



Buckingham Pupil Premium strategy statement (primary)

Summary information					
School	Buckingham Primary Academy				
Academic Year	2018/19	Total PP budget	£134940	Date of most recent PP Review	Sum 2018
Total number of pupils	308	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Jan 2019

Barriers to future attainment (for pupils eligible for PP, including high ability)													
	<ul style="list-style-type: none"> • Preparedness to learn and ability to fully participate without school intervention • Persistent absenteeism • Parental support including learning resources (and poor community adult literacy and numeracy skills) • Learning dispositions and low aspirations • Language development • Low attainment on entry to school • Under developed cultural literacy • A significant congruence between disadvantage & significant family issues including SEN/Safeguarding 												
Desired outcomes													
	<table border="1"> <thead> <tr> <th></th> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Presence and participation To ensure that pupil premium pupils are present and ready to participate in their learning.</td> <td>Attendance to increase to 96% and to impact on attainment and progress and % of pupils at ARE at the end of the academic year</td> </tr> <tr> <td>2.</td> <td>Persistent absenteeism of disadvantaged pupils to decrease to be in line with national or less. (14%)</td> <td>Persistent absenteeism to decrease from 14%</td> </tr> <tr> <td>3.</td> <td>Speech and language</td> <td>Increase the number of pupils who are in receipt of SALT in FS / KS.</td> </tr> </tbody> </table>		<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	1.	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	2.	Persistent absenteeism of disadvantaged pupils to decrease to be in line with national or less. (14%)	Persistent absenteeism to decrease from 14%	3.	Speech and language	Increase the number of pupils who are in receipt of SALT in FS / KS.
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3.	Speech and language	Increase the number of pupils who are in receipt of SALT in FS / KS.											



	To ensure that pupil premium with a low starting point are in receipt of targeted intervention	Impact on phonics screening results and number of pupils at ARE at the end of Y1 to be in line with national average.
4.	Focused intervention To ensure that pupil premium reach their expected milestones in the core subjects. Gaps are narrowed.	A significant increase in attainment and progress of reading across the school and % of pupils at ARE. A significant increase in attainment of maths at the end of KS2 and % pupils at ARE. KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE in RWM
5.	Learning to learn To ensure that pupil premium are equipped with the skills to access learning. To ensure that assessment for learning ensures pupil premium are ready to learn.	Increase in attainment and progress across the school and % of pupils at ARE in the core subjects % pupils equipped with skills to access learning increases.
6.	Cultural and experiential	Disadvantaged pupils to have the opportunity to further develop a variety of skills across a range of cultural experiences. (City of Culture/Trip to London)



Pupil Premium Review

Summary successful approaches:

- Pupil Premium funding is ring fenced to spend on the target group
- A high level of expectations are maintained for the target group
- The School thoroughly analyse which pupils are underachieving and why
- The School uses evidence to allocate funding to have a positive impact using a range of strategies.
- The School knows that high quality teaching is vital, rather than the use of interventions to compensate for poor teaching.
- The School has completed research on which intervention work and the evidence to back it up. These can be found on :
<http://educationendowmentfoundation.org/toolkit/>
- There is effective use of achievement data to check interventions' impact and to make adjustments where necessary
- There has been a substantial investment to ensure there are highly trained support staff working across the school to target specific individuals / groups.
- There is a senior leader with oversight of how Pupil Premium funding is being spent and this is monitored regularly.
- Teacher's / staff know which pupils are eligible for pupil premium
- The school is able to demonstrate impact
- Governors and Trustees are involved



Background

The Academy serves a locality of high sociology economic disadvantage - proxy and absolute measure (xx% of national average). The school has good evidence that the data underestimates the need. The school is exploring ways of increasing the registration. Travellers are a vulnerable group. Total number of pupils receiving pupil premium: 82. Percentage of pupils receiving pupil premium: 27%

- High levels of PP in current
- Universal FSM has had an impact on FSM registration - school is being proactive in ensuring all those who may be entitled to FSM are registered.
- Total amount of pupil premium funding: 2018: £134940

Barriers to learning

There have been a number of barriers to learning identified through analysis and research over the previous academic year.

- Preparedness to learn and ability to fully participate without school intervention
- Persistent absenteeism
- Parental support including learning resources (and poor community adult literacy and numeracy skills)
- Learning dispositions and low aspirations
- Language development
- Low attainment on entry to school
- Under developed cultural literacy
- A significant congruence between disadvantage & significant family issues including SEN/Safeguarding

To meet the needs of pupils in receipt of pupil premium the above factors have been taken as key drivers. Spending allocation for 2018 – 2019 is set out below.



Spending for 2018 – 2019 is £134 940

<p>Presence and participation To ensure that pupil premium pupils are present and ready to participate in their learning. Persistent absenteeism of disadvantaged pupils</p>			
Amount Allocated - £16 500			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none"> Attendance 	£8000	<ul style="list-style-type: none"> To follow up absence immediately once registers have been completed. Target families of pupils who are persistently late / poor attendance 	<p>Attendance to be 96%</p> <p>Increase attendance for targeted pupils / families and reduce persistent absenteeism.</p>
<ul style="list-style-type: none"> Parenting courses - phonics, ICT - targeted at Pupil Premium parents 	£1000	<ul style="list-style-type: none"> Courses to be set up across the year with a focus on pupil premium parents / family members to gain a recognised qualification in IT. 	<p>Parents able to support pupils at home and to impact on attainment and progress and % of pupils at ARE</p>
<ul style="list-style-type: none"> Breakfast club and after school provision 	£7500	<ul style="list-style-type: none"> Pupils to be encouraged to attend Breakfast Club and have access to a variety of clubs. PA disadvantaged pupils to be targeted to attend before/after school provision. 	<p>Impact on attendance & persistent absenteeism.</p> <p>Impact on developing a range of skills</p> <p>Prepared for learning at the start of the day</p> <p>Impact on attainment and progress and % of pupils at ARE</p>



Speech and language To ensure that pupil premium with a low starting point are in receipt of targeted intervention			
Amount allocated - £24 000			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none">• Speech and language development - early intervention• Speech and language resources	£22 000	<ul style="list-style-type: none">- Training of staff to deliver SALT effectively and to increase capacity and delivery for early intervention.- Appropriate resources to support SALT to deliver effective teaching.- Professional development – targeted interventions and training for staff	<ul style="list-style-type: none">- Increase the % of pupils who achieve ARE in KS1 & to have a positive impact on vocabulary.- Increase in the % of disadvantaged pupils who achieve greater depth at the end of KS1. - Impact on phonics screening results and % of disadvantaged pupils at ARE at the end of Y1 & at the end of KS1
<ul style="list-style-type: none">• Phonics development	£2000	<ul style="list-style-type: none">- Training for staff to deliver phonics (Janet Phillips)	



Focused intervention To ensure that pupil premium reach their expected milestones in the core subjects. Gaps are narrowed.			
<ul style="list-style-type: none"> Amount allocated - £20 500 			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none"> Targeted KS2 interventions 	£5000	<ul style="list-style-type: none"> Additional support for disadvantaged pupils in Y6 Y6 disadvantaged pupils to develop the skills / resilience to be test ready. 	<ul style="list-style-type: none"> Increase in attainment and progress and % of pupils at ARE Increase in % of disadvantaged pupils achieving greater depth at the end of KS2.
<ul style="list-style-type: none"> Targeted KS1 interventions 	£5000	<ul style="list-style-type: none"> Additional support for disadvantaged pupils in KS1 to develop reading / writing skills and resilience. 	<ul style="list-style-type: none"> Increase in attainment and progress and % of pupils at ARE
<ul style="list-style-type: none"> STEM 	£2000	<ul style="list-style-type: none"> Disadvantaged pupils in UKS2 to be in receipt of STEM opportunities through Hull and SIEMANS. 	<ul style="list-style-type: none"> Aspirations are instilled for pupils in terms of choices made.
<ul style="list-style-type: none"> Reading and maths resources 	£ 5000	<ul style="list-style-type: none"> Quality texts to deliver a broad curriculum Maths resources 	<ul style="list-style-type: none"> Increase in attainment and progress and % of pupils at ARE -
<ul style="list-style-type: none"> Digital access 	£3500	<ul style="list-style-type: none"> Pupils to have access to digital technology in school Pupils to develop IT skills 	<ul style="list-style-type: none"> Impact on development of digital skills Impact on attainment and progress and % of pupils at ARE



Learning to learn To ensure that pupil premium are equipped with the skills to access learning. To ensure that assessment for learning ensures pupil premium are ready to learn.			
Amount allocated - £52 440			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none"> Well being workers x 2 	£30 000	<ul style="list-style-type: none"> Identification of pupils who will benefit from 'My Star' to support disadvantaged pupils in crisis. 	<ul style="list-style-type: none"> Increase in attainment and progress across the school and % of pupils at ARE in the core subjects % pupils equipped with skills to access learning increases. Impact on attendance and persistence absenteeism
<ul style="list-style-type: none"> PSHE Programmes 	£4440	<ul style="list-style-type: none"> Jigsaw / HEADSTART to be delivered across the whole school within the classroom and become threaded through the schools ethos for a restorative approach. 	
<ul style="list-style-type: none"> Therapeutic interventions 	£18 000	<ul style="list-style-type: none"> Identification of pupils who will benefit from the following interventions: POWER Training Delivery of Art Therapy Lego Therapy 	



Cultural and experiential			
Amount allocated - £10 500			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none">Wider opportunities in music (Year 4 and 5 focus - 36 PP)	£3000	<ul style="list-style-type: none">- Disadvantaged pupils to have the opportunity to participate in the Wider Opportunities initiative- Opportunity to perform at the City Hall and other venues- Opportunity to participate to a variety of audiences	<ul style="list-style-type: none">- Disadvantaged pupils to further develop a variety of skills in music
<ul style="list-style-type: none">Educational visits	£7500	<ul style="list-style-type: none">- Disadvantaged pupils to have the opportunity to participate in a variety of trips linked to the curriculum including a team building activity for Y6.	<ul style="list-style-type: none">- Disadvantaged pupils to further develop a variety of skills- Increase in attainment and progress



Character and resilience To impact on pupil premium to ensure pupils have the skills to access learning and gaps are closing.			
Amount allocated - £3500			
Specific Allocation	Amount	Actions	Impact
<ul style="list-style-type: none">Clubs – to include cooking / chess / table tennis / science	£3500	<ul style="list-style-type: none">Pupils able to access after school provision and to develop life skills.	<ul style="list-style-type: none">Increase in perseverance and resilience.

Leadership and accountability To ensure that pupil premium reach their expected milestones in the core subjects. Gaps are narrowed.			
Amount allocated £7500			
Specific Allocation	Amount	Actions	Impact
Designated leadership responsibilities	£7500	<ul style="list-style-type: none">AVP for Inclusion to support CTs to create an inclusive environment for all	<ul style="list-style-type: none">Disadvantaged pupils ready and present to learn.Increase in attainment and progress