Pupil premium strategy statement 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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.

School overview

Detail	Data
School name	**Buckminster Primary School**
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	17% (6)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	*2024/25 (review)* ***2025/2026 (current)*** *2026/27 (ongoing plan)*
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Head teacher Julia Orridge
Pupil premium lead	Head teacher Julia Orridge
Governor / Trustee lead	Siggy Averton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,090 (Apr 25)
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	£9,090

Part A: Pupil premium strategy plan

Statement of intent

At Buckminster Primary we believe all children, including those from a 'socially disadvantaged' background, should achieve their potential whilst feeling safe and happy during their primary education. This belief drives our overarching school vision of developing '***active and responsible global citizens'***.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example children that have or have had a social worker.

All members of staff and the governing body understand that, through no fault of their own, children come to our school from varied backgrounds and social settings. We accept responsibility for those pupils who are 'socially disadvantaged' and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

By identifying barriers to learning, which our socially disadvantaged children may be experiencing, we are able to deploy a range of strategies to support children in breaking through those barriers, whether they are linked to academic progress, self-esteem, life experience or financial issues.

Our key focus for the whole school (supporting academic progress and agility) is Quality First and Responsive teaching. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours. Frequent intervention groups are also planned and delivered as required. These are fluid and based on children's needs each week. As a small school where all teachers know all the children, it is easier for our staff to flex and adapt to changing needs. By continually monitoring and evaluating each child and initiative we are able to ensure we remain effective and efficient.

From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs or are being supported by Early Help or social services. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We will allocate staff so they can do this.

Challenges

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge (6 pupil premium - 1 child = 17%)
1	Analysis of internal data, teacher assessments and wider contextual information indicates that 68% of our pupil premium children are reluctant learners who struggle to work independently, taking longer than their peers to get started on a task without support
2	Data from assessments, observations of pupils and discussions with teachers identifies 83% of our pupil premium children are working below age related expectations for Maths as at Autumn 2025 assessment.
3	Data from assessments, observations of pupils and discussions with teachers identifies 83% of our pupil premium children are working below age related expectations for Writing as at Autumn 2025 assessment.
4	Data from assessments, observations of pupils and discussions with teachers identifies 1 (17%) of our disadvantaged children are predicted to be working at Greater Depth.
5	Analysis, observations of pupils and discussions with teachers show that Social, emotional and mental health needs, including low self-esteem, anxiety or difficulties with self-regulation, impacts on children's behaviour and concentration in class. 68% of our PP children are on the SEND register and require staff training and support to ensure achievement for all pupils.

Intended outcomes

The table below 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
Children will be able to work independently, with less reliance on adult support and have the confidence to get started with a given task.	More than 70% of disadvantaged pupils will be independent learners. Pupil voice and teacher observations will identify children's confidence to independently start on a given task

To raise % of children entitled to PP achieving the expected standard in reading, writing and maths. This will be in line with national or better.	More than 70% of disadvantaged pupils achieve national average expectations or above. Children's reading and maths scores on PiXl will show progress Children's accelerated reader scores will show progress Children will be keen to read in and out of school Children's engagement in writing will improve – evident in quantity and quality of writing improvement.
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	Teaching is observed to be good in all classes. Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.
Provide more support for PP children with SEND or SEMH	In addition to QFT, those children with SEND will receive specialised intervention. Observations and assessment will show that children will make 'small step' progress each half term versus individual targets – interventions will be reviewed for efficacy and changed where progress not evident Pre and post intervention assessment of SMART targets will show progress
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil voice, parent and pupil surveys and teacher observations show a sustained level of wellbeing by 2025/2026 Significantly more students who struggle with SEMH report to feel happy and safe in school A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class, including adaptive learning and strategies to support SEND pupils' learning.	**EEF Guide to Pupil Premium Key Principles** https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ page 3 – Quality Teaching Helps Every Child *"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds"*	1 2 3 5

There will be personalised learning (IEP) to the individual needs of pupils, encouraging greater inclusion of pupils with SEN and SEMH needs, and working to narrow the attainment gap for all children.	*"Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school."* ***(EEF The Attainment Gap 2018)***	
Teacher recruitment and retention: To support through targeted CPD and coaching strategies ECT teachers	DFE Recruitment and Retention Strategy identifies 4 areas of focus, including: - Workload CPD Flexible working Less complex routes to teaching	1 5
Ongoing CPD and coaching to support teachers and teaching assistants to effectively manage behaviour in the learning environment.	Learning environment evidenced to have impact on quality of teaching and learning. Teachers and teaching assistants play a key role in supporting and promoting positive pupil attitudes to learning. Senior leadership time for coaching teachers and support staff.	1 5
Work directly with the English Hub	English Hubs offer support to local schools and academies to improve the teaching of phonics, early language and reading in Reception and Year 1, which will impact on overall outcomes.	1 3 5
Phonics scheme deployed across the EYFS (including FS1) alongside targeted interventions for lowest 20% of readers. Training all new staff on a DfE validated Systematic Synthetic Phonics programme ELS to secure stronger phonics teaching for all pupils.	DFE research stresses the importance of having validated phonics scheme, that helps all children progress in early reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3 5
Create a positive writing culture across all curriculum areas – supported by English Hub	EEF states that writing is a cognitively demanding skill that requires explicit instruction in both transcription (spelling and handwriting) and composition (ideas and structure)	1 3 4
Develop subject leaders and teachers' knowledge of vocabulary so teaching of vocabulary is structured and planned	Children with poor vocabulary can do well with reading up to about age 8 years then drop rapidly as they do not have the vocabulary to comprehend well. (source: A Quigley, Closing vocabulary Gap) Curriculum Leader CPD	1 2 3 4

	the use of assessments and retrieval activities to support pupils to retain and recall information across the academic year.	
Quality **feedback** which allows children to; engage in dialogue with their teacher instantly improve their work understand any misconceptions how to develop learning	OFSTED feedback 2018 **EEF Teacher Feedback to Improve Learning Report** *"Regardless of whether a teacher chooses to give grades, offer praise, or comment on effort, the feedback they give on learning is more likely to be effective at improving pupil attainment if it includes a focus on the task, subject, and/or* ***self-regulation*** *strategies."*	1 2 3 4

Targeted academic support

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

Budgeted cost: £5150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of intervention for pupils whose education has been most impacted by external factors. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers.	There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling pupils. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour. EEF 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 2 3 4
Sensory Circuits training for LSA and then embedded within the school day as part of a sensory diet within the timetable	Cost of LSA hours and training	1 5
Use of Question Level Analysis with PIXL Assessment to track gaps in learning and then use this information to focus the intervention needed for pupils with clear SMART targets.	Pupil Premium pupils may not make as much progress as their peers, therefore QLA allows teachers to identify gaps in learning quickly.	1 2 3 5

SLT time to support families with access to targeted support with partner agencies.	Over half the children on the school's safeguarding monitoring are entitled to PP.	1 5
SENCO to support teachers to use tools to support reluctant writing – Colourful semantics gride and handwriting interventions to support formation and fluency.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies and small step scaffolding The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 3 4 5

Wider strategies

(for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards Educational Visits, activities, afterschool clubs, music lessons as required on a family by family basis	Children from lower income families may not be able to attend school trips / After School Clubs, which will disadvantage their access to a broad and balanced curriculum **EEF Guide to Pupil Premium Key Principles** https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/	1 2 3 4 5
Wrap around care facilities for targeted families	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care enables parents to work and have consistent employment. Wrap around care safeguards children. Children are able to engage in paired reading and homework support during this session.	1 2 3 4 5
Continue to embed our Behaviour Culture and antibullying approaches with the aim of developing our school ethos and improving behaviour across school, supported	Both targeted interventions and universal approaches can have positive overall effects https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 5

by ELP (Exemplary Leadership Programme)	The Exemplary Leadership Programme supports Headteachers to create a school where children, especially from the most challenging backgrounds, have the best education possible, to become academically successful, articulate and confident young people.	
Continue to develop opportunities to improve Mental Health eg increased opportunities for the Arts and after school provision to support Mental Health. Work towards ARTSMARK 2026/27.	EEF identifies the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. Arts and craft afterschool club Choir Sports clubs Use of SEN room throughout the day	5
Uniform, resources provided as necessary and as identified between class teacher, pupil and family.	"A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. **EEF Behaviour Report**	1 2 3 4 5
Regular contact with families to confirm the school is here to support them as and when we are able. Timely action taken to address punctuality		1 2 3 4 5
Parent Workshops to support home learning eg reading at home / maths / phonics / mental health / behaviour	*EEF findings show parental engagement has a positive impact on average of 4 months' additional progress*	1 2 3 4 5

Total budgeted cost: £9090

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.**

We have analysed the performance of our school's disadvantaged pupils during the last three years of the Pupil Premium Strategy 2021-2025, , alongside the 2024/25 academic year outcomes, using key stage 1 and 2 performance data, phonics check results. Multiplication Check and our own internal assessments such as PiXl assessments.

Small schools are not required to publish data if the cohort is less than 11, therefore consideration must also be given to our small cohort numbers, which impact on the percentages shown.

Our internal teacher assessments and our end of Key Stage data helps us gauge the performance of our disadvantaged pupils and we compare our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest some strong individual performances of our disadvantaged children compared to non-disadvantaged children. The progress and attainment of some pupils in 2024/25 were below our expectations however, for this particular cohort, other factors contributed to the outcomes of these children.

In Summary, KS2 data shows:
In maths 50% of disadvantaged children reached ARE in comparison to 33% of non disadvantaged children.
In reading 50% of disadvantaged children reached ARE in comparison to 33% of non disadvantaged children.
In writing, 50% of disadvantaged children reached ARE in comparison to 33% of non disadvantaged children reached ARE.

Due to small cohorts, the % difference is affected by the performance of just one child, therefore it is difficult to analyse if we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan for the next three years and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above..

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
T T Rockstars	Maths Circle Ltd
White rose maths / Science	White rose education
Accelerated reader	Renaissance
PiXl assessments	PiXl
Literacy Tree	Literacy Tree
Essential letters and sounds	Oxford Owl
Kapow	Kapow
Purple Mash	Purpul Mash
GetSet4PE	GetSet4PE
Jigsaw PSHE/RE	Jigsaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.