

Pupil premium strategy / self-evaluation

• Summary information					
School	Buckingham Primary Academy				
Academic Year	2020/21	Total PP budget	£124080	Date of most recent PP Review	07/2020
Total number of pupils	292	Number of pupils eligible for PP	94	Date for next internal review of this strategy	12/2020
• Current attainment					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving expected standard or above in reading, writing & maths			R – 80% W – 73% M - 73%	R - 68% W – 71% M – 68%	
Progress measure reading			86% made expected or better progress.	93% made expected or better progress.	
Progress measure writing			77% made expected or better progress.	100% made expected or better progress.	
Progress measure maths			79% made expected or better progress.	93% made expected or better progress.	
• Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					

A	<ul style="list-style-type: none"> Preparedness to learn and ability to fully participate without school intervention 	
B	<ul style="list-style-type: none"> Learning dispositions and low aspirations 	
C	<ul style="list-style-type: none"> Language development 	
D	<ul style="list-style-type: none"> Low attainment on entry to school 	
E	<ul style="list-style-type: none"> Underdeveloped cultural literacy 	
F	<ul style="list-style-type: none"> Disadvantaged pupils during partial lockdown in summer 2020 who did not engage with school. 	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
G	<ul style="list-style-type: none"> Persistent absenteeism (particularly pupils who did not engage with school during lockdown) 	
H	<ul style="list-style-type: none"> Parental support including learning resources (and poor community adult literacy and numeracy) 	
I	<ul style="list-style-type: none"> A significant congruence between disadvantage & significant family issues including SEN/Safeguarding/partial lockdown during the summer 2020 (access to online home learning) 	
<ul style="list-style-type: none"> Intended outcomes <i>(specific outcomes and how they will be measured)</i> 		Success criteria
<ul style="list-style-type: none"> 	Presence and participation - To ensure that pupil premium pupils are present and ready to participate in their learning.	Attendance to increase to 96% and to impact on attainment and progress and % of pupils at ARE at the end of the academic year
<ul style="list-style-type: none"> 	PP with low starting points are in receipt of targeted intervention – focus on Y1 phonics &	% of PP achieving phonics screening increases & % at ARE to be in line with national.

•	% of PP achieving RWM at the end of Key Stage 1 increases	% of PP achieving RWM at the end of KS1 to increase in-line with national
•	% of PP achieving RWM at the end of KS2 increases	% of PP achieving RWM to increase in-line with national
•	Persistent absenteeism of disadvantaged pupils to decrease to be in line with national or less.(14%)	Reduce persistent absenteeism of PP pupils
•	Aspirations – to increase PP aspirations and resilience to achieve	PP to have opportunities to further develop skills & cultural experiences to have aspirations.

• Review of expenditure				
Previous Academic Year				
• Quality of teaching for all				
Action	Intended outcome	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
To ensure PP reach expected milestones in the core subjects. Gaps are narrowed,	Increase in attainment of the % of PP pupils at ARE & GD at the end of KS2	Reading – 80% achieved ARE Writing -73% achieved ARE Maths – 73% achieved ARE RWM – 60% achieved ARE Expected or more progress since the end of KS1 - R – 86% W – 77% M – 75%	Targeted to start in the autumn term. Focus on PP who did not achieve ARE at the end of KS1.	£20500
	Increase in attainment of the % of PP pupils at ARE & GD at the end of KS1	RWM – 59% achieved ARE Expected or more progress R- 71% W – 59% M – 59%	Targeted support and intervention to start in the autumn term. Focus on PP who did not achieve GLD and who did not attend during partial lockdown (summer 2020)	
	AVP for Inclusion to support CTs to create an inclusive environment for all	Increase in the number PP pupils ready and present to learn with a focus on emotional coaching in the Autumn Term 2020.	Early identification of PP pupils who may be at risk of not ready and present to learn. Targeted and bespoke support for CTs to be refined further.	£7500
• Targeted support				

Action	Intended outcome	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
PP with low starting points are in receipt of targeted intervention – S&L and phonics	% of pupils achieving ARE & GD at the end of KS1 to increase.% achieving phonics screening to increase.	57% of PP pupils were on track to achieve phonics screening at the end of the Spring Term 2020. Pupils in Y2 in Autumn 2020 to have a baseline phonics assessment to identify gaps in learning. See appendix 1	Targeted to start in the autumn term. Baseline assessment of phonics for pupils upon entry to identify gaps in phonic knowledge. Training for staff in phonics and delivery in classrooms.	£24000
• Other approaches				
Action	Intended outcome	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
To ensure that PP are equipped with the skills to access learning.	Increase the % of pupils at ARE in the core subjects. Increase in the % of pupils equipped with the skills to access learning. Attendance increases.	Increase in the % of PP at ARE. Increase in the % of PP pupils making good or better progress across the school. Therapeutic interventions have benefited as majority of pupils self-esteem and resilience has increased and have skills to access learning. See appendix 1	Pupils to be identified at the beginning of the autumn term. Supplementary interventions to start from September 2020. JIGSAW to continue take place at a set time each week to ensure routines are in place and to tackle any wellbeing/emotional issues from lockdown.	£52440
Cultural and experiential	Y4/Y5/Y6 PP pupils to have the opportunity to participate & perform	PP pupils have further developed a variety of skills in music. PP have developed a variety of skills through trips and cultural experiences.	To increase further small group/ one2one tuition for PP pupils in Y5/Y6 who have shown some potential in Y4 music sessions to continue with new procedures in place from September 2020.	£10500

	to a variety of audiences.			
Character and resilience – PP to have skills to access learning and gaps narrowed.	PP to have access to supplementary interventions to support and develop life skills.	Interventions put into place from the end of Autumn 2019 had a positive impact on character and resilience for most pupils.	Interventions to support with self-esteem and resilience to begin from the beginning of the Autumn Term. Pupils identified at the end of the summer term 2020. Interventions to include: POWER, ELSA, Lego Therapy, Advotalk	£3500
Increase attendance of PP pupils and decrease persistent absenteeism of PP pupils to be in line with national.	To ensure that pupil premium pupils are present and ready to participate in their learning.	16% of disadvantaged PA pupils attendance increased from the previous year. Note % based on the autumn term and part of the spring term before lockdown in mid-March 2020. 22 vulnerable pupils targeted during partial opening to take up a place at school.	Persistent absenteeism disadvantaged pupils targeted from the beginning of the autumn term 2020. Daily phone calls and follow up home visits to take place. All PP pupils incentivised to attend school and can see a purpose.	£16500

• Planned expenditure

Academic year	
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

• Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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To ensure PP reach expected milestones in the core subjects. Gaps are narrowed in KS2.	% of PP achieving RWM at the end of KS2 to close the gap with national.	Low achievement of pupils in Y6 at the end of KS1 and the gap needs to close. Baseline assessment to identify gaps.	Quality first teaching in the classroom. Ensuring an inclusive classroom. Targeted support for key pupils. (see AIP). Reading resources. Maths resources. Lexia club & sharing of information. Reading plus.	Vice Principal & Y6 Team	November 2019 £5000 - interventions £5000 – resources £3000 – Lexia resources/training
To ensure PP reach expected milestones in the core subjects. Gaps are narrowed in KS1.	% of PP pupils achieving phonics screening at the end of KS1 to have increased in line with national.	An identified group PP pupils who have joined BPA in KS1 did not achieve phonics screening at the end of Y1.	Targeted phonics and basic skills intervention	SENCo and phonics leader (Vice Principal)	November 2019 £5000 – resources £3500 – digital resources £15000 – Phonics dev / S&L
Total budgeted cost					£33 500
• Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support PP pupils who are in crisis due to due to outside influences.	Pupils who are identified to be in crisis due to outside influences to be provided with immediate support in school and appropriate referrals to take place if appropriate.	Number of PP pupils experienced trauma which can have a direct impact on school life due to outside influences and ability for readiness to learn and access the curriculum.	Draw upon the expertise of outside agencies & professionals to support with mental health of target PP pupils – EP, Advotalk Wellbeing Team to provide target interventions – Lego Therapy, POWER, HEADSTART, My Star, JIGSAW	SENCo	Half Termly / December 2019 £8000 – Leadership £30 000 Wellbeing workers £18 000 Therapeutic interventions £5000 PSHE prog & resources including training £8000 EP/outside professionals

Total budgeted cost					£68000
• Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance of PP pupils and decrease persistent absenteeism of PP pupils to be in line with national.	Attendance % of disadvantaged pupils to increase and gaps closed in line with national.	The gap between % of disadvantaged pupils who are persistently absent and national to decrease as not in line with national.	Attendance officer to make initial contact. Targeted support / interventions for pupils with support from Wellbeing Team, outside professionals. Purposeful incentives for pupils. Positive relationships between school and home.	SLT	Half Termly £10 000 – Attendance Officer
Broaden cultural experiences to impact on aspirations and resilience.	Y4/Y5/Y6 PP pupils to have the opportunity to participate & perform to a variety of audiences. Identified PP pupils to participate in a music project through the music service in the summer term 2020. (Maybe Virtual) Increased aspirations for pupils in KS2 in readiness for a KS3 curriculum.	To increase further small group/ one2one tuition for PP pupils in Y5/Y6 who have shown some potential in Y4 music sessions. Pupils in UKS2 to access 'Career Taster Sessions' as part of experiential activities.	Class teachers to identify PP pupils who have shown potential in Y4 to continue music tuition. Contact with feeder secondary school/s & colleges & local companies and industries who maybe able to offer workshops/talks	SLT	£ 8000 – Music opportunities £2000 – STEM £2580 – Children's University
Total budgeted cost					£22580
• Additional detail					

- Early Years Pupil Premium – Pupils who are in receipt of Early Years Pupil Premium Funding in the Autumn 2020. Planned expenditure will be to support with early phonics and early reading skills due to the low starting points of pupils upon entry to Early Years.