

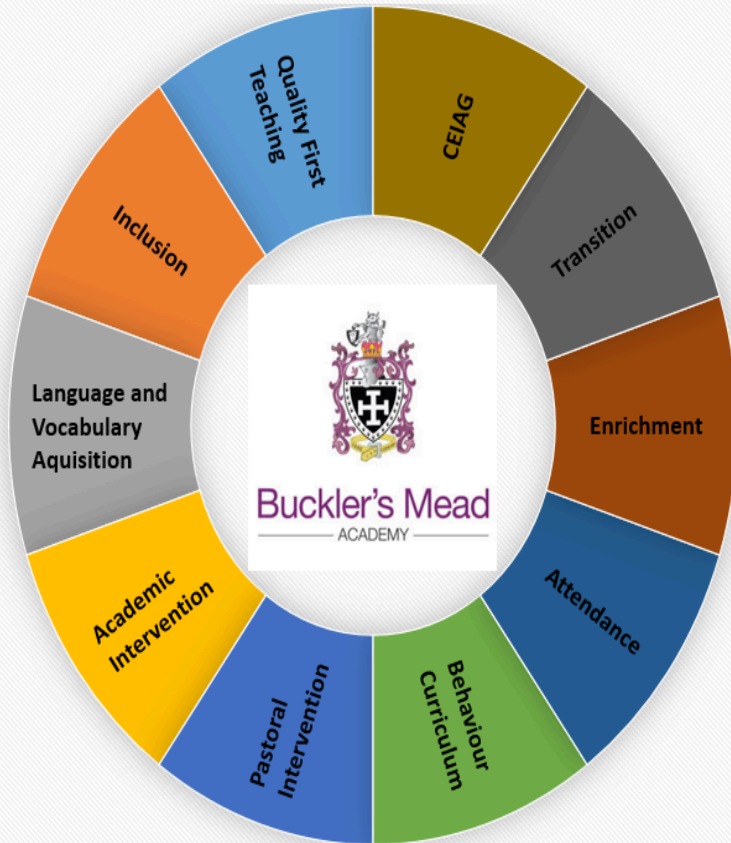
Buckler's Mead follows a Three Strand Approach-

- 1) High Quality Teaching & Learning
- 2) Targetted Intervention
- 3) Wider Strategies

All actions are based on evidence based research to address the barriers and challenges outlined in the Pupil Premium Strategy document-

<https://www.bucklersmead.com/information/pupil-premium.htm>

## Pupil Premium Strategy



### Quality First Teaching

Learning cycle; Effective feedback: Questioning strategies (cold calling, mini whiteboards, turn & talk); High expectations for books and work; Pupil Premium First strategies (first to question, check and mark)

### CEIAG

Age appropriate and relevant opportunities Years 7-11; Targeted meetings; Colleges and Post-16 links; Targeted work with at risk of NEET

### Transition

'In house' Summer school; Year 5 & 6 extended induction days; Support with Post 16 applications and progression

### Enrichment

Peripatetic music lessons; Trips & Excursions; Planned cultural enrichment activities across five years; Funding for clubs and activities; Purchase of equipment to support with creative and technical disciplines; Funding to support the school production

### Attendance

EWO service, Pastoral Coordinators tracking, monitoring and collections; Rewards and Information sharing; Funding to remove barriers to learning e.g uniform, transport & equipment

### Behaviour Curriculum

Sky high expectations for all; Consistent routines and structures e.g. Standing Starts & STARS; support with uniform & equipment; Launchpad days at the start of each academic year; Staff CPD; Student Support; Rewards system, events and celebrations

### Pastoral Intervention

Education Welfare officer, Student Support Hub; Targeted Interventions linked to behaviour; Thrive; Forest School; ELSA; School counsellor; Whole school trauma informed practice CPD; Breakfast club; CEIAG interventions

### Academic Intervention

Period 6; Out of hours KS4 Interventions; 1-1 Tuition; Reading & Spelling Interventions; Reading tracking, assessment and intervention; Homework club; Online platform study support; Revision workshops

### Language and Vocabulary Acquisition

Read to Succeed Programme; NGRT Reading testing; Study Centre; Explicit teaching of vocabulary as part of the learning cycle; Reading and Spelling interventions;

### Inclusion

Information sharing; Inclusion boxes; Seating Plans; Pupil Premium first strategy; In class adaptations; Interventions to support access to the curriculum; Bespoke KS4 curriculum offer; Forest school & mentoring schemes; SEMH Intervention; CPD

# Tiered Approach

<p><b><u>Tier 4</u></b></p> <p><b>High needs offer to support families and students who may be most vulnerable</b></p>	<p>Targeted 1-1 Academic Intervention</p> <p>Pastoral Support Hub- Including Thrive, Counselling, ELSA</p> <p>SEND- K</p> <p>Alternative Provision</p> <p>EWO</p> <p>Significant external agency involvement</p>
<p><b><u>Tier 3</u></b></p> <p><b>Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral &amp; Academic)</b></p>	<p>Funding and additional support to remove barriers</p> <p>Targeted Pastoral/ Academic/Attendance Intervention</p> <p>Transition KS2-3 &amp; KS4-5</p> <p>Additional careers advice and guidance</p> <p>External agency involvement</p> <p>Breakfast club</p> <p>Mentoring programmes</p>
<p><b><u>Tier 2</u></b></p> <p><b>Additional offer for students eligible for the pupil premium funding- wider funding</b></p>	<p>Premium First &amp; In class support</p> <p>Focus Five and ADPR</p> <p>Support with the cost of trips</p> <p>Opportunities for Cultural capital</p> <p>Rewards and Incentives</p> <p>Peripatetic Music Lessons</p>
<p><b><u>Tier 1</u></b></p> <p><b>Universal offer for all students-wider funding</b></p>	<p>High quality first teaching</p> <p>Year Group initiatives as outlined on the route map</p> <p>Period 6 and in school KS4 interventions</p> <p>Reading and Literacy strategies</p> <p>Drop down days &amp; visiting speakers</p> <p>Behaviour curriculum</p> <p>Building Relationships</p> <p>High expectations</p>