

BUCKNALL PRIMARY SCHOOL



PUPIL PREMIUM 2017-18 IMPACT STATEMENT

Amount of Pupil Premium Funding received 2017-18

Number of pupils eligible	10
Total Pupil Premium (PP) received	£10,560

Key Expenditure

Area of spend	Focus	Total allocation
Family Support Worker – Counselling sessions, Nurture sessions, Child protection lead, support families in their homes with parenting skills and behaviour management	Personal and Social	£1,000
Targeted Support – smaller class sizes, small Intervention groups, one-to-one tutoring sessions, TA in each classroom	English and Maths	£4,670
Well-being support – Nurture groups, therapy sessions, provision of uniform,	Personal and social	£4,390
Enriching the Curriculum – mini ipads for Intervention groups, Subsidised KS2 Residential, subsidised trips, music lessons, enrichment days	English, Maths, Personal and social	£500

Rationale for expenditure

As identified in the Self-Assessment Form (SEF), accelerated progress is required for PP pupils in three key areas: Reading, Writing and Maths. Allocated staff training funding has been dedicated with particular focus on pupils not on target to achieve AREs in Reading, Writing and Maths through the introduction across the school of 'Maths Mastery' and 'Active English' work schemes. There is also a focus on Y6 attainment with PP tuition time once a week to support PP pupils who are currently not meeting AREs to achieve ARE, or who are meeting AREs to achieve Greater Depth by the end of Year 6.

TA hours have been allocated across all year groups to provide further support to PP pupils with specific reading, writing or maths difficulties. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents/carers are unable to pay for school trips, residentials and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Attainment: Bucknall Primary School (BPS) against National Y6 SATS (July 2018)

READING	Average Scale Score		% expected		% greater depth	
	BPS	National	BPS	National	BPS	National
All pupils (3)	Suppressed	105	Suppressed	75%	Suppressed	28%
Disadvantaged (2)	Suppressed	103	Suppressed	64%	Suppressed	18%
Non-Disadvantaged (1)	Suppressed	106	Suppressed	80%	Suppressed	32%
School gap	Suppressed	-3	Suppressed	-16%	Suppressed	-14%

WRITING	% expected		% greater depth	
	BPS	National	BPS	National
All pupils (3)	Suppressed	78%	Suppressed	20%
Disadvantaged (2)	Suppressed	68%	Suppressed	11%
Non-Disadvantaged (1)	Suppressed	83%	Suppressed	24%
School gap	Suppressed	-15%	Suppressed	-13%

MATHS	Average Scale Score		% expected		% greater depth	
	BPS	National	BPS	National	BPS	National
All pupils (3)	Suppressed	104	Suppressed	76%	Suppressed	24%
Disadvantaged (2)	Suppressed	102	Suppressed	64%	Suppressed	14%
Non-Disadvantaged (1)	Suppressed	105	Suppressed	80%	Suppressed	28%
School gap	Suppressed	-3	Suppressed	-3%	Suppressed	-14%

READING, WRITING & MATHS COMBINED	% expected		% greater depth	
	BPS	National	National	BPS
All pupils (3)	Suppressed	64%	38%	Suppressed
Disadvantaged (2)	Suppressed	51%	0%	Suppressed
Non- Disadvantaged (1)	Suppressed	70%	50%	Suppressed
School gap	Suppressed	-19%	-50%	Suppressed

SPAGS	Average Scale Score		% expected		% greater depth	
	BPS	National	BPS	National	BPS	National
All pupils (16)	Suppressed	106	Suppressed	78%	Suppressed	34%
Disadvantaged (2)	Suppressed	104	Suppressed	67%	Suppressed	24%
Non- Disadvantaged (14)	Suppressed	107	Suppressed	82%	Suppressed	39%
School gap	Suppressed	-3	Suppressed	-15%	Suppressed	-15%

Bucknall Primary School's Effective Ways to support disadvantaged pupils' achievement 2017-18

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils attainment. Below outlines our approach at Bucknall Primary School:

- 1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Action	Intended outcomes	Impact
Targeted support	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and Maths (meeting end of year age-related objectives) Improved confidence for pupils in specified areas Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practice and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research in writing units, key vocabulary, concepts in SPAGs and Maths calculation strategies and terminology. Pupils have time to complete homework tasks in unable to do at home. 	<ul style="list-style-type: none"> Pupils receiving PP targeted support have improved learning outcomes – teachers report that pupils are more able to tackle work within the classroom as a result of pre-teaching and consolidation work Confidence within these pupils has grown which can be seen in the work produced in a variety of lessons Good communication between teachers and TAs to ensure the Support sessions feed into the learning taking place in class – evidence in books shows this. Homework break-times proved popular with regular children attending to complete year group homework with support from TA
One-to-one tutoring sessions	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and Maths (meeting end of year age-related objectives) Pupils gain in confidence with key concepts Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> 50% of disadvantaged pupils achieved greater depth in Maths at the end of year 6 – this is 36% higher than the disadvantaged national percentage. Confidence increased within pupils and pupils were able to use their skills to answer and tackle higher-level work.
Introduction of 'Maths Mastery' and 'Active English'	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and Maths (meeting end of year age-related objectives) 	<ul style="list-style-type: none"> 50% of disadvantaged pupils achieved greater depth in Maths at the end of year 6 – this is 36% higher than the disadvantaged

schemes	<ul style="list-style-type: none"> • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work • Concrete resources to support all children • Pupils demonstrating greater reasoning and understanding working at greater depth • Increasing the percentage of children achieving beyond. • Specific reading skills being targeted • Pupils inspired to read and write • Reading is being applied to their writing 	<p>national percentage.</p> <ul style="list-style-type: none"> • Confidence increased within pupils and pupils were able to use their skills to answer and tackle higher-level work. • Teachers and TAs have a greater knowledge of Mastery techniques to help support learning – evidence of this can be seen in pupils’ books and on year group planning. • Pupils’ resilience in problem solving has increased due to embedded Mastery. • Pupils’ enjoyment in reading has increased because of the meaningful links that have been made between reading and writing.
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2. Addressing behaviour and attendance – Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with families.

Action	Intended outcomes	Impact
Family Support Worker And Well-Being Support	<ul style="list-style-type: none"> • Safeguarding Lead (TAC lead) • Providing Nurture activities, including counselling sessions • Providing support to families with parenting skills and behaviour management 	<ul style="list-style-type: none"> • Safeguarding pupils • Improved Social and Emotional Mental Health in pupils and families • Children are more focused and engaged on school work • Improving pupils’ self-esteem and confidence • Better relationships between pupils, their families, other children and staff • Happier and more secure pupils • Confident and happy family environments with better parenting • Parents engaging and communicating with school • Better attendance leading to better

		attainment as more of the curriculum is covered whilst they are present in school
Embedding Core Values across the school	<ul style="list-style-type: none"> • Defined expectations for all children within the school • They are used to celebrate success • Used to support learning • Used to support how children learn 	<ul style="list-style-type: none"> • Children are able to talk about the Values within their lessons and can identify suitable Values to support their learning in individual lessons • Children strive to show these Values around the school and are nominated for Values Awards in Achievement Assembly – this in turn increases their confidence and enjoyment for learning
House Points – whole school reward system based on the Core Values	<ul style="list-style-type: none"> • Pupils demonstrating core values in all lessons • Positive behaviour in class towards learning 	<ul style="list-style-type: none"> • Behaviour is good across all classes • A consistent whole school approach ensures all children are following the same Core Values and are rewarded for showing these, thus increasing their confidence.

3. High quality teaching for all: Schools emphasise ‘quality teaching first’; and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

Action	Intended outcomes	Impact
Setting aspirational targets for specific groups of pupils based on ARE	<ul style="list-style-type: none"> • Teachers ensure tasks set allow for pupils at achieve ARE. • Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve. • A greater proportion of pupils achieve ARE by the end of the year 	<ul style="list-style-type: none"> • The data shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantaged pupils • Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve. •
Intervention Groups	<ul style="list-style-type: none"> • Targeted use of support staff 	<ul style="list-style-type: none"> • Teachers are better equipped at grouping pupils based on attainment and progress

		<p>and will set work appropriate to the needs of the pupils.</p> <ul style="list-style-type: none"> • Intervention Groups allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge. • Support staff are aware of their roles within the class and how best to support pupils within these groups.
Maths Mastery	<ul style="list-style-type: none"> • Concrete resources to support all children • Pupils demonstrating greater reasoning and understanding working at greater depth • Increasing the percentage of children achieving beyond 	<ul style="list-style-type: none"> • Teachers and Support staff have a greater knowledge of how to use Mastery to help support learning – evidence of this can be seen in pupils books, on year group planning and in attainment/progress data • Pupil's confidence with Maths has increased due to embedded Mastery techniques • Pupil's resilience in Maths has increased due to embedded Mastery techniques

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

Action	Intended outcomes	Impact
Intervention Groups	<ul style="list-style-type: none"> • Targeted use of support staff • Misconceptions being addressed quickly • Progress being made quickly • Children catching up and keeping up 	<ul style="list-style-type: none"> • Teachers are better equipped at grouping pupils based on attainment and progress and will set work appropriate to the needs of the pupils. • Intervention Groups allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge. • Support staff are aware of their roles within

		<p>the class and how best to support pupils within these groups.</p> <ul style="list-style-type: none"> Classroom staff aware of the pupils needing extra support – support given during focussed sessions and within lessons to address misconceptions and ensure children are ‘keeping up’ with the curriculum and expectations for the year group.
One-to-one tutoring sessions	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and Maths (meeting end of year age-related objectives) Pupils gain in confidence with key concepts Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> 50% of disadvantaged pupils achieved greater depth in Maths at the end of year 6 – this is 36% higher than the disadvantaged national percentage. Confidence increased within pupils and pupils were able to use their skills to answer and tackle higher-level work.
Funding for Family Support Worker and Counsellor	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupil’s emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. 	<ul style="list-style-type: none"> Emotional needs of pupils understood and addressed with individual strategies put into place to support pupils Regular discussion between FSW/Counsellor and key members of staff to ensure consistent approach to understanding pupil’s needs which leads to increased confidence within the classroom.
Funding for extra-curricular music lessons/clubs/ etc	<ul style="list-style-type: none"> Social skills are developed through participation in a range of activities provided by the school or external providers. Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities Talent, skills and effort in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> No child eligible for PP missed out on participating in extra-curricular activities or receiving extra music tuition (if desired).
Additional learning resources (iPads)	<ul style="list-style-type: none"> Pupils are fully supported by learning resources being made available to them 	<ul style="list-style-type: none"> Resources were purchased to enable all pupils to access support materials to aid in

	<ul style="list-style-type: none"> • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning • A range of learning styles are catered for 	their learning
Funding for school trips and Residentials	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residentials • 	<ul style="list-style-type: none"> • No child eligible for PP missed out on participating in school trips or Residentials

5. Deploying staff effectively: staff devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning

Action	Intended outcomes	Impact
Train TAs in use of Maths Mastery and Active English techniques	<ul style="list-style-type: none"> • TAs supporting groups/individuals to move learning forwards • Improved outcomes for difference groups of pupils 	<ul style="list-style-type: none"> • TAs knowledge of how to use concrete resources within Maths Mastery to support pupils has increased – thus having a positive impact on pupils' confidence and skills within Maths and English

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

Action	Intended outcomes	Impact
Setting aspirational targets for specific groups of pupils based on ARE	<ul style="list-style-type: none"> • Teachers ensure tasks set allow for pupil to achieve ARE • Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve • A greater proportion of pupils achieve ARE by the end of the year 	<ul style="list-style-type: none"> • Data obtained from Target tracker shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantage pupils. In some years and subject, disadvantaged pupils are attaining better

		<p>than non-disadvantaged (see above)</p> <ul style="list-style-type: none"> Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve.
Assessment cycles (loaded onto target tracker termly)	<ul style="list-style-type: none"> Create a manageable system for teachers to identify learning needs of individuals and groups of pupils within their classes. Plan appropriate learning activities and effective support to be able to cater for the individual needs of pupils Strong analysis of data and groups Teachers using data to identify pupils needs 	<ul style="list-style-type: none"> Frequent assessment has allowed teachers to use data accurately to identify pupils' learning needs, review progress and address underperformance quickly Teachers aware of attainment of pupils within their classes to include their attainment at the end of key stages This allows teachers to target specific groups of pupils within their classes to ensure they make the expected progress – targets and individual support is put in place to achieve this.

7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Action	Intended outcomes	Impact
Setting aspirational targets for specific groups of pupils based on ARE	<ul style="list-style-type: none"> Teachers ensure tasks set allow for pupil to achieve ARE Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve A greater proportion of pupils achieve ARE by the end of the year 	<ul style="list-style-type: none"> Data obtained from Target tracker shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantaged pupils. In some years and subject, disadvantaged pupils are attaining better than non-disadvantaged (see above) Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve.
Assessment cycles (loaded onto target	<ul style="list-style-type: none"> Create a manageable system for teachers to identify learning needs of individuals and groups of pupils within 	<ul style="list-style-type: none"> Frequent assessment has allowed teachers to use data accurately to identify pupils'

<p>tracker termly)</p>	<p>their classes.</p> <ul style="list-style-type: none"> • Plan appropriate learning activities and effective support to be able to cater for the individual needs of pupils • Strong analysis of data and groups • Teachers using data to identify pupils needs 	<p>learning needs, review progress and address underperformance quickly</p> <ul style="list-style-type: none"> • Teachers aware of attainment of pupils within their classes to include their attainment at the end of key stages • This allows teachers to target specific groups of pupils within their classes to ensure they make the expected progress – targets and individual support is put in place to achieve this.
<p>Performance management cycle</p>	<ul style="list-style-type: none"> • Hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance 	<ul style="list-style-type: none"> • Teachers are aware of aspirational targets for pupils and planning across the curriculum take account of this
<p>Governor shave a dedicated Pupil Premium link and being proactive in ensuring development and progress of these pupils</p>	<ul style="list-style-type: none"> • Governors have an accurate understanding of the quality of provision and outcome for PP pupils • Governors hold leaders to account and challenge underperformance regarding provisions and progress of PP pupils 	<ul style="list-style-type: none"> • Governors hold staff accountable for low attainment rather than accepting low aspirations and variable performance