



## Pupil Premium Grant - Statement of spend & initiatives: September 2019 - March 2020

### Objectives of spending PPG:

Buglawton Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority (LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, Buglawton Primary School believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provide for all children who may or may not be eligible for Pupil Premium funding.

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.

As a school we ensure that teaching and learning opportunities are as engaging as possible in order to cater for all abilities and deepening understanding and knowledge in all curriculum areas. In addition, we believe that education extends beyond the classroom into the wider world and encourage every child to participate in the range of trips, residentials and experiences that are organised to ensure that their school life is enriched.

To meet this philosophy at Buglawton we are committed to using the Pupil Premium Grant to offer a range of intervention groups and support to improve both academic and emotional outcomes.

Summary Information as known September 2020 for Buglawton Primary School is shown below:



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<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£ 70,260	<b>Date of most recent PP Review</b>	September 19
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	September 20
<b>LAC (1 pupil)</b>	£1900	<b>Military (1 pupil)</b>	£300	<b>PP</b>	£69,960

Barrier to Learning	Chosen action / approach (Implementation)	March 2020 Update	Impact	Spend
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. Introduction of <i>Better Reading Support Partnership</i> with one-to-one TA for identified PPG pupils.	<ul style="list-style-type: none"> <li>Introduction of Better Reading Support Partnership being launched with PP pupils</li> <li>1:1 daily reading with pupils</li> <li>Small group focus on core subjects</li> <li>Y6 Reading Boosters</li> </ul>	<ul style="list-style-type: none"> <li>Pupils showed an increased understanding and more confidence in the different reading comprehension skills through using VIPERS</li> </ul>	<ul style="list-style-type: none"> <li>£3500</li> </ul>
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning (6)	<ul style="list-style-type: none"> <li>Staff CPD</li> <li>Pupil Pursuit by staff from different subject areas</li> <li>PP Fortnightly pupil focus</li> </ul>	<ul style="list-style-type: none"> <li>Staff communications on PP progress and feedback from individual pupils from one-to-one meetings</li> <li>Staff INSET and Staff Meetings focused on strategies to use in order to support the individual needs of learners</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff had a better understanding of how to support PPG pupils in the classroom leading to improved pupil outcomes</li> </ul>	<ul style="list-style-type: none"> <li>£5000</li> </ul>
Access to trips and music lessons and the access to a wide range of life experiences (6) The ability or desire to access to peripatetic music lessons (15)	Provide where suitable the funding for pupils to take part in trips and receive peripatetic music lessons	<ul style="list-style-type: none"> <li>Class Trips have been subsidised</li> <li>Whole school trips to Theatre and Zoo were fully paid for</li> <li>50% of trip costs per child have been paid for</li> </ul>	<ul style="list-style-type: none"> <li>Pupils broadened their understanding of the curriculum being learned in the classroom through real experiences</li> </ul>	<ul style="list-style-type: none"> <li>£1500</li> <li>£1000</li> </ul>
Lower levels of attendance to school (8)	Attendance Clinics.	<ul style="list-style-type: none"> <li>NC has held attendance clinic meetings with 2 PPG families regarding attendance</li> <li>Regular monitoring and sending of letters/ making of phone calls of concern when attendance has significantly dropped</li> </ul>	<ul style="list-style-type: none"> <li>Pupils attendance increased prior to lockdown</li> </ul>	<ul style="list-style-type: none"> <li>£3000</li> </ul>



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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 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>	<ul style="list-style-type: none"> <li>Small group interventions led by Teacher &amp; TAs – particularly in Year 5 where in-year pupils have arrived</li> </ul>	<ul style="list-style-type: none"> <li>Small group interventions displayed significant progress being made with individual disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>£20000</li> <li>£1500</li> </ul>
<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>	<ul style="list-style-type: none"> <li>One-to-one progress meetings have been carried out by RJ – these include aspirations for the future</li> <li>Family learning sessions have been delivered in Reception</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have set their own personal targets for the future</li> <li>Parents/Carers have a better understanding of how to support their child's learning from the early years of education</li> </ul>	<ul style="list-style-type: none"> <li>£1400</li> </ul>
<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>	<ul style="list-style-type: none"> <li>14 pupils have attended these Nurture Groups this year</li> <li>18 pupils have attended a Forest School session this year</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a better understanding of how to moderate their feelings and can use strategies to control their feelings and difficult situations</li> <li>Pupils have a better understanding of working together</li> </ul>	<ul style="list-style-type: none"> <li>£7700</li> <li>£3260</li> </ul>
<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>	<ul style="list-style-type: none"> <li>SATs Revision guides issued to Y6 pupils</li> <li>TT Rockstars Club</li> <li>Homework Club</li> <li>School uniform issued to 6 pupils</li> </ul>	<ul style="list-style-type: none"> <li>Y6 pupil voice reported the work books to be a success</li> </ul>	<ul style="list-style-type: none"> <li>£150</li> <li>£1000</li> </ul>



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<p>Additional needs support to meet the individual's needs alongside parental support, engagement and aspirations (11) &amp; (6)</p> <p>Personal, social, emotional and behavioural issues (12)</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>Specific SEND support for pupils identified with additional needs</p> <p>SWANS</p> <p>Behaviour Support</p> <p>Play Therapy</p> <p>Mindfulness &amp; Yoga</p>	<ul style="list-style-type: none"> <li>• Reception 2019-20 families were visited understand each pupil's individual needs and to build relationships with parents/carers</li> <li>• SEND pupils supported through different interventions in and out of the classroom</li> <li>• SWANS has been accessed by 2 pupils</li> <li>• Behaviour support at Cornerstones</li> <li>• Play Therapy accessed by 3 pupils</li> <li>• 7 pupils accessed mindfulness sessions</li> </ul>	<ul style="list-style-type: none"> <li>• New starters felt well supported and early identification of pupils' needs were identified – this included additional SALT support</li> <li>• Pupils felt supported and more informed of strategies to support their ability to learn in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• £1000</li> <li>• £5000</li> <li>• £1600</li> <li>• £900</li> <li>• £3500</li> </ul>
<p>Not having a healthy breakfast in the morning (18)</p> <p>Poor punctuality record (19)</p>	<p>Ensuring pupils have a healthy start to the day and are fit and ready to learn.</p> <p>Offering an after school club to encourage regular attendance and involvement in the classroom</p>	<ul style="list-style-type: none"> <li>• 5 pupils have accessed Breakfast Club</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' attendance was higher than school average</li> <li>• Pupils were well prepared for their school day</li> </ul>	<ul style="list-style-type: none"> <li>• £2000</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• School has subscribed to Spelling Shed, TT Rockstars, Numbots and Spag.com to engage pupils £1000</li> <li>• TT Rockstars Club attended by 30 pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils were identified with additional group sessions and opportunities to engage with digital software to improve knowledge and understanding – pupils' recall and speed of spellings and times tables was notably improved</li> </ul>	<ul style="list-style-type: none"> <li>• £1000</li> </ul>
			<p>Total Spend: <b>£66010</b></p> <p>Surplus due to COVID-19 lockdown: <b>£4250</b></p>	