

Pupil premium strategy statement (primary)

1. Summary information					
School	Old Buckenham Primary School				
Academic Year	2017-18	Total PP budget	£23,600	Date of most recent PP Review	Sept 2018
Total number of pupils	199	Number of pupils eligible for PP	17	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	51%	62%
% making progress in reading	66%	61%
% making progress in writing	47%	52%
% making progress in maths	53%	68%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language difficulties and hearing are lower for some children eligible for PP in Reception.
B.	PP children make less progress than non PP children in Maths.
C.	A number of PP children throughout the school are struggling to deal with their emotions and display lower levels of social and emotional intelligence.
D.	Teaching Assistants do not have time to liaise with teachers, to prepare for learning or feedback on children's progress and attainment, and therefore limited impact on learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Non-identified.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and receptive language and literacy competency for pupils eligible for PP in EYFS and KS1.	Pupils eligible for PP in EYFS and KS1 will make rapid progress in their language development so that by the end of the year all pupils eligible for PP meet age related expectations.
B.	Children eligible for PP will make increased progress in Maths due to focusing on their barriers to learning.	PP children will make increased progress to bring them in line with non-PP children. Children will speak positively about Maths and feel achievement in their Maths Meetings.

C.	Higher levels of emotional and social intelligence and increased feeling of self-worth across the school.	There will be an increase in the THRIVE indicators across the school as a result of the THRIVE Approach Intervention.
D.	Teaching Assistants will support learning and scaffold children's thinking with prior knowledge of the teaching sequence and target support accordingly.	Pupils eligible for PP will make as much progress as 'other' pupils in maths, reading and writing. Measured by teacher assessments and pupil progress meetings, and termly PIRA and PUMA tests.

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased progress in Maths. PP children will close the gap in their progress with non-PP children in Maths.	Maths Mastery Approach including introducing Maths Meetings, at least 3 times a week across each class.	The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. On average, The EEF found pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.	Staff training and sharing of ideas – 5/9/17. Drop in sessions to monitor provision. Further staff meetings, modelling of meetings. Pupil perception.	MR/JH	January 2018
Children are able to talk about their feelings in a controlled way. They will display improved social and emotional intelligence and a positive sense of self.	THRIVE Approach Provision – Timetabled Nurture provision. All class teachers have whole class objective based on THRIVE indicators.	The Thrive Approach is grounded in the latest scientific developments in neuroscience. In the Thrive Approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate,	THRIVE provision monitored through indicators. This is then analysed to assess progress. Drop-in sessions to ensure standard of provision. Pupil perception of their feelings.	ST/AC	November 2017.

Improved progress for all children in English and Maths.	Maximising the Impact of Teaching Assistant Project.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.	Pupil Progress meetings will demonstrate impact. The new meeting proforma will demonstrate discussions with teachers and teaching assistants, including PP children.	AC/JH	December 2017.
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Total budgeted cost £16407

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will demonstrate an increased acquisition of receptive and oral language and an increase in confidence to bring them in line with peers.	Talk Boost Provision in Years R and 1 will address this issue, and plug early gaps in listening and attention, vocabulary, sentence building, storytelling and conversations.	<i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention.	Talk Boost Intervention assessments will demonstrate increased confidence and application of language. Monitoring of intervention will demonstrate high quality provision and careful record keeping.	AC/LP	April 2018
Children in KS1 will increase their confidence in reading and writing, in line with age related expectations.	Early Literacy Support programme, delivered each day to children for 5 weeks.	Early Literacy Support (ELS) is one of the Primary National Strategy's suite of catch-up programmes. There is a developmental sequence of phonic, sentence-level and text-level work in reading and writing. Evidence shows that children made modest and equal progress, and maintained their gains three months after the programmes ended.	Monitoring of provision. Baseline and end of intervention assessments.	AC/SB/TD	February 2018
All PP children will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	Research has shown a positive effect of extra-curricular experience on both education and career outcomes – giving children from richer families another edge. This adds up to a clear need to make good extra-curricular activities more available to less advantaged children.	Ensure parents of PP children are informed of the school being able to financially contribute to extra-curricular activities. Encourage take-up of these where the school would deem it to be particularly beneficial.	AC/JH/SK	July 2017

Total budgeted cost £1543

6. Review of expenditure

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Increased progress in Maths. PP children will close the gap in their progress with non-PP children in Maths.	Maths Mastery Approach including introducing Maths Meetings, at least 3 times a week across each class.	18/21 children made positive progress in relation to their maths age. 9/21 children made accelerated progress and of these 3 children more than doubled expected progress. Maths Meetings have continued to be monitored by the Maths Lead and have shown a significant impact on children's learning – this has been evident in Maths observations and attainment data across the school. The impact had been for all pupils, not just those eligible for PP. There was a pleasing increase in attainment for maths across both KS1 and 2. (KS1: 2017: 68% 2018:74%) (KS2: 2017:66% 2018:74%) End of KS2 Maths: PP children: Progress: +2.76 Average scaled score: 105.75	Maths mastery is an approach that we will continue to embed. Recent training has supported teacher confidence and resourcing from the Academy Trust has enabled a more thorough and exciting delivery. Although Maths will continue to be high profile across the school, and this approach will continue, this area does not need to feature on the PP strategy next year.	
Children are able to talk about their feelings in a controlled way. They will display improved social and emotional intelligence and a positive sense of self.	THRIVE Approach Provision has been replaced with COMPASS. Timetabled Nurture provision. All class teachers have whole class objective based on COMPASS indicators.	COMPASS data shows that the provision has positively impacted on children. There has been a benefit for all children accessing the support. Anecdotal data from staff also supports the impact of this provision.	The provision needs to be extended. A number of PP children need support at various times of the day eg. coming into school, sensory breaks etc, when COMPASS isn't timetabled. We therefore need to extend this provision so it is accessible at all times for children who need it. This provision will require a full-time nurture TA and a space suitable to meet with children/and or parents.	

Improved progress for all children in English and Maths.	Maximising the Impact of Teaching Assistant Project.	<p>17/22 children made positive progress in relation to their reading age. 9/22 children made accelerated progress and of these 5 children more than doubled expected progress.</p> <p>18/21 children made positive progress in relation to their age. 9/21 children made accelerated progress and of these 3 children more than doubled expected progress.</p> <p>The impact has been for all pupils, not just those eligible for PP. There was a pleasing increase in attainment for all subjects across both KS1 and 2.</p> <p>Maths: KS1: 2017: 68% 2018:74%, KS2: 2017:66% 2018:74%.</p> <p>Reading: KS1: 2017: 71% 2018:74%, KS2: 2017:63%, 2018: 87%</p> <p>Writing: KS1: 2017: 64%, 2018: 67%, KS2: 2017:66% 2018: 77%</p> <p><u>End of KS2: PP children:</u></p> <p>Progress: Reading: +8.26, Writing: +1.81, Maths: +2.76</p> <p>Average point score: Reading: 111.75, Maths: 105.75</p>	<p>A tighter recording system using a simple proforma has been introduced to ensure meeting time is focused. Work needs to be done on children's involvement and engagement with lessons and whether they are more willing to ask and answer questions in lessons. We would look to continue this approach.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	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
Children will demonstrate an increased acquisition of receptive and oral language and an increase in confidence to bring them in line with peers.	Talk Boost Provision in Years R and 1 will address this issue, and plug early gaps in listening and attention, vocabulary, sentence building, storytelling and conversations.	This did not run due to re-directed staffing	This has worked well in previous years and we would look to continue this with year 1 accessing in the Spring Term and Year R accessing in the Summer Term. We would look to continue this approach.	
Children in KS1 will increase their confidence in reading and writing, in line with age related expectations.	Early Literacy Support programme, delivered each day to children for 5 weeks.	This delivered mixed results, mainly because of the lack of directed time available. Most children benefited, however this could have been maximised, with strategic thought.	This began in January for our year 2 children. I would propose this occurs in January again, but for the group of Year 1 PP children. We would look to continue this approach.	

All PP children will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	1 parent asked for financial support towards school trips. We used financial support towards 3 other children where payment wasn't given.	Parents were informed of this in September 2017. This needs to be done annually in September to maximise the impact. We would look to continue this approach.	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.