

# The Buckingham School

## Pupil Premium Strategy 2021-24

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### Quality First Teaching – The Buckingham Way

1. Improvement in the quality of the curriculum delivered, to ensure that it is ambitious for every child
2. Improvement in the quality of delivery of the curriculum, ensuring that teachers:
  - a. Develop instructional coaching skills
  - b. Develop the principles of effective instruction
  - c. Improve the range and quality of feedback given to students
  - d. Participate in wider departmental and school improvement
  - e. Develop themselves in line with their aspirations
  - f. Participate in the Developing Teaching Programme if they wish to, or are deemed to need to
3. Improvement in the volume and quality of reading opportunities experienced by all
4. Creating The Buckingham Way, a culture that believes in:
  - a. Students taking responsibility for their own choices
  - b. Students being reflective and making even better choices next time
  - c. Students respecting the adults in the school, not least their teachers
5. Positive and empowering relationships

### Targeted Support

Integrated academic interventions programme, featuring a suite of interventions at Waves 1-3

**Wave 1** – these can be delivered in the normal day-to-day curriculum the student receives

**Wave 2** – extra interventions, in place for limited periods, to address gaps in learning

**Wave 3** – specialised interventions, which address barriers to learning

#### Ongoing Core interventions

- Snap core interventions
- Form Time interventions
- “Period 6”
- SEND interventions
- Personalised support
- Peer to Peer tutoring
- Teach Meets

### Wider Strategies

- Positive attendance strategies
- Student First Team – our own Multi-Agency approach
- Breakfast Club
- Support with the “Foundations” – e.g. uniform, stationary, transport, Chromebook subsidy
- Further stakeholder relationship development
- Careers support

### Success for All

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# Pupil Premium Strategy Statement

This statement details how our school's use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding in this academic year, and the effect of last year's spending of Pupil Premium.

## School Overview

Metric	Data
School name	The Buckingham School
Pupils in school	1124
Proportion of disadvantaged pupils	16.2% (years 7-11) 14.77% (all years)
Pupil premium allocation this academic year	£173,740
Carried forward from previous academic year	£0
<b>TOTAL</b>	<b>£173,740</b>
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	December 2021
Review date	July 2021
Statement authorised by	Andrew McGinnes (Headteacher)
Pupil Premium Lead	Anita Baxter (AHT/SENDCo)
Governor Lead	Steve Norman

## Disadvantaged pupil performance overview for last academic year and strategy aims for disadvantaged pupils

Aim	2020-21	Target	Target Date
Progress 8	-0.19 (Pupil Premium) +0.38 (All)	Through effective interventions, reverse the widening of the P8 gap which occurred during lockdown	September 2022
Attainment 8	4.0 (Pupil Premium) 5.2 (All)	Continue to improve the A8 of pupil premium students	September 2022
Percentage of Grade 5+ in English and maths	18.5% (Pupil Premium) 54.4% (All)	Mirror the improved performance of the overall cohort in this measure	September 2022
Attendance	89.4% (Pupil Premium) 94.7% (Non PP)	Reduce the rate of persistent absence amongst pupil premium students	September 2022
EBacc entry	18.5% (Pupil Premium) 26.4% (All)	As part of a wider initiative, increase the proportion of pupil premium students studying for EBacc at Level 2	September 2022

## Teaching priorities for current academic year

Measure	Activity
Continue the improvement in the quality of the curriculum, to ensure that it is ambitious for every student – SEND, HPA,	Development of KS3 mastery curriculum, to develop the idea of MARKS – the knowledge and skills a student needs to progress further
Improve the quality of curriculum delivery, including feedback	Pedagogical improvement model (Walkthrus) with suite of resources to accompany – instructional coaching, effective instruction, and focussing on feedback EEF: “effective feedback” = +8 months progress
Explicitly targeting the development of reading	Increasing the volume and quality of reading – developing students’ resilience to pick up a book and read it EEF: “Good reading comprehension” = +6 months progress
Develop and embed a culture, The Buckingham Way	Ongoing and persistent referencing through staff CPD, student PD, lessons, branding and reinforced with rewards via the Rewards Policy
Barriers to learning these priorities address	QFT most essential for the least engaged students – this will have the largest single impact, according to the EEF: “Good teaching is the most important lever school have to improve outcomes for disadvantaged pupils”

## Targeted academic support for current academic year

Measure	Activity
Integrated academic interventions programme	Suite of interventions at Waves 1-3, taking place in various formats at various times – including improved attendance at these EEF: “small group tuition” = +4 months
Secondary and KS4 ready literacy and numeracy drives	Planning and resourcing appropriate interventions for ensuring literacy and numeracy are not barriers to next steps
Barriers to learning these priorities address	Parental engagement of certain students

## Wider strategies for current academic year

Measure	Activity
Integrated SEMH support, via Student First Team	Deployment of our Student First inclusion team, taking a multiagency approach with our students of greatest need EEF: “social and emotional learning” =+4 months
Improving relationships positive communications programme	Concerted commitment to make contact with families for positive reasons, improving the home-school relationship for some key families
Widening the appeal and participation in curricular and extra-curricular PE/sport at the school	Explicit strategies to improve engagement in PE (e.g. fresh sports/activities that appeal more to students) Explicit strategies to improve student and staff engagement in extra-curricular sport
Barriers to learning these priorities address	These support the less well engaged students in adopting a positive view of the school's ambitions for them to do well, building strong relationships between school, student and home.

## Monitoring and implementation

Area	Challenge	Mitigating Action
Quality First Teaching	Ensure that implementation is carefully and coherently structured – teachers have time allotted to CPD	Carefully planned INSET day programme, use of Friday T+L briefings and resourcing appropriately in teachers' workload
Targeted support	Ensuring that the programme of interventions is resourced effectively with staff time	Carefully planned programme of interventions, with assigned leads in each strand, with participating staff allocated sufficient time
Wider strategies	Engaging with our families facing the most challenges	Implementing our raising attendance plan and connecting with our families

## Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Achieve further improved results for pupil premium students (A8, 5+ E+M)	Achieved – pupil premium results improved in absolute terms (e.g. A8) but also vs 2019 national progress norms (P8)
Achieve a further narrowing of the attainment gap for pupil premium students	Not achieved – despite many and varied strategies the gap in the school widened, because the results of other students improved yet further compared to pupil premium students
Achieve improved attendance for pupil premium students	Some success – the school is proud of the engagement maintained with in school and remote learning. School attendance held up well during Covid disruptions (94.7% in 2020-21) but was were significantly lower amongst pupil premium students (89.4%)