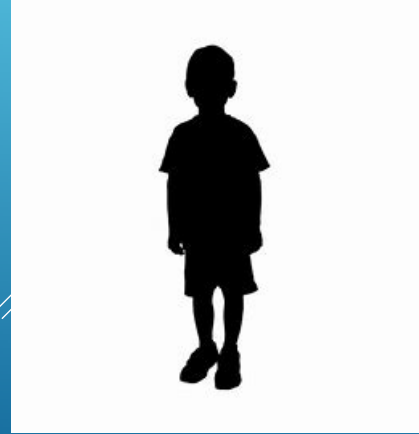


ODD ONE OUT

The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average.

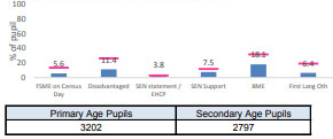
The proportion of disabled pupils or who have special educational needs and receive support through school action is below average. The proportion being supported through school action plus or who have a statement of special educational needs is also below average.





Liaison Group Profile - Buckingham & Winslow

Context (January 2018 School Census)



Absence - % of sessions missed

Schools	14-15	15-16	16-17
Group	3.5	3.8	3.6
National	4.0	4.0	4.0

Schools	14-15	15-16	16-17
Group	4.7	4.8	4.7
National	5.3	5.2	5.4

Schools	14-15	15-16	16-17
Group	5.6	8.2	8.4
National	9.4	9.1	9.7

Number of Permanent Exclusions

Schools	14-15	15-16	16-17
Primary	1	2	3
Secondary	1	5	2
Special	0	0	0

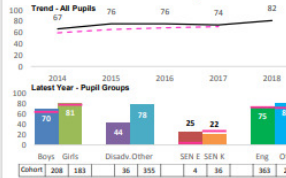
Number of Fixed Term Exclusions

Schools	14-15	15-16	16-17
Primary	39	43	56
Secondary	49	51	85
Special	0	2	2

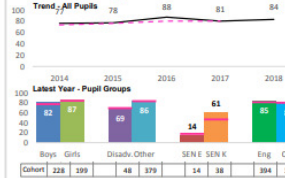
Key

- national average - all pupils
- national average - pupil group (2017)
- Boys
- Girls
- Disadv. = Disadvantaged pupils
- Other = other, non disadvantaged pupils
- SEN E = pupils with an Education, Health & Care Plan
- SEN K = pupils with SEN Support
- Eng = pupils with English as first language
- Oth = pupils with first language other than English
- confidence interval for progress measures

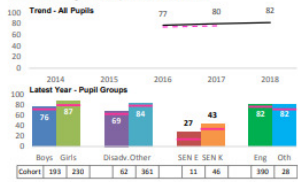
EYFSP - % Good Level of Development



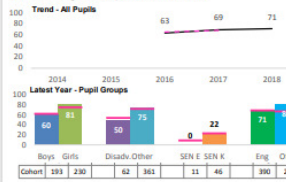
Yr1 Phonics - % Expected Standard



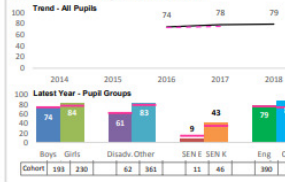
KS1 Reading - % Expected Standard



KS1 Writing - % Expected Standard



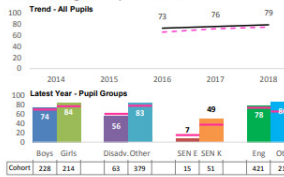
KS1 Maths - % Expected Standard



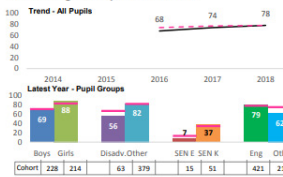
School Management Support Team, Bill

25/09/2018

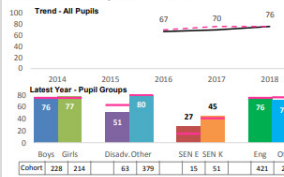
KS2 Reading - % Expected Standard



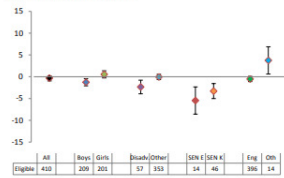
KS2 Writing - % Expected Standard



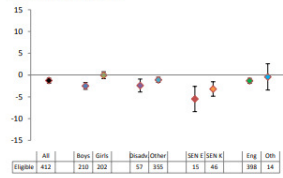
KS2 Maths - % Expected Standard



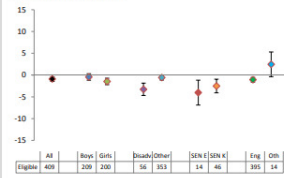
KS2 Reading Progress



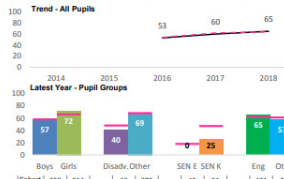
KS2 Writing Progress



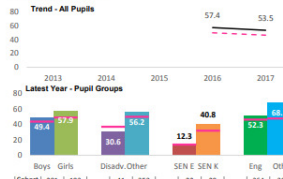
KS2 Maths Progress



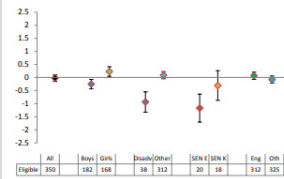
KS2 Reading/Writing/Maths - % Expected Standard



KS4 - Attainment 8



KS4 - Progress 8



School Management Support Team, Bill

25/09/2018



Headteachers to disseminate training and complete pupil premium barriers to learning grid in our own settings

Name	Previous concern	KSI result	Current class	Barriers to learning Additional Information	Actions with specific objectives to focus on	Anticipated Impact	Suggestions for consideration in discussion with subject leaders and SLT - to be completed by SLT prior to meeting
Xxxxxx Single parent Family EBD Resilience Past peer support	Yes	WTS	2s+	Can be over-reliant on adult support - developing dependency Was down to be screened for dyslexia in year 2, did this take place?	<ul style="list-style-type: none"> See Provision Map Supported in every English lesson - mixture of TA/teacher - 1:1, 1:2 and 1:3 Daily reader (1:1) Weekly guided reading group - focus on remembering/retelling the text and retrieval Weekly comprehensions in class (half a term) in a small group 1:6 (KH) Monitor performance in comprehension quizzes - sit with TA to complete if scores are poor (to talk through questions) Positioned carefully during whole class teaching input - either close to the teacher or close to the TA so that questions can be directed to reinforce learning Supported in other curriculum lessons (small group/1:1/peer support) if significant amount of reading is expected. Plus One Intervention Supported in every maths lesson - mixture of TA/teacher - 1:1, 1:2 and 1:3 Ensure she utilises the resources provided 1:1/small group work for misconceptions (as needed) - during morning task time Quality first teaching resource to support LA pupils eg concrete resources, Guided Practice, layout frames for column methods, counting/Times tables practice within class 	<p>Maintain progress in small steps, appropriate to ability - see provision map</p> <p>Aim for a score of 80% in comprehension of AR books</p> <p>Shaun scored within expected for reading in the Autumn term NFER tests - SS = 108, AS = 111. He had about 10 minutes extra time and completed part of the test after the other children. He also scored within the 'green' band on Star Reader in the test completed in December. We have been cautious in recording a 25+ - he possibly deserved a 38. We hope these results will be maintained in the Spring so we can record him as expected.</p> <p>Make progress to at least 25+ by the end of the term.</p> <p>SS in Autumn was 96 on NFER - so aim to maintain/improve on this. Close to expected!</p>	<p>Guided reading focusing on comprehending text. Doing this</p> <p>Extra reading session focusing on comprehension of text. Completed for half a term in small group 1:6 with KH.</p> <p>Reading reward chart - if this is for reading to a parent, we don't think it is necessary</p> <p>1:1 reading at school every day, possibly with a Y6 reading mentor? Read to an adult (usually SK) daily in Autumn term. Moved to 3x a week now as made good progress</p> <p>Plus One for now and move on once completed</p> <p>Picked up in intervention group after daily maths lesson to ensure understanding of concept if needed. Yes - we pick up the following morning in registration time where needed.</p>

Year	BRITISH WHITE BOY	SEN	ATTENDANCE / PUNCTUALITY	SAFEGUARDING - CURRENT	SAFEGUARDING - HISTORICAL	HOME LIFE CHAOTIC / NEED	LOW ASPIRATIONS	CULTURAL CAPITAL	MINDSET / RESILIENCE	EMOTIONAL NEED	BEHAVIOUR PLAN
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Activity	Key questions
Meeting with headteacher/senior leaders	<ul style="list-style-type: none"> What is your vision for improving the achievement of disadvantaged pupils? What actions does this vision translate into? What have been the most effective actions you have taken, and why? How do you know? What do you think the school does really effectively to improve the achievement of disadvantaged pupils? How do you develop high quality teaching and learning? What would you say are the key elements that characterise (the best) teaching at this school? Are there specific strategies which teachers use to support disadvantaged pupils?* How do teachers use feedback to support pupils' progress and learning?* What are the main characteristics you are trying to develop in pupils as learners?*** How do you use data to track, support and intervene for these pupils? Is there specific work that you do with individual pupils and/or their parents to increase engagement and raise expectations? If so, how do you measure the success of this work? Are there interventions in place to support individuals/groups of disadvantaged pupils? If so, what are they and how effective are they? What role(s) do middle leaders have in improving the achievement of disadvantaged pupils?
Meeting/phone call with representative(s) governors/review of meeting minutes	<ul style="list-style-type: none"> What role do governors play in helping disadvantaged pupils succeed? What actions have happened as a result? What impact have they had? How do governors monitor the achievement of disadvantaged pupils? How do governors evaluate the impact of the school's actions on the achievement of these pupils? How do governors manage resources to make sure that these pupils are supported effectively?
Discussion with representative disadvantaged pupils	<ul style="list-style-type: none"> Explore the answers given by the headteacher about characteristics of learners (***) How do you know how well you are doing? What kind of feedback do you get that helps you to improve? Are you involved in making decisions in your learning? Probe examples How challenging is the work you do? How is it made challenging for you? What kinds, if any, of extra help do you get? What sort of impact do you think this has? What do you think this school does really well to help you to learn? What do you think is good about the teaching at this school? Could anything be improved? How do you work with each other in lessons? How does this help you learn? What do you think this school could do better to help you learn more?
Meeting with middle leaders (e.g. SENCO, English leader, mathematics leader, key stage/year group leaders)	<ul style="list-style-type: none"> What role(s) do you have in improving outcomes for disadvantaged pupils? What kinds of actions do you take, as a result? How do you know what impact these actions have? How are you involved in improving/developing the quality of learning and teaching? What kinds of interventions are in place? Why? How do you identify pupils and match them with the right interventions? How do you measure the impact of these? Is there a connection between interventions and what happens in lessons? (If not covered above) What extra help do these pupils get with their literacy skills? How do you stretch the most able? Do you work with pupils and their parents to encourage engagement and raise expectations?
Work scrutiny	<ul style="list-style-type: none"> Look for the elements of feedback the headteacher spoke about ** What is the quality of feedback? What is the level of challenge offered overall and in different subjects? What kind of progress have pupils made? Is there evidence that feedback has led to improvement? Is there evidence of cross-curricular literacy/numeracy development? Are expectations consistently high?
Observations of learning in sections of lessons and/or interventions	<ul style="list-style-type: none"> Find examples of strategies used by teachers and teaching assistants (*), feedback (***) and how pupils are developed as learners (***) What is the level of challenge? How is questioning used? To what extent are pupils involved in decision making?

Headteachers to complete pupil premium maths self-evaluation against NFER/TSA review model.

Activity	Key questions	Time	Notes
Meeting with headteacher/senior leaders	<ol style="list-style-type: none"> What is your vision for improving the achievement of disadvantaged pupils? What actions does this vision translate into? 	45-60 mins	<ol style="list-style-type: none"> Some vision for all pupils - "giving every child the chance to shine" - tailoring learning to ensure all children have the opportunity to be as successful as possible. All 5 vision statements also apply. Progress of PP pupils should at least match that
Discussion with representative disadvantaged pupils	<ul style="list-style-type: none"> How do governors monitor the achievement of disadvantaged pupils? How do governors evaluate the impact of the school's actions on the achievement of these pupils? How do governors manage resources to make sure that these pupils are supported effectively? How do you know how well you are doing? What kind of feedback do you get that helps you to improve? How challenging is the work you do? What kinds, if any, of extra help do you get? What sort of impact do you think the best? What do you think this school does really well to help you to learn? What do you think is good about the teaching at this school? Could anything be improved? How do you work with each other in lessons? How does this help you learn? What do you think this school could do better to help you learn more? 	30 mins	<p>due to relatively small numbers in most cohorts, the data is not always useful. Individual pupils and their needs cannot be specifically discussed. The named governor could conduct pupil-voice interviews, look at progress data and conduct learning walks with a member of the leadership team to establish the impact of spending.</p> <ul style="list-style-type: none"> Teachers write in books and we get ticks. We get housenotes and the green pen is used to challenge us further. See above. We learn from our mistakes. Children talked more about written feedback than verbal feedback. On children recognise the value/evidence of verbal feedback? We get to do the challenge at the end. They enjoy a challenge. It helps us to learn more if we're challenged. A sense that teachers make it more challenging for them. Teachers/teaching assistants help us if we are struggling. Needed prompting to recognise partners can support. If the mark is 10 think about it for a while then ask for help. Kind, funny, helpful, nice teachers. We often work together. A sense that partner work was like cheating (some might not) may need investigating. More feedback! An extra hour to the school day. Longer break times. What do you like best? The sports hall and the food teachers.
Meeting with middle leaders (e.g. SENCO, English leader, mathematics leader, key stage/year group leaders)	<ul style="list-style-type: none"> What role(s) do you have in improving outcomes for disadvantaged pupils? What kinds of actions do you take, as a result? How do you know what impact these actions have? How are you involved in improving/developing the quality of learning and teaching? What kinds of interventions are in place? Why? How do you identify pupils and match them with the right interventions? How 	30 mins	<p>They have lead CPD. They do their own data analysis and conduct monitoring. Findings inform SGP priorities and reviews. Deputy attends all pupil progress meetings and monitors individual ones with class teacher along with SEN pupils in the role of SENCO. This identifies needs with opportunities to discuss appropriate strategies and interventions. The impact of these is reviewed when the plan is reviewed termly.</p> <p>Peer review should good awareness of school priorities for improvement and leaders ensure agreed actions in place. They know the PP pupils in their area of responsibility.</p>
Work scrutiny	<ul style="list-style-type: none"> Look for the elements of feedback the headteacher spoke about ** What is the quality of feedback? What is the level of challenge offered overall and in different subjects? What kind of progress have pupils made? Is there evidence that feedback has led to improvement? Is there evidence of cross-curricular literacy/numeracy development? Are expectations consistently high? 	30 mins	<ul style="list-style-type: none"> do you measure the impact of these? Is there a connection between interventions and what happens in lessons? Of not covered above) What extra help do these pupils get with their literacy skills? How do you stretch the most able? Do you work with pupils and their parents to encourage engagement and raise expectations?
Observations of learning in sections of lessons and/or interventions	<ul style="list-style-type: none"> Find examples of strategies used by teachers and teaching assistants (*), feedback (***) and how pupils are developed as learners (***) What is the level of challenge? How is questioning used? To what extent are pupils involved in decision making? 	60-90 mins	<ul style="list-style-type: none"> Key findings: presentation not consistent across all books 2x level of challenge sufficient in maths as most work appears to all be correct? Need more consistent use of marking and feedback policy. Cross curricular writing needs to be more frequent Over reliance on worksheets EBling evident in Y1, 2 and 6 - roll out across the school using a different colour pen <p>Peer review to include lesson observations (maths), discussion with disadvantaged pupils from across KS2, interview with middle leaders including discussion of findings from work scrutiny and any resulting actions, review evidence of impact with PP lead. An action plan following the findings from the review will be co-created as a result.</p>

Headteachers to peer review Update own action plans based on feedback

Implement "Learning together in mathematics" peer tutoring from Spring 2019. (EEF +5months)



Selected and paired two students (tutor and tutee)
Leads from different schools met at Swanbourne to formulate bank of resources to share across the schools

Role of tutor is to provide support and mediate the process
Clear process for the pair
Read - and understand the question together (change speed if needed)
Understand – tutor helps tutee to understand what the question is asking them to do (draw diagrams, apparatus, rephrase, question)
Listen – give the tutee time to think and explain their thinking to you

Finding the answer
Question – Ask helpful questions that give clues. We want you to guide them...not give the answers
How did you get to that answer? Can you explain why you did that?

If things go wrong, take them back through the steps. You may need to ask questions in different ways until the tutee realises they have made a mistake. When they realise, try to break the section down. Ask questions to lead them through the difficult part on small steps.

Praise and Encourage

Think Out Loud – it is important to give the tutee time to explain their thinking – helps you know how they solved the problem or where they went wrong. Secondly, it helps the tutee understand how they are doing. How often do you say things out loud and then realise they are incorrect?

Check

Sum it up – Get the tutee to summarise what they have done. Get them to think about other possible ways to solve the problem

Link it up – talk about how this might be helpful in solving other problems

Mentor Schemes provide the opportunity for children to discuss and seek solutions to concerns they might have about issues or. Support can be offered directly from the mentor or in collaboration with the wider school community.

First 20mins of the day – we all play in EYFS to model speaking and listening, focus on those with poorer communication and language skills (DP data)

On the first day of absence, teachers contact parents to enquire about pupil's wellbeing, encourage attendance the following day and offer to provide work for home for extended periods of absence.

TRANSITION!!!!!!!!!!

Daily verbal feedback

Friendship clinic

PP parents invited to support school trips

Meditation

Teachers hold PP registers for their class and are notified of new PP pupils by the school office. Registers are kept in class Inclusion folders alongside barriers overview, data analysis, pupil progress reports, mentor notes, one page profile, enrichment activity overview and intervention overview.

Headteachers meeting to identify strengths across liaison group and areas for development

Name of school	Name of staff member	Strengths/abilities/expertise
North Merton C.E School	Laura Bell	KS2 lead moderate literacy SPaG, leadership support
North Merton C.E School	Hebin Giggins	science leader, practical approaches to science, computing and 3D printing project
North Merton C.E School	Sam Marner	Forest School WY12, outdoor learning
North Merton C.E School	Louise Stenley	Forest school leader
Roundwood Primary School	Sarah Hall	English and Year 6 skills - SATS transition etc.
Royal Leam School	Elizabeth Heston	Science
Royal Leam School	Sam Wilson	IT and curriculum support from 6th Form students
Steeple Claydon	Christine Roberts	Music
Steeple Claydon	Laura Prosser	PE/PSHE
Steeple Claydon	David May	Health and Safety
Swanbourne	Alan Featherston	KS2 Moderator (on maternity leave)
Swanbourne	Zoe Page	Art
Thornborough Infant School	Amanda Wilson	Office Management/Organising and supporting Head - over 10 years experience in a Bucks CC School
Tyndlet C.E School	Judith Bloomfield	KS1 Moderator - currently KS1 Moderator Manager for Milton Keynes
Winkley Church of England	Amanda Greenfield	Curriculum MFL/20, focus on retrieval of knowledge and knowledge organisers
Winkley Church of England School Kate Epps		SE in English Writing Year 6, National Literacy Trust (PEEL), Book Task (Guided Reading)
Winkley Church of England School Tracy Thomas		Equipment AMT, Subaquating team for our school, phone
Winkley Church of England School Kate Dodd		SENCO, Autism, anxiety and mental health, SEN friendly school, inclusive environment, written effective EHC plans

KS2 Outcomes 19	All ARE	PP ARE (2 pupils)	All Greater Depth	PP Greater depth
Reading	97%	50%	57%	0%
Writing	93%	50%	37%	0%
Maths	97%	100%	47%	0%

KS2 Outcomes 20	All ARE	PP ARE (5 pupils)	All Greater Depth	PP Greater depth
Reading	100%	100%	63%	60%
Writing	90%	100%	20%	0%
Maths	93%	100%	43%	20%

- All PPM parents attended all parents evening and there was good attendance from PPM parents at school events, assemblies and workshops.
- Increased numbers of PPM pupils have taken part in school sports events, after-school clubs and festivals than in the previous academic year.
- Pastoral support, including Play Therapy, Learning Mentor (1 to 1 sessions), Lego Therapy and have had a positive effect on PPM pupils and their involvement in school life.
- PPM attendance for 2019-2020 Autumn 2019 to Spring 1 2020 (94.67%) – Prior to COVID-19 Lockdown continued to improve and was in line with non-PPM pupils (96.35%).

Dear Carol Anne

I've attached our completed grid! Am I first?

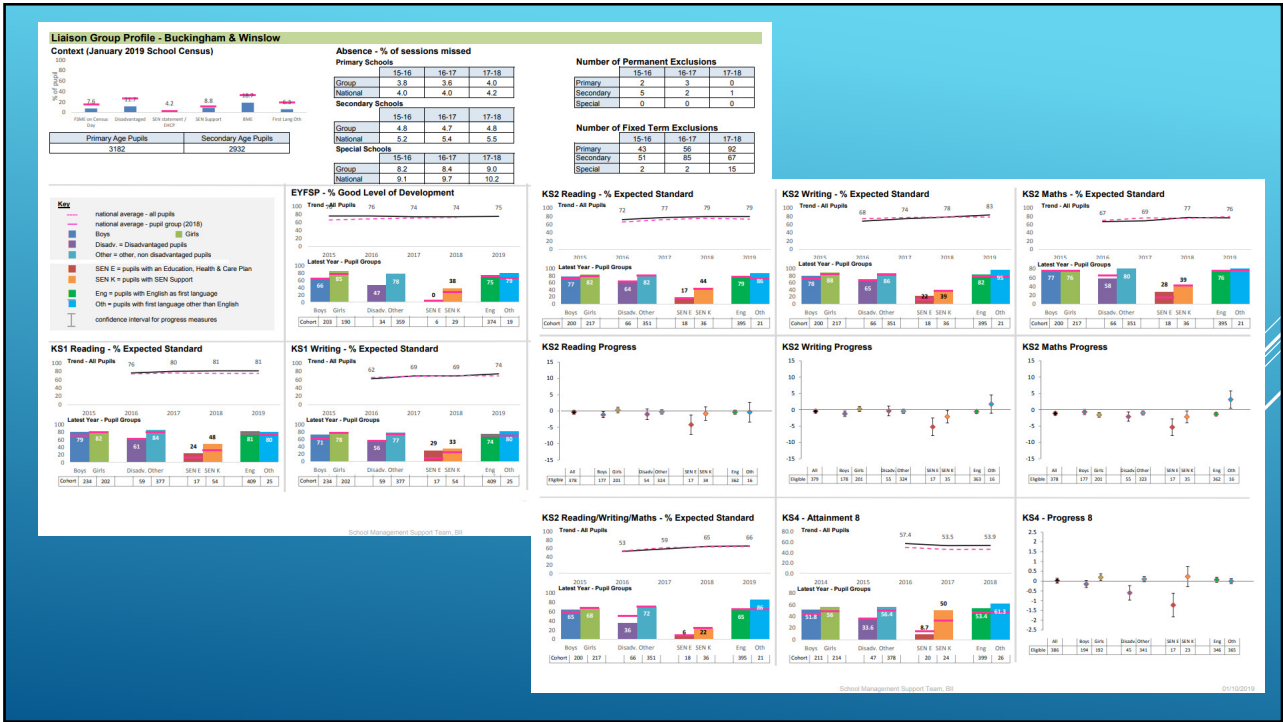
At KS1 our PP / others gap at expected has closed in all subjects (20% of the cohort were PP)

At KS2 the % of PP in the cohort was 31%, a considerable increase on the previous year (19%). The gap increased slightly in reading; closed slightly in writing and **closed significantly in maths**.

Greater depth remains a problem for us with our PP children

KS2 All Pupils at Expected											
Num of Y6 pupils 2018/19	PP% Num and %	EAL % Num and %	SEND % Num & %	Combined Num & %		Reading Num & %		Writing Num & %		Maths Num & %	
				2018	2019	2018	2019	2018	2019	2018	2019
48	15 31%	1 2%	4 8%	41/67 61%	27/48 56%	54/67 81%	33/48 69%	48/67 72%	39/48 81%	46/67 69%	32/48 67%
KS2 Pupil Premium at Expected											
2018 PP cohort	2019 PP cohort	Combined Num & %		Reading Num and %		Writing Num and %		Maths Num and %			
Num: 13 19%	Num: 15 31%	2018 4/13 31%	2019 5/15 33%	2018 8/13 62%	2019 7/15 47%	2018 8/13 62%	2019 11/15 73%	2018 6/13 46%	2019 9/15 60%		
KS2 ALL PUPILS AT GREATER DEPTH											
Reading Num and %		Writing Num and %		Maths Num and %							
2018 19/67 28%	2019 14/48 (pp review) 29%	2018 14/67 21%	2019 11/48 23%	2018 15/67 22%	2019 8/48 17%						
KS2 PUPIL PREMIUM PUPILS AT GREATER DEPTH											
Reading Num and %		Writing Num and %		Maths Num and %							
2018 1/13 8%	2019 1/15 7%	2018 1/13 8%	2019 1/15 7%	2018 1/13 8%	2019 0/15 0%						

KS2 All Pupils at Expected											
Num of Y6 pupils 2018/19	PP% Num and %	EAL % Num and %	SEND % Num & %	Combined Num & %		Reading Num & %		Writing Num & %		Maths Num & %	
				2018	2019	2018	2019	2018	2019	2018	2019
21	6/21 28.5%	1/21 4.7%	0	22/27 81.4%	19/21 90%	22/27 81.4%	19/21 90.4%	25/27 92.5%	19/21 90.4%	25/27 92.5%	20/21 95.2%
KS2 Pupil Premium at Expected											
2018 PP cohort	2019 PP cohort	Combined Num & %		Reading Num and %		Writing Num and %		Maths Num and %			
Num: 2/27 7.4%	Num: 6/21 28.5%	2018 2/2 100%	2019 5/6 83.3%	2018 2/2 100%	2019 5/6 83.3%	2018 2/2 100%	2019 5/6 83.3%	2018 2/2 100%	2019 6/6 100%		
KS2 ALL PUPILS AT GREATER DEPTH											
Reading Num and %		Writing Num and %		Maths Num and %							
2018 15/27 55.5%	2019 10/21 47.6%	2018 7/27 25.9%	2019 33.3%	2018 12/27 44%	2019 33.3%						
KS2 PUPIL PREMIUM PUPILS AT GREATER DEPTH											
Reading Num and %		Writing Num and %		Maths Num and %							
2018 2/2 100%	2019 1/6 16.6%	2018 0	2019 1/6 16.6%	2018 2/2 100%	2019 2/6 33.2%						



Date:		Teacher:		Lesson details (topic/objectives)	
Class/Year:		TA:			
Time	Preparation activity of TA	Pupils being supported (name, SEN, E, SEN E, Eng, Oth)	Task (differentiated/individual/whole class)	Teacher's role	Features of TA to pupil role
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*Use for Lesson plan 1 - Teacher's lesson plan 2 - Mentoring task Plan - Priority

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