

Pupil premium strategy / self-evaluation

• Summary information					
School	Buckingham Primary Academy				
Academic Year	2019/20	Total PP budget	£125400	Date of most recent PP Review	07/19
Total number of pupils	244	Number of pupils eligible for PP	81	Date for next internal review of this strategy	12/19
• 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 – 61% W – 67% M - 61%	R - 58% W – 67% M – 50%	
Progress measure reading			72% made expected or better progress.	57% made expected or better progress.	
Progress measure writing			78% made expected or better progress.	78% made expected or better progress.	
Progress measure maths			72% made expected or better progress.	61% 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"> Under developed cultural literacy
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F	<ul style="list-style-type: none"> Persistent absenteeism
G	<ul style="list-style-type: none"> Parental support including learning resources (and poor community adult literacy and numeracy)
H	<ul style="list-style-type: none"> A significant congruence between disadvantage & significant family issues including SEN/Safeguarding
<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.
<ul style="list-style-type: none"> % 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
<ul style="list-style-type: none"> % 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.

• 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 – 61% achieved ARE Writing -67% achieved ARE Maths – 61% achieved ARE RWM – 56% achieved ARE Expected or more progress since the end of KS1 - 12R – 67% 13W – 72% 12M – 67%	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 – 69% achieved ARE Expected or more progress R- 92% W – 100% M – 85%	Targeted support and intervention to start in the autumn term. Focus on PP who did not achieve GLD	
	AVP for Inclusion to support CTs to create an inclusive environment for all	Increase in the number PP pupils ready and present to learn particularly from the Spring term 2019 onwards.	Early identification of PP pupils who maybe 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	% of pupils achieving ARE & GD at the end	% of PP pupils who attended FS2 at Buckingham achieved phonics screening increased at the end	Targeted to start in the autumn term. Focus on PP who did not achieve GLD at the end of EYs –	£24000

are in receipt of targeted intervention – S&L and phonics	of KS1 to increase.% achieving phonics screening to increase.	of KS1. % of PP pupils who made good or better progress increased. See appendix 1	particularly PP EAL and PP boys. PP pupils new to the school in KS1 to be in receipt of targeted intervention much sooner. Training for staff positive.	
• 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 earlier in the term and Interventions to start from the beginning of each term. JIGSAW to take place at a set time each week to ensure routines are in place.	£52440
Cultural and experiential	Y4/Y5/Y6 PP pupils to have the opportunity to participate & perform to a variety of audiences.	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. Pupils in UKS2 to access 'Career Taster Sessions' as part of experiential activities.	£10500
Character and resilience – PP to have skills to access learning	PP to have access to after school provision and to develop life	Interventions put into place from the end of Autumn 2018 had a positive impact on character	Interventions to support with self esteem and resilience to begin from the beginning of the Autumn Term. Pupils identified at the end of the	£3500

and gaps narrowed.	skills.	and resilience for most pupils.	summer term 2019. Interventions to include: POWER, ELSA, Lego Therapy, Advotalk		
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.	76% of disadvantaged PA pupils attendance increased from the previous year. 52% of disadvantaged PA pupils increased to 90% plus from the previous year.	Persistent absenteeism disadvantaged pupils targeted from the beginning of the autumn term. Pupils in UKS2 incentivised to attend school and can see a purpose.	£16500	
• Planned expenditure					
Academic year					
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?
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 Y5 and Y6 at the end of KS1 and the gap needs to close.	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.	Principal & Vice Principal	November 2019 £5000 - interventions £5000 – resources £3000 – Lexia resources/training
To ensure PP	% of PP pupils achieving phonics	An identified group PP pupils	Targeted phonics and basic	SENCo and	November 2019

reach expected milestones in the core subjects. Gaps are narrowed in KS1.	screening at the end of KS1 to have increased in line with national.	who have joined BPA in KS1 did not achieve phonics screening at the end of Y1.	skills intervention	phonics leader.	£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	Attendance % of disadvantaged pupils to increase and gaps closed in line with national.	The gap between % of disadvantaged pupils who are persistently absent and	Attendance officer to make initial contact. Targeted support / interventions for	SLT	Half Termly £10 000 – Attendance Officer

decrease persistent absenteeism of PP pupils to be in line with national.		national to decrease as not in line with national.	pupils with support from Wellbeing Team, outside professionals. Purposeful incentives for pupils. Positive relationships between school and home. See appendix 2		
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. 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. Work with Children's university to identify trips/ experience under, 'I'm Ambitious'. Contact with feeder secondary school/s & colleges & local companies and industries who maybe able to offer workshops/talks	SLT	£ 8000 – Music opportunities £2000 – STEM £3900 – Children's University
Total budgeted cost					£23900
• Additional detail					
<ul style="list-style-type: none"> • School to work closely with Children's University to secure 'I'm Ambitious' opportunities for pupils in Y5/Y6. • Early Years Pupil Premium – currently 4 pupils who are in receipt of Early Years Pupil Premium Funding in the Autumn 2019. 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. 					

