



Pupil premium strategy statement 2020-2023

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 2020 – 2023.

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
<p>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.</p> <p>EEF Research:</p> <p>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.</p> <p>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.</p> <p>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.</p>

School overview

Detail	Data
School name	Buckstones Community Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023 Year 2 of the 3 year programme – updated.
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body

Pupil premium lead	Sarah Healey
Governor / Trustee lead	Steve Beckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,0600
Recovery premium funding allocation this academic year	£3,480
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	£41,540

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	Assessments and observations show that our youngest pupils, in particular, have under-developed oral language skills and vocabulary gaps.
2	Throughout school, baseline assessments showed a significant decrease in the number of pupils at the expected standard for their age in writing. Analysis of writing highlighted an understanding of punctuation, spelling and grammar rules had been forgotten by a significant number of pupils, thus inhibiting the pupils' ability to write with ease and fluency. Pupils' stamina for writing has been significantly diminished. Early Years baselines have shown that pupils' physical development skills have been impacted on and this will have an impact on handwriting/writing skills. The quality of handwriting across school has been affected. This is seen particularly at the end of KS2.
3	Specific content from the previous years have been missed, leading to gaps in maths. learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered and Pupils have forgotten previously taught calculation strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving. This has been seen particularly at the end of KS2.
4	Assessments, observations indicate underdeveloped reading skills, this was particularly evident in Year 6 last year.
4	The wider curriculum has suffered significantly with some units of work being missed. It is still important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the pupils' learning in the wider curriculum can be supported effectively. Pupils have also missed out on the curriculum experiences e.g. trips, visitors.
5	It is important to stay vigilant and be prepared to support the pupils' emotional and mental wellbeing.
6	Whole school attendance has been lower this year, 95% due to ongoing illness and isolation with COVID. The number of Persistent absences has increased. 4 Disadvantaged pupils were persistent absentees. The attendance policy has been updated and attendance is closely monitored by the School Administrator.

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 oral language skills and vocabulary among disadvantaged pupils.	Pupils will have secure use of relevant vocabulary and be able to make connections across core concepts taught in line with their peers.
Improved attainment among disadvantaged pupils.	KS1/2 writing outcomes in 2024-2025 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: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • An increase is participation in enrichment activities, particularly among disadvantaged pupils.
To improve Attendance and reduce the number of Persistent absentees. 4 of the 32 pupils were Disadvantaged pupils who were persistent absentees.	Attendance will be back to previous levels.

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Abacus maths. as a whole school scheme to support the teaching of maths. This also provides clear assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. £1500</p>	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1629121262</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	2,3,4
<p>Ensure all relevant staff have received CPD training to deliver the Twinkl phonics scheme effectively.</p> <p>Embed the use of Twinkl phonics revised resources: Fully decodable books, flashcards and friezes.</p> <p>Phonics lead to monitor the</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4

<p>teaching of phonics and assessment, providing support and guidance as appropriate.</p> <p>Purchase high quality books.</p> <p>£1500</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and Reading sessions targeted at disadvantaged pupils who require further phonics support in KS1 and KS2.</p> <p>This includes school led tutoring top up.</p> <p>£18000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Pupils who are falling behind in are prioritised in additional small group interventions and additional teacher and Teaching Assistant support.</p> <p>£16500</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	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
<p>To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, music tuition etc. £1500</p>	<p>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.</p> <p>Life skills and enrichment EEF Toolkit</p>	5
<p>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</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</p>	6
<p>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</p>	<p>The DFE Guidance has been informed by engagement with schools that have significantly reduced level of absence and persistent absence.</p> <p>DFE Improving School Attendance</p>	1-6

Total budgeted cost: £ 44,300

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 2020 to 2021 academic year.

Disadvantaged pupil attainment scores at the end of EYFSP (2021-2022)

	GLD
Disadvantaged (2 pupils)	100%
Non-disadvantaged	68%

Disadvantaged pupil phonics scores at the end of Year 1(2021-2022)

	GLD
Disadvantaged (2 pupils)	50%
Non-disadvantaged	81%

Disadvantaged pupil attainment scores at the end of KS1 (2021-2022)

3 pupils	Reading	Writing	Maths
Expected +	100%	100%	100%
Non-disadvantaged	74%	59%	63%
GDS	67%	0%	33%
Non-disadvantaged	18%	0%	22%

Disadvantaged pupil attainment scores at the end of KS2 (2021-2022)

9 pupils	Reading	Writing	Maths	GPS	RWM comb
Expected + Standard	44%	44%	67%	67%	44%
Non-disadvantaged	95%	79%	90%	79%	59%
GDS (110+)	22%	0%	0%	11%	0%
Non-disadvantaged	37%	5%	32%	42%	5%

Cohort 2022 Progress:

Subject	Reception Profile	KS1 Results	KS2 Results
Reading - Exp	55%	33%	44%
Reading - GDS		11%	22%
Maths - Exp		33%	67%
Maths - GDS		11%	0%
Writing - Exp		33%	44%
Writing - GDS		0%	0%

Extra support for families during difficult times has continued as school has supported families with uniform, food vouchers as well as support in accessing support for pupils' wellbeing through TOG Mind.

School has supported many families with covering costs of trips and music tuition.