

## Pupil Premium and Catch-up strategy.

1. Summary information					
<b>School</b>	Buxton School				
<b>Academic Year</b>	16/17	<b>Total PP budget</b>	Approx 726000 pounds 2015-16	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	1528 2015 census	<b>Number of pupils eligible for PP</b>	Pri 288 Sec 351 2015 census	<b>Date for next internal review of this strategy</b>	Dec 17

2. 2016 Attainment & Progress for PP pupils		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>KS2 (unvalidated):</b>		
<b>% achieving expected in reading, writing and maths</b>	<b>43%</b>	60%
<b>Progress in reading</b>	<b>-3.64 sig-</b>	0.33
<b>Progress in writing</b>	<b>0.64</b>	0.12
<b>Progress in maths</b>	<b>-1.67 sig-</b>	0.24
<b>KS4 (unvalidated):</b>		
<b>Progress in English</b>	<b>0.47 sig+</b>	0.09
<b>Progress in maths</b>	<b>0.64 sig+</b>	0.11
<b>Progress 8 score</b>	<b>0.50 sig+</b>	0.12
<b>Attainment 8 score</b>	<b>48.63</b>	52.56

3. Barriers to future attainment (for pupils eligible for PP)
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )

<b>A.</b>	Pupils starting school, in nursery/reception, year 7 or as in year transfers at other ages are generally well below typical in most assessed areas, including poor language and communication skills, lack of confidence, social and emotional difficulties.	
<b>B.</b>	EAL factors and other features of disadvantage result in our pupils having a narrow vocabulary, which impacts on reading, spelling and those areas where a wider knowledge and understanding boosts results.	
<b>C.</b>	PP pupils are making slower progress in identified year groups as identified by tracking data.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Access to music, artistic and cultural experiences are varied, as are private tutoring and other parental interventions experienced by other pupils nationally.	
<b>E.</b>	Attendance and punctuality issues.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	To improve progress at KS2 for low ability disadvantaged pupils in maths and all ability disadvantaged pupils in reading.	Progress at least broadly average for these groups.
<b>B.</b>	To improve attainment at KS2 for middle and higher ability pupils in reading at expected and greater depth.	For attainment to be close to NA or above for these groups.
<b>C.</b>	To improve attainment at KS2 in maths for middle ability at expected and higher ability at greater depth.	For attainment to be close to NA or above for these groups.
<b>D.</b>	To improve progress at KS4 of high ability disadvantaged pupils in languages, science and English (although attainment compares more favourably to national).	For high ability disadvantaged groups to be at least broadly average but increasing numbers to be above average and closing the gap to significantly positive.

## 5. Planned expenditure

Academic year

2016-17

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?
Develop QT&L through CPD	Buxton Classroom model Reading through TT Ed.	John Hattie TT reviews.	Training and revisited through systems and monitoring.	NTA JBB/CMO	Termly
Increase challenge	Growth Mindsets Maths training	Carol Dweck School Effectiveness Advisor	Training and learning walks.	NTA/CMO	After training and then termly.
<b>Total budgeted cost</b>					£20000

### 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?
Data and gap analysis used to increase progress at EYFS.	Intervention identified, organised and implemented by HOY and staff. Reception smaller classes.	Previous progress achieved within EYFS. Visits to Outstanding providers to compare practice. Strong phonics outcomes in year 1.	Monitored closely by phase leader.	AHA/ MAL	At data drops and school monitoring points.
Data and gap analysis used to increase progress during KS1 and KS2.	Intervention identified, organised and implemented by HOYs, assistant heads and intervention teacher. Year 6 smaller classes. Including Maths Whizz, booster classes etc	PIXL research.	Close involvement of CMO in years 3 and 4; SPA in years 5 and 6. Invite colleague Headteachers in to give constructive feedback on WWW and EBIs.	CMO/SPA	At data drops and school monitoring points.

Data and gap analysis used to increase progress during KS3 and KS4.	Intervention identified, organised and implemented by MLs, LMs and intervention teacher. Smaller classes.	Previous experience of accelerated progress.	Provide replacement during leave. Frequent meetings to highlight students and progress. Prompt data production and analysis. Constant readjustment to target specific acceleration.	LWI/SBE	At data drops and school monitoring points.
<b>Total budgeted cost</b>					<b>£356000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional human resource to support pupils to increase progress.	Additional TAs.  Full programme of extended school activities to support transition. Data manager team. G32 staff. Phonics lead. Attendance and admin additional resource. Careers guidance. Homework club supervision until 7pm.	Despite Sutton Trust analysis of TAs this enables our inclusive provision to be maintained.  The rest are activities that we have found to be beneficial in keeping PP pupils included, attending and increasing their aspirations.	TAs monitored closely and produce evidence of impact. All staff are line managed and performance managed effectively and appropriate CPD provided where needed.  Phonics data analysed. Destination information collected and pupils supported to make aspirational choices about post 16 intentions. Homework club attendance analysed.	MHO/MDA  KWH  YLA MSP  CML	Termly.  October 31 <sup>st</sup> deadline.  Termly.  Yearly.
Additional non-human resources to increase progress.	4Matrix and FFTaspire data software. ELBA membership. Variety of online and physical resources.	Previous experience of the accuracy and impact. Raises aspirations of pupils, particularly HAPP.	Training regularly provided. Ensure senior leader oversees ELBA programme and pupil participation. Monitoring of use.	STA DMK  MLs	Yearly. Yearly.  Yearly before licence is paid.
<b>Total budgeted cost</b>					<b>£350000</b>

6. Review of expenditure				
Previous Academic Year		New format – please see review on the 2015-2016 format.		
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

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

