

Pupil premium report for Buckton Vale Primary School

Pupil premium spending 2020-2021

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|--|----------------|---|------------------|
| Date of most recent pupil premium review: | September 2020 | Date of next pupil premium review: | July 2021 |
| Total number of pupils: | 283 | Total pupil premium budget: | £91,045 |
| Number of pupils eligible for pupil premium: | 61 | Amount of pupil premium received per child: | £1,345 |
| Ever 6 children | 57 | Pupil Premium LAC/Former LAC | £2,345 per child |
| Service children | 1 | | |

Strategy Statement

At Buckton Vale Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

The pupil premium is allocated to schools for: children of statutory school age from low-income families who have been eligible for free school meals at any point in the last 6 years (FSM); children who have been looked after continuously for more than six months and children whose parents are currently working in the armed forces.

In order to meet our aim of diminishing the gap between Pupil-Premium and non-Pupil-premium, our core approaches have included providing additional academic support to pupils through careful identification of their needs; providing pastoral support to children who require it; supporting low-income families financially through the payment of school trips/uniform and addressing any other issue that may arise to ensure the children receiving PP make accelerated progress.

INFORMATION

Assessment information

| EYFS – TARGET JULY 2020 | | | |
|---|--|----------------------------|------------------|
| | Pupils eligible for pupil premium (PP) | All pupils inc PP children | |
| | | School Average | National average |
| PP Data is for 8 children 38% of children sit on the SEN and PP register | | | |
| Good level of development (GLD) | 63% | 80% | 71.8% |
| Reading | 63% | 80% | 76.9% |
| Writing | 63% | 80% | 73.7% |
| Number | 63% | 80% | 79.9% |

| YEAR 1 PHONICS SCREENING CHECK – DATA BASED ON PREDICTIONS DUE TO COVID19 | | |
|---|------------|------------------|
| <i>PP Data is for 8 children</i> | | |
| <i>38% of children sit on the SEN and PP register</i> | | |
| Pupils eligible for PP- | All pupils | National average |
| 75% | 88% | 81% |

END OF KS1 2019 – DATA BASED ON PREDICTIONS DUE TO COVID19

| | Pupils eligible for PP | All pupils | |
|--|------------------------|----------------|------------------|
| <i>9 children eligible for PP</i> <i>44% of children sit on the SEN and PP register</i> | | School results | National average |
| % achieving expected standard or above in reading, writing and maths | N/A | N/A | N/A |
| % achieving expected standard in reading | 55% | 77% | 75% |
| % achieving expected standard in writing | 44% | 70% | 69% |
| % achieving expected standard in maths | 44% | 79% | 76% |

END OF KS2 2019- DATA BASED ON PREDICTIONS DUE TO COVID19

| | Pupils eligible for PP | Pupils not eligible for PP | |
|---|------------------------|----------------------------|------------------|
| <i>10 children eligible for PP</i> <i>% of children sit on the SEN and PP register</i> | | School results | National average |
| % achieving expected standard or above in reading, writing and maths | 40% | 67% | 65% |
| % making expected standard in reading | 70% | 83% | 73% |

END OF KS2 2019- DATA BASED ON PREDICTIONS DUE TO COVID19

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|---------------------------------------|-----|-----|-----|
| % making expected standard in writing | 80% | 81% | 78% |
| % making expected standard in maths | 50% | 76% | 79% |

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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|---|---|
| A | Additional SEN needs (currently 31% of our Pupil Premium pupils) |
| B | Lack of confidence and self-belief |
| C | Communication and language skills on entry |
| D | Access to IT at home when self-isolating or bubble closures |
| E | Low attendance |
| F | Home environment and lack of routine |
| G | High levels of emotional needs |

INTENDED OUTCOMES

| Specific outcomes | | Success criteria |
|-------------------|--|------------------|
| H | To improve the progress and attainment of children | Improved data |

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|---|---|--|
| I | To narrow the gap between Pupil-Premium pupils and non-Pupil Premium pupils | Improved data |
| J | To provide curriculum enhancement for Pupil-Premium pupils | Participation in all areas of the curriculum |
| K | To provide pastoral support to children who require it | Children's pastoral needs met |

Planned expenditure for current academic year

| ACADEMIC YEAR 2020 | | | | | |
|--|---|--|--|----------------------------------|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Cost Implications | When will you review this? |
| Continue to monitor Attendance amongst PP Pupils with support from the Local Authority and our partnership | To ensure children are engaged in learning both when we are in school full time and during pending lockdowns. | Children from disadvantaged families have lower attendance % than their peers. | Attendance plans for those children who are below the expected % HLTA time given to support families and encourage attendance | £8,900 (2x day per week HLTA) | July 2021 |
| Provide support to whole families through the use of Team around the family. Use Early help and external agencies where appropriate. | | There is an increase in need for additional support external to school. This will improve the mental health of the children, financial situation for families, improved communications, and improved engagement. | Pastoral care support provided for children through ELSA and attachment training. Time provided to HLTA and teachers to fill in EH documentation. | | July 2021 |

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|---|--|--|---|---|--|
| Continue to raise standards in Year 1 phonics so that results remain on track and exceed national % data. | RWI embedded in school EYFS and KS1. For all children to make progress from starting points. Whether in lockdown or in school. | On return from lockdown a drop in % of children on track to reach phonic standards identified. (down from 88% to 23%) (Current Y2) | Experienced UPS teacher to support the phonics in Y1 full day per week. | £8,600 | Termly monitoring |
| PP children to receive 1:1 support daily from TA to catch up with peers. | During in school learning. Review if lockdown occurs. | PP children significantly behind after lockdown. Support required to bridge gaps identified in autumn term testing. | Timetabling of PP children receiving support from TA within class bubble. | £39,100 | Termly monitoring |
| To consider the well-being of all children through Positive Psychology programme PERMA | Training of all staff through structured INSET days. X3 | An increasing number of children are showing anxiety and this we believe will increase after COVID19 return. | Headteacher to attend PERMA training – EVERY DAY MAGIC. All staff trained in PERMA through INSET. Review of the curriculum and implementation of PERMA across school. | £3,650 | Ongoing through teaching and learning. |
| To support children through attachment disorders to enable further academic progress. | Training of all staff through attachment training. Twilights | An increasing number of children are demonstrating issues linked to attachment disorder, emotional deregulation and trauma. | Provide whole school training (Through Intraquest psychology service) so that all staff can support children with attachment/emotional regulation, including several lunchtime support staff members. | £4,550 | Ongoing throughout the year. |
| To purchase a class set of iPads for use in the school. | PP children to be able to log into machines to access all online resources quickly and for efficiency | Children on PP register hugely disadvantaged in terms of IT. | Training required for staff to be able to use iPads so that the best use of them can be made. | £12,000 Planned spend April 2021 | July 2021 |

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|--|--|--|---|--------------------|-------------------|
| To support Families in financial crisis with uniform, clubs and vouchers including SPP | Families will have support to meet the needs of daily life during Lockdown | Families are in crisis and struggling financially during Lockdown. | Support given for families in crisis through wellbeing check in calls. | £3000 | July 21 |
| To purchase online RWI training for teachers | For staff to feel confident and highly skilled in delivering RWI sessions. | PP children significantly behind following lockdown. Rapid progress needed in phonics including high quality 1-1 interventions from skilled practitioners. | RWI lead to train staff via modelling and support. Virtual development day | £1,725 | July 2021 |
| To continue to implement forest school provision in KS2 | For children to learn about the environment, healthy eating and the value of nature. | To support the mental health of the children and merge outdoor and indoor learning. | HLTA 1 X day per week all year | £5,382.00 | Ongoing |
| To continue to implement forest school provision in EYFS and KS1 | | | TA 2 1 X day a week all year | £4,146,00 | Ongoing |
| | | | | Total spend | £91,053.00 |

Review of expenditure from previous academic year

Pupil Premium Impact and Spend Detail 2019-2020

Total Funding Allocation **£80,100**

Total Budget Allocation **£82,725**

| Identified Barrier to learning | Internal or External | How we intend to overcome the barrier | Our measure of success | Lead Person | Budget | Budget Catego | Impact |
|--|----------------------|--|--|-------------|-----------------------------|------------------------------|---|
| Problem solving and reasoning has been identified as a barrier to learning and is a focus to develop across school to ensure all children inc PP are able to apply their math learning in a range of situations. | Internal | Continue to build on the bank of practical resources to support the development of problem solving and reasoning across the school. | Improved progress for PP children in 2019/20 cohort. Improved progress of PP progress in all year groups. | SB | £5000 | Non Staffing Costs | Early indications were positive and mathematics results were predicted to be positive all year groups for 2020. Unfortunately, full impact could not be measured due to lockdown. |
| Attendance amongst PPG pupils is lower than the school target of 95% | External | The attendance officer from the MSCP in partnership with the school attendance officer has been asked to focus on PP or vulnerable children who fall below 96% attendance and conduct home visits when required. HLTA to spend of her time tracking attendance and acting promptly on issues of absence with clear warning procedures. | 97% attendance in PPG pupils | JC | 2,694 | Staffing - Support | During lockdown all PP and vulnerable families were contacted at least twice a week. % of vulnerable families in attendance therefore increased overtime. |
| Develop a love of reading in all years with a focus upon progress of PP children in all year groups | Internal | Purchase more reading books for each key stage based on the reading scheme and Ofsted agenda. | A high % of chd are reading daily and more chd are reaching ARE/GD | HW | EYFS - £2000 KS1 - £2000 | Non Staffing Costs | RWI books have been purchased and are being used to support the reading of all children on the phonics scheme. Phonic data predictions show 91% and are the best results for the school in a number of years. |
| Develop a writing curriculum that encourages children to reach greater depth | Internal | Purchase equipment and resources to support PP children to reach their potential in writing. Staff training | A higher % of children reaching ARE/GD | HW | £4000 | Non staffing Costs/ staffing | Greater depth standards in writing was predicted at 19% for KS1 and 36% for KS2. ARE was at 70% for KS1 and 81% KS2 |

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| To ensure all PP vulnerable children are dressed in suitable uniform and feel that they belong to our school and community by taking part in school trips and after school clubs. | Internal | Provide funding for children eligible | All children are involved and prepared for school. | JC/LC | £3000 | Non Staffing Costs | Uniform was provided for children in need as well as the cost of trips covered so all children felt part of the school community and can take part in all activities. |
| To ensure all PP children are making expected progress and gaps are closing in EYFS | Internal | TA support and intervention in EYFS daily | Increase in attainment and progress of children in EYFS | DL | 9,165 | Staffing - Support | Daily interventions were shown to have an impact on children's progress. GLD target was at 80% above National. |
| Ensure the gap narrows for pupils with language delay and difficulties. | Internal | Speech and language specialist TA delivering LEAP program and Speech and Language intervention as well as in class literacy | Improved progress of PP attainment in all classes. | KQ | 20,149 | Staffing - Support | 1-1 Speech and Language support was provided for children in all year groups. This has impacted the increase in literacy levels predicted to reach ARE. |
| Children are dealing with significant loss affecting their wellbeing in school. | Internal | Supporting the children and families through the grief recovery program. | Children are complete with their loss and their wellbeing improved. | DB | £1000 | Staffing/ non staffing | The Headteacher deliver Grief Recovery to children dealing with loss. Key members of staff were trained to support children as needed. |
| Children with pastoral issues are struggling to access the curriculum due to personal conflicts. | Internal | Working directly with pastoral lead to support children in small groups and 1-1 situations. | Children are confident and supported in their wellbeing and mental health | KQ/JC | £5000 | Staffing | Pastoral care was provided for vulnerable families and those in receipt of PP through the school year and in Lockdown. Additional resources provided for those who needed it to ensure they could learn and access the home learning and curriculum. |
| Children's in upper KS2 have lower maths progress than their peers | Internal | TA to support these children in targeted interventions over 2 days. | Children's progress is accelerated and the gap diminishes between their peers. | KQ | 9,165 | Staffing | Predicted data for KS2 children sets at least 76% of children to reach the expected standard and 31% greater depth. |

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|--|----------|---|--|--------------------------------|--------|------------------------------|--|
| Children in lower KS2 have lower maths progress than their peers | Internal | TA to support these children in targeted interventions, 5 hours a week. | Children's progress is accelerated and the gap diminishes between their peers. | KQ | 3,742 | Staffing | Predicted data for KS2 children sets at least 76% of children to reach the expected standard and 31% greater depth. |
| An increased number of vulnerable children has identified a need to access resource and training to support more 'nurture opportunities' | internal | DHT to support staff to attend training such as Lego therapy and create a nurture timetable to support our vulnerable children. | Children's well-being is appropriately met which will positively impact on their learning. | KQ | £5000 | Staffing/ non staffing | Training was attended and a nurture room has been created to be used by identified children. |
| Year 1 phonics results are now in line with national, school now to aim to raise targets above national. | Internal | HLTA to work in year 1 for 4 mornings a week to give targeted interventions RWI | Phonics screening check improves to be above national. | HW/KQ | 10,810 | Staffing | At start of Lockdown, recent assessment showed 92% of children on track for passing the phonics screening in year 1. |
| | | | | Total Spend £82,725 | | | |