

1. Summary information					
School	Buxton Primary School				
Academic Year	2020/21	Total PP budget	£37,660	Date of most recent PP Review	Oct 20
Total number of pupils	193	Number of pupils eligible for PP	28 (14%)	Date for next internal review of this strategy	Jan 21

2. Current attainment and progress		
EYFS 2019-20 Spring Term	<i>Pupils eligible for PP</i>	<i>Non PP Pupils</i>
% of pupils achieving a good level of development (GLD)	NA	NA
% of pupils achieving at least the expected standard in Reading	NA	83%
% of pupils achieving at least the expected standard in Writing	NA	77%
% of pupils achieving at least the expected standard in Numbers	NA	87%
Year 1 Phonics 2019-20 Spring Term	<i>Pupils eligible for PP</i>	<i>Non PP Pupils</i>
% of pupils achieving the expected standard in Year 1 Phonics	NA	NA
KS1 2019-20 Spring Term	<i>Pupils eligible for PP</i>	<i>Non PP Pupils</i>
% of pupils achieving at least expected standard in reading	75%	77%
% of pupils achieving at least expected standard in writing	75%	69%
% of pupils achieving at least expected standard in maths	75%	69%
KS2 2019-2020 Spring Term	<i>Pupils eligible for PP</i>	<i>Non PP Pupils</i>
% of pupils achieving at least expected standard in reading	50%	83%
% of pupils achieving at least expected standard in writing	50%	83%

% of pupils achieving at least expected standard in maths	67%	83%
% of pupils achieving expected standard or above in R/W/M	50%	78%
Average progress score in reading	NA	NA
Average progress score in writing (TA)	NA	NA
Average progress score in maths	NA	NA

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)

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

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

A.	Improved language acquisition during early years, measured using the EYFS framework via specific intervention and Forest Schools
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.
C.	Increased proportions of PP pupils attaining ARE in moderated writing assessments in all year groups.
D.	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 2020 - 21

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 = £ 37 660 Number of PP children 28/196 = 14%

Links to Barriers	Item / Project	Estimated Cost	Objective	Outcome
D, I, J	% of Pastoral Lead Pastoral Care, Nurture, Mental Health & Well-being, Child Protection, First Aid, behaviour intervention	£ 9 500	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"> - To support the social & emotional development of children (Boxall Profile) - To support the mental health and well-being of children and offer practical advice to families in this respect - To safeguard children 	
A, D, F, J	% of Forest Schools / Outdoor Learning Provision 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"> - 100% pupils to show improvements in at least one of 5 areas (evident through observations): 1. Confidence 2. Social skills 3. Language and communication 4. Motivation and concentration 5. Physical skills	

A, B, C, D, E, F, G	Speech, Language and Communication Needs (SLCN) Interventions (Communicating Matters) Targeted use of WellComm screening & intervention for SLCN. BPVS to be introduced as targeted assessment across school.	£ 5 172	HLTA delivering SLCN interventions to address needs at an early stage in order to promote improved communication skills. Identifying SLC needs across all age groups using recognised assessment tools. <ul style="list-style-type: none"> - Identify potential needs using BPVS / WellComm - To accelerate development of speech, pronunciation and clarity for children with speech delay - To bring pupil with speech delay up to ARE of speech measured by the WellComm assessment - 100% of participating pupils to show improvements on exit assessments. 	
A, B, C, E, G	Core Curriculum ICT Software (Maths Rock Stars, Numicon, Classroom Secrets, Read Write Inc, Nessy, Clicker, Numicon)	£ 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"> - 100% positive participation from pupils - Positive outcomes in core curriculum areas 	
B, C, D, E, F, G, L	Targeted Pupil Individual / Group Support Specialist Teaching Assistant (Y6), Intervention trained TAs (whole school) and small group work (teachers)	£ 10 000	To raise attainment in Maths and English, for PP children in order to achieve at least 65 - 85% ARE in teacher and National <ul style="list-style-type: none"> - To close the gap and accelerate progress in Reading, Writing and Maths by making at least 2 points progress over one half term 	
Total Predicted Expenditure		£ 37 672	Pupil Premium Forecast £ 37 660	

PP = Pupil Premium

(%) = Proportion of Pupil Premium money being spent relative to total cost

ARE = Age Related Expectation

The cost figures will need adjusting to actual income received. Where outgoings are over the predicted expenditure, the main budget will have been used to compensate any Pupil Premium underfunding.