

Pupil premium strategy statement (primary)

1. Summary information					
School	Old Buckenham Primary School				
Academic Year	2018-19	Total PP budget	£28,360	Date of most recent PP Review	Sept 2018
Total number of pupils	199	Number of pupils eligible for PP	20	Date for next internal review of this strategy	April 2019

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	50%	51%
% making progress in reading	75%	64%
% making progress in writing	75%	67%
% making progress in maths	50%	64%

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.	A number of PP children have Sensory Processing Difficulties which are affecting their concentration and learning.	
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.	
E.	A number of PP children did not pass their Phonics screening at year 1, some of these have continued to struggle in reading.	
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 show more focus in class. This will be measured by pupil perception, staff feedback about children within the classroom, and the use of sensory checklists to assess progress	PP children will demonstrated increased concentration in lessons.
C.	Higher levels of emotional and social intelligence and increased feeling of self-worth across the school. COMPASS indicators completed by teachers will measure this.	There will be an increase in the COMPASS indicators across the school as a result of the COMPASS Approach Intervention.
D.	Teaching Assistants will support learning and scaffold children's thinking with prior knowledge of the teaching sequence and target support accordingly. Morning meeting and feedback documentation will measure this.	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 White Rose tests.
E.	Children eligible for PP will make increased progress in reading due to focusing on their barriers to learning. PIRA standardised scores throughout the year will measure this.	Children will make increase progress in reading to bring them in line with non-PP children. Children will speak positively about reading. They will demonstrate increased standardised scores in reading.

5. Planned expenditure

Academic year **2018-19**

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?
Children's focus and concentration will increase. Their vestibular, interoception and proprioception senses will improve and this will bring about greater gross and fine skills will improve.	Sensory integration therapy aims to help children with sensory processing issues by exposing them to sensory stimulation in a structured, repetitive way.	There has been increasing neuroscience evidence for the use of Sensory Integration to treat SPD in children. Children will have the opportunity to engage in sensory experiences in order to promote neurological plasticity to enhance function. The theory behind it is that over time, the brain will adapt and allow children to process and react to sensations more efficiently.	Staff training 1/10/18 & 29/10/18. Pupil perception. Staff feedback about children within the classroom. Use of sensory checklists to assess progress	ST/LT/AC	January 2019
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.	COMPASS Provision – Timetabled Nurture provision. All class teachers assess whole class against objectives based on COMPASS indicators.	The Nurture Approach is grounded in the latest scientific developments in neuroscience. In COMPASS we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. 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, targeted interventions.	COMPASS 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 2018. March 2019 July 2019

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.
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/SB	April 2019
Children eligible for PP who didn't meet year 1 phonics threshold with close the gap for their reading level.	Individual and targeted reading and comprehension activities through cracking comprehension.	Evidence shows children progress more rapidly with individual and regular (daily) practice and teaching. Studies show that intense support can make a considerable difference to accelerated progress in reading.	Records will show progress of the children and engagement with learning. Checks in December, March and June will measure progress against a standardised score.	AC/KP	April 2019
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/SM/TD/SB	February 2019

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 2019
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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

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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

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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.