

Pupil Premium Statement Summary – BUXTON PRIMARY SCHOOL 2018/2019



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 also aim to support their families, encourage them into school, to understanding their child school experience and so the benefit of learning and education.

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

We particularly 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 as they journey through our school.

Summary Information					
School	Buxton Primary School				
Academic Year	2018/19	Total PP budget	£50,820	Date of most recent PP review	Not applicable
Total number of pupils	206	Number of pupils eligible for PP	44	Date for next PP strategy review	July 2019

Current attainment – Academic Year ending 2017	TO BE UPDATED WITH 2018 DATA WHEN AVAILABLE		
	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	2/5 40%	21/25 84%	
% achieving expected standard in Year 1 phonics	2/4 50%	19/21 90.5%	
% achieving expected standard in Year 2 phonics retakes	2/2 100%	2/5 40%	
% achieving expected or above in end of KS1 reading	5/5 100%	20/25 76%	62%
% achieving expected or above in end of KS1 writing	4/5 80%	18/25 72%	53%
% achieving expected or above in end of KS1 maths	5/5 100%	20/25 76%	62%

% achieving expected or above in end of KS1 RWM	4/5 80%	18/25 72%	60%
% achieving expected or above in end of KS2 reading	3/3 100%	12/12 100%	68%
% achieving expected or above in end of KS2 writing	3/3 100%	12/12 100%	65%
% achieving expected or above in end of KS2 maths	3/3 100%	12/12 100%	47%
% achieving expected or above in end of KS2 RWM	3/3 100%	12/12 100%	35%

In school barriers to attainment for pupils eligible for PP

Speech and language	<p>Many children attending school, continue to 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. Some children struggle to 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. As this is a cluster-wide issue, the cluster is providing some generic training for schools around strategies to support speech and language development (particularly those that are environmental).</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 (2 years running). 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 HLTA who works closely with a S & L Therapist. Our HLTA 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 children’s ‘average’ phonics attainment in year 1 is due to the below average S & L or social and emotional issues they start school with. Our phonics lead has structured the teaching of phonics to meet pupil need. Children who need further support at Phase one are supported early in the reception year with this level.</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. Last year, due to the increased expectations in the assessments at the end of KS1, we had a firm focus on mark making – and have implemented a cursive script for reception. This was successful and will be further developed from September. The class teacher is continually research and different ways to promoting mark making, trying some methods particularly to encourage children to mark make in a range of areas. .</p> <p>As a whole school we are continuing our focus on presentation, with children 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, and additional support in our Early Years class (often our class of 30 children benefits from 4 hours) . 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. As well as our introductory session for new parents, the cluster will be running a CPD session for parents to support their role is their child’s speech and language development.</p> <p>Learning confidence can be low and we have to develop this to enable children 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>

	As children progress through the school, we continue to 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, as well as structured interventions to support their skill acquisition.
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 in KS1/Reception.</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. This also ensures our attendance remains good.</p> <p>Healthy lifestyle emphasis – encourage children to eat a healthy diet – fruit snack provided daily for all pupils.</p> <p>Please note that our PP funding is also used to support children we deem as ‘vulnerable’.</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. The school we are paired with is in Germany – the Deputy Head is taking the lead in this.</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. We devote a term each 2 years to the explicit teaching about our diverse and multicultural world – this compliments the implicit teaching of diversity that is ongoing.</p> <p>We support parents with understanding school life by inviting them into school regularly for schools events, family learning days, assemblies, to read/learn alongside their child. We are part of the Aylsham Co-Operative Trust through whom our parents have access to range of parenting sessions and training; For example: How to help your child read, Why Phonics/Maths is important, Keeping your Child Safe Online, ‘Say No, Mean NO’ – to name just a few.</p>

External barriers to attainment for pupils eligible for PP

Lack of extra curricular activities and experiences	<p>See above – we fund holiday clubs and after school activities for our PP children to ensure they have similar opportunities to their peers.</p> <p>All after school clubs (3 a day – 4 days a week) are free for all children.</p> <p>Breakfast club is £2.25 to cover costs only – free for pupils eligible for pupil premium or deemed ‘vulnerable’.</p>
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> <p>School purchased the services of Engage Education to support families of children with SEND, Disability, or deemed Vulnerable.</p>

Outcomes			
	Desired outcomes	What will we do to make this happen?	Success criteria (How we will know this is working)
1. Ensure positive behaviours for learning	<ul style="list-style-type: none"> - all children arrive in class in the morning ready to learn - staff are aware of children who may find mornings /transition between home and school tricky 	<p>Through the development of strong relationships with children and parents, staff will become aware of potential vulnerabilities – and put plans in place when needed/.</p> <p>PP info shared with all staff – adults are all aware of the PP children in the class they support most.</p> <p>Ensure one of the 2 TA’s who support the class in the mornings starts at 8.30am so on hand for early support if required.</p> <p>PTA outside every morning in case needed for specific children.</p> <p>School funds BFast club for PP children – and daily fruit snack for all, promoting the importance of regular food and exercise for healthy living.</p> <p>Enable PP children experience a range of sports/activities – and support them if they wish to follow one more directly – find their passion!!</p>	<ul style="list-style-type: none"> - Strategies in place to support more vulnerable children (PP) - All PP children have access to Bfast club if needed – FOC - Children will have opportunity to access After school clubs FOC – priority given to PP children - PP children have opportunity to undertake activities in school holidays - FOC - Daily snack is always available
2. Speech and language	<ul style="list-style-type: none"> - for children to communicate their needs effectively - for children to follow simple adult instructions - for children to pronounce sounds correctly - for children to learn to read quickly and effectively 	<p>All classes have 2 TA’s each morning to support pupils key skill development in class. Small group focus for specific children</p> <p>EY has a minimum of 3 adults at all time to ensure children are well supporting during the early stages of their development</p> <p>For KS1/Rec we have a HLTA who specialises in S & L support, working closely with S & L therapists.</p> <p>Adults model effective communication.</p> <p>Daily phonics sessions for all three classes in KS1 and EY – with group support for those requiring further input. HLTA also focuses on phonics in year 3 for those pupils who still require an intensive daily input.</p> <p>Reading intervention in place in KS2 for pupils not yet able to read; priority.</p>	<ul style="list-style-type: none"> - EYFS tracker identifies good progress in CLL - Tapestry shows strong assessments in CLL for all children - Phonics predictions are met at year 1 and year 2 - Monitoring of phonics provision shows effective teaching and learning across all classes - Monitoring of SEND support (especially for reading) shows rapid progress
3. Social and emotional development of children across the school	<ul style="list-style-type: none"> - for children to develop good behaviours for learning For children to work collaboratively - For children to follow simple adult instructions - For children to develop strategies to understand and manage the way they feel 	<p>Pastoral TA in post – trained in supporting children’s social and emotional needs/ mental health and well-being – safeguarding – FSP - LAC</p> <p>Pastoral TA to continue to lead Nurture interventions supported by SLT – ensure all pupils who receive Nurture support receive Boxall Profile assessment as a measure of progress</p> <p>Pastoral TA to support continue Buxton Buddies (friendship support – anti-bullying approach)</p> <p>All classes to experience Forest Schools for at least a term a year (often more).</p>	<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 school activities - All PP children attend trips - Forest schools learning journeys show the forest school

	<ul style="list-style-type: none"> - For children to develop successful relationships and friendships outside of school 	<p>Some children to access Forest Schools as an intervention.</p> <p>Consistent adults in classes to support all aspects of learning – school has 3 x HLTA’s who support quality first teaching, model expected practice to all TA’s</p> <p>PSHE sessions supporting social and emotional development – PTA received recent training on supporting quality PSHE lessons.</p> <p>All children to have equal access holiday/after school activities.</p>	<p>experiences of children across the year</p> <ul style="list-style-type: none"> - PSHE assessment show children are focused in lessons - SLT monitoring shows high level of pupil engagement in lessons - SLT monitoring shows children, especially PP children, are well supported in lessons
4. Family support	<ul style="list-style-type: none"> - for parents to see the school as a support network, - for the school to have suitably trained and experienced staff to support families - to continue the strong, trusting relationship between school and home 	<p>Strong trusting relationship between school and families - Parents freely share information with the school when things are difficult or change at home – actively seek support. School active in attending Early Help meetings so aware of the current support that families can access.</p> <p>School also active in FSP/Early Help referral for families who need support.</p> <p>Pastoral TA at school events – available for ‘informal chat’, getting to know you, provide advice.</p> <p>Pupil Premium funding available to support school activities: breakfast club, school trips, residential visits, holiday activities.</p> <p>School has 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 trained DSL’s, and FSP leads to ensure professional support to parents can be given if needed
5. Increase children’s awareness of cultural diversity in UK	<ul style="list-style-type: none"> - for children to learn about contrasting locality in UK which is multi-ethnic and urban - to establish a link with school in inner-city which high multi-ethnic population - to raise the aspirations of all children, especially PP 	<p>Children to develop a deeper understanding of our society, recognising that other parts of the UK are populated differently to our village. Learn about immigration, migration, and compare Buxton/Norfolk with a contrasting urban locality. Link to Geography teaching across the school. (PSHE/ICT)</p> <p>Develop a link with a ‘City School’ – of similar or larger size to ours – where children can correspond (visit????) children of similar age. Compare likes/dislikes, lifestyles, faith, family, etc.</p> <p>All children recognise that they determine their futures – they can start from differing places, have different barriers to success, but they recognise that effort, hard work, and self-motivation makes a difference.</p>	<ul style="list-style-type: none"> - Link with inner city school established - Children begin to correspond with pupils of similar ages - Curriculum theme focused on Diversity – encourage children to develop an understanding of differing lifestyles, including an understanding of vulnerability - Continue to focus on Growth Mindset work
6. In class support	<ul style="list-style-type: none"> - for children to learn in small groups, if possible, where needed 	<p>Two class TA’s every morning for each class; ensure their support is planned for by class teacher. This enables a high level of support to be offered to all children, particularly the more vulnerable.</p> <p>Pastoral TA to support if appropriate for children who may be ‘struggling’.</p>	<ul style="list-style-type: none"> - TA’s all trained to level 2 NVQ – maintain the level of qualified TA staff to ensure quality support - Children achieve their targets set

	<ul style="list-style-type: none"> - for children to feel well supported, happy and safe in all aspects of school - 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 - for all children to experience success 	<p>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 access ongoing training through Cluster Nurture Centre (FOC) - use of one inset day to ensure all TA’s access this excellent provision</p> <p>KS2 SATs support – TA provided for SATs booster sessions to ensure targets are met. (PP incl)</p> <p>Childrne identify adults to whom they would turn if needed help or support.</p>	<ul style="list-style-type: none"> - SLT monitoring shows planning identifies high quality support - SENCO monitoring of Interventions and SEND support shows children make progress over time - SLT monitoring identifies high quality teaching and learning across the school - KS2 SATs targets met - KS1 SATs targets met - Yr1 phonics predictions met - GLD targets met <p>(All to be above National)</p> <ul style="list-style-type: none"> - Progress measures to remain above national at KS2 (2018)
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Our Pupil premium allocation is only 2/3 of the financial year 2017/18. Therefore we have made the decision to maintain the support form 2017/18, subsidising provision form our main budget allocation. This has occurred during our Budget Setting. We value the support/provision PPre has subsidised over the past year, and wish to maintain this.

Subsidising has occurred from the budget with:

- Additional adults in Forest Schools
- Additional adults support PPre pupils in class and for interventions
- Provision of music - class

Expenditure April 2018 – July 2019				
Financial Year 2018/19				
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	£9831.64	Teachers plan for TA support and intervention groups – teachers monitor impact/progress; SLT oversee impact and progress – effectiveness of interventions and support		

	£4154.00 Sats Support	S & L sessions with HLTA – individual/ group as suggested by S & L therapist (1/2 day a week) Specialist Y6 SATs TA to support Y6 children all year with SATs interventions; specific focus PP		
Forest Schools support	£13,063.00	Each child to receive 1 term of forest school annually – also additional sessions as an intervention for some children (PP included)		
Pastoral Support	£16260.00	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	£2643.25 breakfast subsidy £673.20 daily fruit snack	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 – including potential visit to link school (no pupil excluded)	£2829.15 trips £1227.18 holiday clubs £138.58 music tuition	Subsidy for trips – PP Payment for holiday and after school clubs, music tuition - PP		