



Pupil Premium Strategy 2019-20



Be Ready and Willing to Learn



Be Determined and Resilient



Be Reflective



Be Resourceful and Independent



Be a Cooperative Team Player



Be Curious and Inquisitive

Objectives of spending PPG

In addition to the key principles of Buglawton Primary School we intend to do the following:

- Reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths
- Ensure stretch and challenge opportunities for the high ability PPG pupils
- Ensure pupils are fully engaged in school life and enrichment opportunities
- Ensure that parents understand their role in supporting their child's learning
- Ensure that pupils have the resources and support to aid home learning
- Increase targeted extended school opportunities for PPG pupils
- Increase the range of services available to support the wellbeing of PPG pupils
- Increase the aspirations of pupils for future education and career paths
- Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families.



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1. Summary information					
School	Buglawton Primary School				
Academic Year	2019-20	Total PP budget	£ 70,260	Date of most recent PP Review	September 19
Total number of pupils	206	Number of pupils eligible for PP	54	Date for next internal review of this strategy	February 19
LAC (1 pupil)	£1900	Military (1 pupil)	£300	PP	£69,960

	Pupils eligible for PP (2018/19) Attainment Expected	PP National Average (2018/19) Attainment Expected	Pupils eligible for PP (2018/19) Attainment Greater Depth	PP National Average (2018/19) Attainment Greater Depth	National Average (2018/19) Attainment Expected	National Average (2018/19) Attainment Greater Depth
EYFS	50%	TBC	N/A		72%	N/A
KS1 Phonics	60%	TBC	N/A		82%	N/A
KS1 Reading	57%	TBC	0%		75%	25%
KS1 Writing	57%	TBC	0%		69%	15%
KS1 Maths	71%	TBC	0%		76%	22%
KS1 Combined RWM		TBC			65%	11%
KS2 Reading	75%	TBC	25%		73%	27%
KS2 Writing	76%	TBC	13%		78%	20%
KS2 Maths	76%	TBC	38%		79%	27%
KS2 Combined RWM		51%		5%	65%	11%



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2. Barriers to future attainment / progress	
In-school barriers	
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lower Levels of attainment in reading writing, maths, grammar and spelling
4	Low self-esteem
5	Accessing extra-curricular activities
6	Additional Needs support to meet the individual's needs
7	Difficulty making friendships
External barriers	
8	Lower attendance rates
9	Limited access to a wide range of life experiences due to limited social mobility
10	Provision of equipment for school
11	Parental support/engagement/aspirations
12	Personal, Social, Behavioural and Emotional issues
13	Gaps in knowledge from prior stages of education from other education providers
14	In year transfer pupils from other schools / and models of education e.g. 2 Tier/3 Tier. Gaps in knowledge
15	The ability or desire to access to peripatetic music lessons
16	Lower numeracy and literacy levels at home on arrival from other education providers
17	Support at home with homework tasks
18	Not having a breakfast/healthy breakfast in the morning
19	Poor punctuality record



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Planned expenditure						
Academic year	2019-20					
Barrier to Learning	Chosen action / approach (Implementation)	What is the evidence and rationale for this choice?	Intended outcomes and action (Intent) Monitoring	Staff Lead	Cost	Impact
Reading ages being below and in some cases significantly below their chronological age.(1)	Development of Guided Reading activities across the school through a range of new texts.	Reading Comprehension Strategies: additional 6 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	Improve the reading of all pupils specifically disadvantaged pupils and those pupils whose chronological reading age is below their actual age. To develop pupil's ability not only to read but to comprehend text and allow them to access materials in other subjects e.g. maths. To improve reading of pupils who are below their chronological reading age.	RJ	£3500	RJ to monitor and track reading comprehension data.
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning (6)	<ul style="list-style-type: none"> Staff CPD Pupil Pursuit by staff from different subject areas PP Fortnightly pupil focus 	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	Progress from Termly data analysed Pupil voice feedback Seating plans and improvement of pupil attainment, progress, attendance and behaviour data as per monitoring cycle Staff CPD being linked to evidence in pupil books, in pupil voice and Progress Check Data Seating plans and teachers/teaching assistants planning and support for specific learners Lesson observation feedback, learning walk analysis, book scrutiny information	RJ RJ	£8000	RJ to host half-termly meetings with pupils; termly meetings with teachers to monitor and review the impact.



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<p>Access to trips and music lessons and the access to a wide range of life experiences (6)</p> <p>The ability or desire to access to peripatetic music lessons (15)</p>	<p>Provide where suitable the funding for pupils to take part in trips and receive peripatetic music lessons</p>	<p><i>Outdoor Learning: 4 months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p><i>Arts Participation: 2 months additional progress when successful</i></p>	<p>Pupil voice on experiences and self-esteem questionnaires</p> <p>Affiliated Boards of Music certification, participation in music lessons</p>	<p>RJ</p> <p>RJ</p>	<p>£5000</p> <p>£1000</p>	<p>Rosenburg Self-esteem questionnaire to be used alongside the academic achievement of music grades.</p>
<p>Lower levels of attendance to school (8)</p> <p>Personal, social, emotional and behavioural issues (12)</p>	<p>Attendance Clinics.</p>	<p>Behaviour Interventions: 3 months additional progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	<p>Attendance and Pastoral data reviewed, weekly, half termly, termly and annually.</p> <p>Diminish the differences between PP pupils and all other pupils against key pastoral national measures.</p>	<p>RJ/NC</p> <p>Class Teacher</p>	<p>£3000</p>	<p>Session Attendance Summary:</p> <p>Monitoring of CPOMS for incidents arising.</p>



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<p>Gaps in knowledge from prior entry to stage of education from other education providers (13)</p> <p>In year transfer pupils from other schools</p> <p>Lower Levels of attainment in reading writing and maths of more able, disadvantaged learners on entry (14)</p>	<p>Booster small group tuition in both KS1 and KS2</p>	<p>Small Group Tuition in English and Maths: 4 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Individualised instructions: 3months additional progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>	<p>Internal and external assessment data and comparisons from point of entry</p>	<p>RJ</p>	<p>£20000</p>	<p>Internal & External progress & attainment measures:</p>
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<p>Parental support/engagement/aspirations (11)</p> <p>Low aspirations / low learner self-regard/ Emotional difficulties (2)</p> <p>Limited access to a wide range of life experiences due to limited social mobility (9)</p>	<p>Career discussion group</p> <p>Family learning sessions</p> <p>Funding towards school visits, trips and residential trips.</p>	<p>Parental Engagement Strategies: 3 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p><i>Outdoor Learning: 4 months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Increased attainment and progress of identified pupils in comparison with national measures and internal school measures for all other pupils.</p> <p>Careers questionnaire after careers discussion group</p> <p>Records of attendees to family learning sessions, parent and pupil voice. Improved self-esteem, self-awareness and self-respect</p> <p>Pupil voice to measure the impact</p>	<p>RJ</p> <p>RJ</p> <p>RJ</p>	<p>£5000</p> <p>£5500</p>	<p>Parental engagement for SEND/PP pupils</p> <p>Number of pupils involved</p> <p>Number of pupils involved And impact on experiences</p>
<p>Low self-esteem (4)</p> <p>Difficulty making friendships (7)</p>	<p>Nurture Groups: Resilient Classrooms; Cool Connections; Emotional well-being; Mindfulness; Socially Speaking; Friendship Formula</p> <p>Forest School Project (weekly small group)</p>	<p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Pupils learning skills and strategies to control their feelings and to interact better with others.</p> <p>Pupil voice to measure the impact and class teachers to monitor pupils' use of strategies in the classroom.</p> <p>Play Therapy sessions.</p> <p>Mindfulness and relaxation sessions</p> <p>Pupils learning strategies and approaches to improve resilience, team work and problem solving.</p>	<p>RJ</p>	<p>£7700</p> <p>£3000</p> <p>£3260</p>	<p>Improved self-confidence and self-esteem in assessments and general learning in the classroom.</p>



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<p>Support at home with homework tasks (17)</p> <p>Provision of equipment for school (10)</p> <p>Parental support/engagement/aspirations (11)</p>	<p>SATs revision guides</p> <p>School uniform</p>	<p><i>Homework support: 5 Months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/</p>	<p>Increased attainment and progress of identified pupils in comparison with national measures and internal school measures for all other pupils.</p> <p>Pupils feel a sense of belonging with the school as well as being prepared and equipped.</p>	<p>RJ</p>	<p>£150</p> <p>£100</p>	<p>SATs revision guides purchased</p> <p>All pupils wearing appropriate clothes for school and PE sessions.</p>
<p>Additional needs support to meet the individual's needs alongside parental support, engagement and aspirations (11) & (6)</p>	<p>Academic and pastorally focused visits to the homes of new starters to meet and engage with parents and pupils ahead of starting school</p> <p>SWANS</p>	<p>Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p>	<p>Pupil Voice</p> <p>Parent Voice</p> <p>SWANS pastoral care through health and well being support</p>	<p>AK/JA</p>	<p>£1000</p> <p>£1500</p>	<p>Questionnaire for all pupils for PP Analysis</p> <p>Initial visits and 'stay and play' organised.</p> <p>Improved relationships and friendships.</p>



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<p>Not having a healthy breakfast in the morning (18) Poor punctuality record (19)</p>	<p>Ensuring pupils have a healthy start to the day and are fit and ready to learn.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/</p>	<p>Free Breakfast & After-school club fees for PPG children.</p>	<p>RJ</p>	<p>£2000</p>	<p>Number of pupils using the breakfast club improved focus, readiness and academic achievement.</p>
<p>Lower Levels of attainment in reading writing, maths, grammar and spelling (3)</p>	<p>Ensuring that pupils have the resources that engage and help them to make progress in reading, writing, maths, grammar and spelling through online engaging programs/games.</p>	<p>Teaching primary pupils strategies to support their working memory and getting them to practise these by playing online games can boost their maths results by the equivalent of an additional three months, according to new research published by the Education Endowment Foundation (EEF) https://educationendowmentfoundation.org.uk/news/new-eef-trial-3-months-boost-maths-results-from-improving-working-memory/</p>	<p>Pupils' accuracy in spellings improved through the online 'game' features of 'Spelling Shed'</p> <p>Pupils' accuracy in mental arithmetic improved through the online 'game' features of 'TT Rockstars'</p> <p>Pupils' accuracy in understanding and applying grammar terminology improved through the online 'game' features of 'www.spag.com'</p>	<p>RJ</p>	<p>£150 £200 £200</p>	<p>Increased attainment and progress of pupils' performance in weekly spelling tests, mental arithmetic and grammar papers.</p>
<p>Total Spend</p>					<p>£70,260</p>	



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