# Pupil premium strategy statement 2022-2025

(Due to be approved by Governors 6.11.2024)

## Using the best practice advice from the DFE and the EEF, Buckstones Primary School has published this statement to detail our school’s use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The strategy is a long term strategy spanning 2022 – 2025.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

|  |
| --- |
| STRATEGY STATEMENT |
| At Buckstones we want all our children to flourish and in every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.  EEF Research:  **Teaching**: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.  **Targeted Academic Support**: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.  **Wider Strategies**: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. |

## School overview

|  |  |
| --- | --- |
| **Detail** | **Data** |
| School name | Buckstones Community Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 8.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025  Year 3 of the 3 year programme – updated. |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Governing Body – 6.11.24 |
| Pupil premium lead | Sarah Healey |
| Governor / Trustee lead | Steve Beckley |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,400 |
| Recovery premium funding allocation this academic year | £690 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,090 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Buckstones Primary School it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.  We recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We also recognise that pupils to whom the pupil premium applies are not all low attaining pupils.  Quality First Teaching is integral to our approach and we will focus on the areas in which disadvantaged pupils need the most support. This approach is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. It is our intent to sustain this approach.  Our strategy is also integral to wider school plans for education recovery and support will be targeted to pupils whose education has been worst affected, including non-disadvantaged pupils.  We adopt an approach which is responsive to common challenges and individual needs. This is rooted in robust assessment and our approaches aim to ensure that all pupils can excel.   * We ensure that teaching and learning opportunities meet the needs of all pupils. * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, however due to the limited allocation not all pupils who are eligible for a free school meal will be in receipt of pupil premium interventions at 1 time. * We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.   We will:   * Provide small group work with an experienced teacher focussed on overcoming gaps in learning; * Provide additional teaching and learning opportunities provided by trained Teaching Assistant. * All our work through Pupil Premium and Recovery Premium will be aimed at accelerating progress moving pupils to at least age-related expectations. * Provide opportunities for disadvantaged pupils to access enrichment activities as their peers do. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | Throughout school, assessments showed the number of pupils at the expected standard for their age in writing compared to other core subjects is lower. Through analysis of writing it has been highlighted that an understanding of punctuation, spelling and grammar rules are not fully embedded, thus inhibiting the pupils’ ability to write with ease and fluency. As well as the need to continue to extend vocabulary. |
| 2 | Throughout the school some pupils reasoning assessments show less accurate application of knowledge to problem solving. This has been seen in the number of pupils who are working at Greater Depth throughout the school. |
| 3 | Assessments, observations indicate underdeveloped reading skills and home reading support, this was particularly evident though Keys Stage 1. |
| 4 | It is important to stay vigilant and be prepared to support the pupils’ emotional and mental wellbeing. |
| 5 | Whole school attendance has maintained its improvement in the year 2023-2024, however the attendance of pupil premium pupils is below non pupil premium pupils. The attendance policy has been updated and attendance is closely monitored by the School Administrator. |
| 6 | Limited life experiences and opportunities to engage in activities outside school for some disadvantaged pupils due to financial reasons or accessibility. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| **Intended outcome** | **Success criteria** |
| Improved attainment among disadvantaged pupils. | By 2024- 2025, 2 Attainment in all core subjects show that disadvantaged pupils attain at least the expected standard in line with non-disadvantaged and above the national average. |
| All pupils regardless of background to be given the same opportunities regardless of financial background. | Disadvantaged pupils will have a taken part in curriculum experiences which enhance their learning experiences. |
| To achieve and sustain improved wellbeing for all Pupils in school, particularly our disadvantaged pupils. | Sustained level of wellbeing demonstrated by:   * Qualitative data from pupil voice, parent surveys and teacher observations. * An increase is participation in enrichment activities, particularly among disadvantaged pupils. |
| To improve Attendance for Pupil premium pupils. | Attendance will match the National Attendance. |

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,500

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Payment for Abacus maths. as a whole school scheme to support the teaching of maths. This also provides clear assessments.  Release time for the Maths. co-ordinator to monitor the teaching of maths across the school.  £2000 | After careful consideration it was decided to purchase the Pearson Abacus maths scheme. As the research shows just following a text book does not increase attainment however using the scheme to support teaching and the CPD for staff can enable teachers to develop pupils’ understanding of, engagement in and motivation for mathematics.  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1629121262>  Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.  <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests> | 2,3,4 |
| Phonics lead to monitor the teaching of phonics and assessment, providing support and guidance as appropriate.  Purchase high quality books.  £1500 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 29,000

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Disadvantaged pupils will be prioritised for any ‘catch up’ or ‘keep up’ or ‘fluency’ reading and phonics sessions using the specific interventions, designed by Twinkl. This will include the top up for School Led Tutoring and Recovery Premium.  £15000 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 4 |
| Pupils who are falling behind in are prioritised  in additional small group  interventions and additional teacher and Teaching Assistant support.  £14000 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1-4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 6,800

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residentials, clubs, music tuition etc.  £1500 | The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning.  Life skills and enrichment EEF Toolkit | 5 |
| To identify where specific wellbeing interventions are needed and deliver them within school. Sessions are time specific with smart targets measured and evaluated for impact by SLT. Provide time for Wellbeing staff leaders have time to ensure the interventions are appropriate and having an impact.  £1000 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk | 6 |
| To ensure attendance for children in receipt of PPG to be in line with non-PPG. Increase the hours of the School Administrator so she can monitor and implement the new Attendance policy and procedures.  £4300 | The DFE Guidance has been informed by engagement with schools that have significantly reduced level of absence and persistent absence.    DFE Improving School Attendance | 1-6 |

**Total budgeted cost: £** 39,300

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Disadvantaged pupil attainment scores at the end of EYFSP

|  |  |
| --- | --- |
|  | **GLD** |
| **Disadvantaged**  **(3pupils)** | 67% |
| **Non-disadvantaged** | 81% |

Disadvantaged pupil phonics scores at the end of Year 1

|  |  |
| --- | --- |
|  | **Expected Standard** |
| **Disadvantaged**  **(4 pupils)** | 75% |
| **Non-disadvantaged** | 81% |

Disadvantaged pupil attainment scores at the end of KS2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3 pupils | **Reading** | **Writing** | **Maths** | **GPS** | **RWM comb** | **Science** |
| **Expected + Standard** | 100% | 67% | 100% | 100% | 67% | 67% |
| **Non-disadvan-taged** | 89% | 85% | 89% | 93% | 85% | 85% |
| **GDS (110+)** | 67% | 33% | 0% | 67% | 0% |  |
| **Non-disadvan-taged** | 59% | 7% | 33% | 51% | 0% |  |

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

|  |  |
| --- | --- |
| Aim | Outcome |
| Improved oral language skills and vocabulary among disadvantaged pupils. | In 2024 Pupils achieving GLD in Communication and Language in EYFS was judged to be 87% which had improved from the previous year. |
| Improved attainment among disadvantaged pupils, where appropriate ensure that disadvantaged pupils have targeted support in reading and phonics – impact of the tutoring programme. | 3 out of the 4 pupils in Year 1 achieved the expected standard in their phonics. The Tutoring programme has been used to support additional Reading in KS1.  KS2   |  |  |  |  | | --- | --- | --- | --- | | 3 pupils | Reading | Writing | Maths | | Expected + | 100% | 67% | 100% | | Non- disadvantaged | 89% | 85% | 89% | |
| All pupils regardless of background to be given the same opportunities regardless of financial background. | All pupils accessed extra-curricular activities with reduced costs and financial assistance. |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils. | Emotional mental health and wellbeing remains a high priority with ongoing staff training. A Teaching Assistant. Head teacher and SENCo provide emotional support. As do our Wellbeing Champions and the Wellbeing club. Some families have accessed further support through TOG Mind and Early Help. |
| To improve Attendance and reduce the number of Persistent absentees. | Attendance was maintained last year at 96%, the same as the year before but PA was reduced from 67.2% to 4.3%. |