the expected standard in Reading	75%	90%
% of pupils achieving at least the expected standard in Writing	75%	90%
% of pupils achieving at least the expected standard in Numbers	62%	86%
<b>Year 1 Phonics 2018-19</b>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% of pupils achieving the expected standard in Year 1 Phonics	50%	79%
<b>KS1 2018-19</b>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% of pupils achieving at least expected standard in reading	33%	69%
% of pupils achieving at least expected standard in writing	33%	62%
% of pupils achieving at least expected standard in maths	66%	72%
<b>KS2 2018-2019</b>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% of pupils achieving at least expected standard in reading	62.5%	80%
% of pupils achieving at least expected standard in writing	87.5%	90%

<b>% of pupils achieving at least expected standard in maths</b>	87.5%	96%
<b>% of pupils achieving expected standard or above in R/W/M</b>	62.5%	73%
<b>Average progress score in reading</b>	-0.9	-2.1
<b>Average progress score in writing (TA)</b>	0.6	1.6
<b>Average progress score in maths</b>	-1.6	-2.1

### 3. School wide barriers to future attainment (characteristics which pupils eligible for PP are more likely to display)

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

<b>A.</b>	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. (E/I)
<b>B.</b>	Reduced reading comprehension due to limited receptive vocabulary and diminished inference and deduction and lower rates of home reading (E)
<b>C.</b>	Lack of writing skills and grammatical knowledge due to limited language modelling and acquisition (E/I)
<b>D.</b>	Reduced social and emotional development of PP pupils impacts on their readiness and willingness to learn (E)
<b>E.</b>	Reduced reasoning skills due to delayed language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally (E/I)
<b>F.</b>	Lower levels of confidence, self-esteem and resilience, especially in formal learning environments (E/I)
<b>G.</b>	Limited life experiences, different cultures and access to learning resources out of school (E)
<b>H.</b>	Relative lack of aspiration in pupils, families and staff (E/I)
<b>I.</b>	Attendance (E/I)
<b>J.</b>	Mental health and emotional stability of families (E)

### Desired outcomes (Desired outcomes and how they will be measured)

<b>A.</b>	Improved language acquisition during early years, measured using the EYFS framework via specific intervention and Forest Schools
<b>B.</b>	Increase the % of PP pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) reading standard, to at least in-line with National 'Other' data.
<b>C.</b>	Increased proportions of PP pupils attaining ARE in moderated writing assessments in all year groups.
<b>D.</b>	Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn are evidenced increasingly through Forest Schools outcomes and growth min-set approach.

E.	Greater capability in reasoning in Maths resulting in an increase in PP children achieving expected standards in maths at all Key Stages, but especially KS2, when completing e.g. PUMA and termly progress tests.
F.	Pupil feedback forms from targeted pupils show improved outcomes for PP children in comparison to NPP peers.
G.	Parents engaging with school staff in developing learning partnership between home and school (FLDs, cluster courses), to include increased home reading, homework completion and attendance at information events / on school visits.
H.	Increased opportunities for children to raise aspirations (enterprise events, Brilliant Club etc.) child questionnaires show increased aspiration through specific questions over a given period e.g. "What would you like to do when you leave school?" a) Begin paid work b) Go to college c) Complete an apprenticeship d) Go to university e) Start a business f) Other .....
I.	Increased attendance of PP pupils working with cluster PSA and using internal school mechanisms
J.	Specialist Pastoral member of staff to work with families and children and support them emotionally and with mental health needs.

## Pupil Premium Strategy Version 1

### Academic Year 2019-20

This document outlines the predicted spending of the Pupil Premium Grant (PPG) for the current academic year. The items/projects have the potential to change over the year depending on termly reviews. Thus leading to the spending forecasted on this document to change. Rectifications are to be made on the end of year evaluation document.

**Total Pupil Premium Grant = £56, 561    Number of PP children 43/198 = 22%**

Links to Barriers	Item / Project	Estimated Cost	Objective	Outcome
D, I, J	<b>% of Pastoral Lead</b> Pastoral Care, Nurture, Mental Health & Well-being, Child Protection, First Aid, behaviour intervention	£12 000	To ensure that pupils develop good learning attitudes and take responsibility for their own behaviour as well as supporting families with home-life difficulties to ensure that pupils can come to school emotionally ready to begin the day's learning <ul style="list-style-type: none"> <li>- To support the social &amp; emotional development of children (Boxall Profile)</li> <li>- To support the mental health and well-being of children and offer practical advice to families in this respect</li> <li>- To safeguard children</li> </ul>	
A, D, F, J	<b>% of Forest Schools Provision</b> Every class to access forest schools and outdoor learning with specialist (1 term for each class)	£ 9 000	To increase pupils self-belief, resilience, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. <ul style="list-style-type: none"> <li>- 100% pupils to show improvements in at least one of 5 areas (evident through observations):</li> </ul> 1. Confidence 2. Social skills 3. Language and communication 4. Motivation and concentration 5. Physical skills	
A, B, C, D, E, F, G	<b>Speech, Language and Communication Needs (SLCN) Interventions</b> (Communicating Matters) Targeted using WellComm screening & intervention for SLCN	£ 2 480	HLTA delivering SLCN interventions to address needs at an early stage in order to promote improved communication skills. <ul style="list-style-type: none"> <li>- To accelerate development of speech, pronunciation and clarity for children with speech delay</li> <li>- To bring pupil with speech delay up to ARE of speech measured by the WellComm assessment</li> <li>- 100% of participating pupils to show improvements on exit assessments.</li> </ul>	

D, I	<b>Breakfast Club Subsidy</b> To provide staffing for breakfast club to support working parents and improve attendance for PP pupils	£ 2 000	To promote attendance and provide children with breakfast to prepare them for learning. <ul style="list-style-type: none"> <li>- Aim for 96% attendance</li> <li>- Reduced behavioural incidents for pupils who attend</li> </ul>	
A, B, C, E, G	<b>Core Curriculum ICT Software</b> (Maths Rock Stars, Numicon, Classroom Secrets, Read Write Inc, Nessy, Clicker, Numic)	£ 4 000	To continue to make outstanding progress and attainment in core curriculum areas, especially reasoning in maths, by providing an engaging and stimulating way of learning. <ul style="list-style-type: none"> <li>- 100% positive participation from pupils</li> <li>- Positive outcomes in core curriculum areas</li> </ul>	
A, B, C, D, E, F, G, H, I, J	<b>Curriculum Enhancement</b> (% of subsidy to trips, enterprise lunch clubs, visitors, workshops, collapsed curriculum days, non-PE related after school clubs)	£ 8 000	To provide real life and extra-curricular experiences that will enhance vocabulary, promote resilience and teamwork and provide a stimulus for learning. To enhance and develop lunchtime provision whilst also improving behaviour and safety. 100% participation from pupils <ul style="list-style-type: none"> <li>- 100% of pupils surveyed to show positive engagement</li> </ul>	
C, F, G, H, J	<b>The Brilliant Club – Scholars Programme</b> TBC Led by Family Matters for parents to support with reading and supporting children with homework	£ 2 000	To train parents with basic English and maths skills in order help them support their children outside of school with homework. <ul style="list-style-type: none"> <li>- 100% participation for invited parents</li> <li>- 100% positive survey results from parents</li> </ul>	
B, C, D, E, F, G, L	<b>KS2 SATs Support</b> Specialist Teaching Assistant, After school club, resources and intervention	£ 5 000	To raise attainment in Maths and English, for PP children in order to achieve at least 65 - 85% ARE <ul style="list-style-type: none"> <li>- To close the gap and accelerate progress in Reading, Writing and Maths by making at least 2 points progress over one half term</li> </ul>	
<b>Total Predicted Expenditure</b>		£ 42, 480	<b>Pupil Premium Forecast</b> £ 42, 240	
PP = Pupil Premium (%) = Proportion of Pupil Premium money being spent relative to total cost ARE = Age Related Expectation				