



Pupil premium strategy statement 2023-2026

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 2023 – 2026.

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	208
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Body – 5.11.25

Pupil premium lead	Sarah Healey
Governor / Trustee lead	James Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,050
Recovery premium funding allocation this academic year	£0
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	£43,100

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 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 some 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 2024-2025, however the attendance of pupil premium pupils is slightly below non-pupil premium pupils. The 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 2025- 2026, 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for the English. co-ordinator to monitor the teaching of writing across the school. Release time for the Maths. co-ordinator to monitor the teaching of maths. across the school. £3000	After careful consideration it was decided to update our Writing scheme/overview in line with the new DfE Writing Framework. CPD for staff can enable teachers to develop pupils' understanding of, engagement in and motivation for writing. 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: £ 30,000

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. £14000	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. £16000	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 with particular focus on Writing and maths reasoning activities: 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: £ 8,600

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	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.	5

trips, residentials, clubs, music tuition etc. £1500	Life skills and enrichment EEF Toolkit	
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. £2800	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. To continue to pay increased hours of the School Administrator so she can monitor and implement the 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
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 43,100

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 2024 to 2025 academic year.

Disadvantaged pupil attainment scores at the end of EYFSP

	GLD
Disadvantaged (3pupils)	67%
Non-disadvantaged	74%

Disadvantaged pupil phonics scores at the end of Year 1

	Expected Standard
Disadvantaged (4 pupils)	75%
Non-disadvantaged	96%

Disadvantaged pupil attainment scores at the end of KS2

5 pupils	Reading	Writing	Maths	GPS	RWM comb	Science
Expected + Standard	100%	60%	100%	100%	60%	80%
Non-disadvantaged	92%	84%	96%	96%	80%	92%
GDS (110+)	0%	0%	33%	0%	0%	
Non-disadvantaged	44%	18%	37%	52%	15%	

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome												
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.												
	KS2												
	<table><tr><td>5 pupils</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>Expected +</td><td>100%</td><td>60%</td><td>100%</td></tr><tr><td>Non-disadvantaged</td><td>89%</td><td>85%</td><td>89%</td></tr></table>	5 pupils	Reading	Writing	Maths	Expected +	100%	60%	100%	Non-disadvantaged	89%	85%	89%
	5 pupils	Reading	Writing	Maths									
Expected +	100%	60%	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. 20 places were accessed extra-curricular clubs by disadvantaged pupils.												
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% but slightly improved by .7%, and PA remained low at 4.3% with no severe absence.												