

“Inspire and Aspire”

‘Embracing Christian values, we strive to develop a dynamic and inspiring culture of learning, working in partnership with all members of our community; we aspire to be the best we can be now and in the future.’

Pupil Premium Strategy 2017/18

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).

In the 2017/18 financial year, schools received £1,320 for each eligible primary aged pupil.

In 2018/19 financial year the schools will receive £1,320 for each child registered as eligible for FSM at any point in the last 6 years.

Schools will receive £300 for each services child

Schools will also receive £1,900 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30th December 2005, or left under care
- A special guardianship or residential order

More information is available on the Department for Education website:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website. Please see below information regarding how this funding has been spent for the 17/18 year and the impact of this funding.

Our School

Buxted is a rural village school with a separate class for each year group. There are currently 190 pupils on roll. The majority of pupils come from Buxted, with some travelling from local villages, as well as the towns of Uckfield and Crowborough. The pupils come from a mixed socio-economic background with 7.89% of pupils currently receiving pupil premium. The pupils are predominantly Christian, but we warmly welcome pupils from all backgrounds. We encourage all children to be the best they can be.

The school forms part of the South Ashdown Schools’ Federation which was formalised in April 2015 after two years of a successful collaboration partnership with Bonners CE School. Buxted is also part of the St Mark’s Teaching School. At Buxted, we are extremely proud of our church status and our reputation. Our school is very much at the heart of our community.

This report details how Buxted has used its pupil premium and the impact of that spending.

Number of pupils and pupil premium grant (PPG) received 2017/18

Total number of pupils on roll	187
Total % of pupils eligible for PPG	8%
Total amount of PPG received	£20,980

Pupil Premium Expenditure April 2017 – April 2018

Buxted is an inclusive school where a high priority is given to the progress and well-being of pupils deemed to be vulnerable or disadvantaged. At Buxted we have high aspirations and ambitions and believe no child should be left behind. Pupil premium expenditure is based on research and data analysis provided by The Sutton Trust (EEF), Raise Online and Fisher Family Trust, as well as analysis of in-house data.

Monitoring attainment and Progress

Part of the pupil premium each year is used to ensure that the teachers and teaching assistants have time to work closely with inclusion manager to monitor disadvantaged pupils. This includes tracking of data during pupil progress meetings, discussion of the impact of quality first teaching and planning appropriate interventions to support learning. Funding is allocated to provide time to analyse the attainment of all pupils including disadvantaged and provision is adjusted in response.

The school has a key responsibility to close the gap for disadvantaged pupils. A detailed plan is part of daily, termly and annual monitoring for all pupils, but with a particular focus on disadvantaged pupils. The school ensures that all staff are aware of who all requires additional support through pupil premium funding, as well as quality first teaching of these pupils. There is a gap between disadvantaged and other pupils nationally and this gap can also be seen in our school. Buxted is focused on closing this attainment gap.

Summary of impact

-See performance tables below

Social, emotional and nurture.

The school has a strong culture of nurture and we recognise that social and emotional well-being is essential to reducing barriers to learning. The school funds two pastoral support groups that are carried out by highly trained teaching assistants:

Worry Buster for KS2

Boris can Beat it KS1

In addition to this, funding has been allocated to provide a teacher to support pupil premium children in forest school session.

The school also uses pupil premium funding to employ outreach workers/counselling to build on strong relationships with parents and carers and to help families and pupils who may have specific relationship/pastoral/social difficulties. Money has also been used to fund resources and books relating to wellbeing.

Summary of impact

- Entry and exit data questionnaires using pupil voice indicates that the pupils who participate in nurture groups find them highly beneficial and that they are able to input some of the teaching into their everyday lives. Whilst this is hard to quantify it is felt that barriers to learning are broken down if the pupils are able to manage their feelings effectively.
- Counsellors have carried out work with vulnerable learners enabling well-being to enhance. Both parents and teachers report good progress and improvement across the year.
- Peer mediators have been trained and pupils automatically support each other. This has led to a strong sense of family as acknowledged by the outstanding SIAMs 2016 inspection
- Use of pupil voice is strong in the school.

EEF: Social and Emotional learning +4months; EEF: Behaviour Interventions +4months

Training and Deployment of Teaching Assistants

Buxted employs a range of excellent teaching assistants, individual needs assistants and, higher level teaching assistants to support all our children. Effective training and CPD is provided to ensure all assistants are kept up to date with new initiatives in education, behaviour management strategies and how to provide effective teaching and learning. The leaders of the school ensure assistants are deployed in a way that maximises the potential to close the gap between, disadvantaged and other pupils; this may include additional individual or small group tuition programmes.

Summary of impact

Access to pupil progress meetings by all teaching staff means rapid identification of areas for development for individual pupils, with a particular focus on disadvantaged pupils. Whole school analysis includes

identification of in-school gaps and provision of resources has been allocated accordingly. Pupil progress meetings have also led to closer liaison with parents, thereby enlisting improved home learning.
EEF: small group tuition +4months

Enrichment activities

Funding is allocated to ensure disadvantaged children have equal opportunity of access to enrichment activities, e.g. swimming, school trips, clubs etc. Pupil participation is monitored and through discussion between with the families and school may have offered additional activities.

Summary of impact

100% of Disadvantaged pupils were able to access school trips and residential courses.
Outside providers of after school clubs were attended by disadvantaged children and equality of access was monitored by the leaders to ensure those who had not participated in any extracurricular activities were directly offered the opportunity to do so.
100% of disadvantaged pupils had transportation costs to swimming lesson provided for them
Additional parent consultation meetings were offered to identify families to offer support.

EEF: outdoor/adventure +3months

Meta-cognition and learning to learn

In response to research carried out by The Sutton Trust the school has been focussing on learning behaviours and children's meta-cognition. The school has provided training for staff based on Shirley Clarke's training as well as using the 'Thinking Classroom' approach and participating in the Be The Best You Can Be' programme. The children are developing creative and critical thinking skills as well are enhancing a focus on self-assessment and peer and collaborative learning.
Resources to support learning across the curriculum have been purchased for disadvantaged children including children's newspapers, magazines. IT resources and technology

Summary of impact

Meta-cognition is well established across all year groups. This has led to a sense of continuity for the children. Pupils have a strong sense of what excellence looks like.
High level CPD is provided for in the school and all staff consider themselves to be leaders. Several member of staff have provided school to school support including developing pupil premium.

EEF: feedback +8months

Summary of spending 2017-18

Nurture Group and 1:1 tuition	£8,594
Inclusion manager (administration, intervention, monitoring, staff release time x6)	£8,202
Wider Opportunities (trips and clubs)	£1,200
Curriculum resources	£869
Counselling	£2,665
Total	£21,530

Attainment KS2 Leavers in 2018

Age Related Expectations (ARE)	Pupils eligible for PP	Pupils eligible for PP (national average)
% achieving ARE in reading, writing, maths combined	50%	4
% achieving ARE in reading	75%	4
% achieving ARE in writing	75%	4
% achieving ARE in maths	50%	4

This strategy will be reviewed September 2019

How much Pupil Premium we have received this year

Number of pupils and pupil premium grant (PPG) received 2018/19	
Total number of pupils on roll	190
Total % of pupils eligible for PPG	7.89%
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£31,260

Academic Year 2018-2019

For the academic year 2018-19 the school will continue to ensure pupil premium money is used to ensure there is a focus on disadvantaged children to enable them to make good or better progress.

The Pupil Premium allocation for 2018/19 is £31,260

We plan to spend this money on the continuation of successful strategies employed last year alongside planned new interventions such as:

Pupil premium funding	Aim
<p>Booster sessions</p> <p>Cost £18997.43</p>	<p>Years 4,5 and 6 have had additional maths booster every week (1 hr) and Year 6 have had additional boosters for reading, SPAG and maths with both HLTA and teaching staff.</p> <p>Plus additional support for pupil premium children throughout school.</p> <p>Impact: Data tracking</p>
<p>Parental Engagement Projects: Learning Journey Days x 6 per year Sharing Assemblies Parental Worship with Vicar Church Gatherings x 3 per year Parental Information Meetings term 1</p> <p>Anomaly screen Post March 2018 £3,500/3</p> <p>Cost: £1,166.66</p>	<p>The school provides outreach to parents who may find it challenging to participate in some activities. Parent/Carer consultations will be given to support parents with understanding of the education of their child and, where appropriate, help with ideas for learning at home. The SDP will reflect ways that parental engagement can be developed.</p>
<p>Transition funding x 5 days release time</p> <p>Cost: £845</p>	<p>Teachers, assistants and SLT will be given release time to ensure that, through careful and detailed discussion, learning loss between year group change is kept to a minimum.</p> <p>Inclusion Manager to attend transition meetings for pupil premium/SEN children</p> <p>Evidence/Impact: Pupil Voice, book scrutiny, observations</p>
<p>Wider opportunities including after school clubs such as Zyllo Performance, Outdoor Tours/residential visits</p> <p>Cost: £1,200</p>	<p>To enrich the curriculum and ensure all children are able to participate and to give children the opportunity to experience new cultural, social, educational and challenging activities.</p> <p>Impact: Parents/Cares/Pupil Voice</p>
<p>To identify talented/able pupil premium children to ensure adequate challenge and provision 39 (1 per week HLTA SN) x £12.24</p> <p>Cost: £716.04</p>	<p>To maximise learning through the be the best you can be programme/ Some children receiving pupil premium this year are achieving at or above age related expectations in English and Maths so we plan to offer further opportunities for these children, as well as working with parents to support home learning, including digital learning</p>

Inclusion Manager/ staff liaison time (planning, tracking, administration, intervention, monitoring)	Through detailed and careful tracking and monitoring in pupil progress meetings staff ensure that focus is on disadvantaged children to close the gap. Staff CPD and further rigorous detailed analysis allowing bespoke targeted support.
Cost: £3,283.48	
Nurture Groups, Worry Busters, Boris Can Beat It. Also to include small group intervention work such as Jump Ahead	Support to overcome emotional and social barriers to learning as well as to support pupil well being Continued provision of additional TA/INA support for disadvantaged children including delivering strategies advised by outside agencies. Additional funding from the PP budget will be provided to support assessments as appropriate.
Cost: £798.52	
Staff CPD: Cost: Budget £2,500	Staff continued CPD enabling us to support and offer: THRIVE Dyslexia Clicker 7 Effect of trauma on Learning (Ed Psych) Communication in print Use of visuals in the classroom AfA CPD for teaching assistants on effective questioning.
External Agency support Cost: £1,470	Bought in professional services: Ed psych, SALT, ESBAS
Uniform Cost: £200	Uniform promotes a sense of belonging and wellbeing, as a well as enabling pupils to feel part of the community.

