# Pupil premium strategy statement 2024

## 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

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| Detail | Data |
| School name | **Buckminster Primary School** |
| Number of pupils in school  | 52 |
| Proportion (%) of pupil premium eligible pupils | 21% (11) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | *2023/24 (review)* ***2024/2025 (current)****2025/26 (ongoing plan)* |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | April 2025 |
| Statement authorised by | Julia Orridge |
| Pupil premium lead | Julia Orridge  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £16,230 (Apr 24) |
| 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 | £16,230 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 young carers or 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. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Assessments, observations, and discussions with pupils and teachers suggest 80% 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 | Assessments, observations, and discussions with teachers indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | Assessments, observations of pupils and discussions with teachers identifies 50% of our pupil premium children are working below age related expectations for Reading. |
| 4 | Data from assessments, observations of pupils and discussions with teachers identifies none of our disadvantaged children are predicted to be working at Greater Depth. |
| 5 | Assessments, observations and discussions with pupils, teachers and families have identified 60% of our disadvantaged children have social, emotional and mental health issues, which impacts on children’s behaviour and concentration in class. |

## 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.

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| 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 expected in reading, writing and maths. This will be in line with national or better.  | More than 70% of disadvantaged pupils to achieve national average expectations or above. Children’s reading and maths scores on PiXl will show progressChildren’s engagement in writing will improve – evident in quantity and quality of writing improvement.All pp children will pass phonics screen |
| 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. |
| Improved provision in class for children with SEMH will improve behaviour, self regulation, children’s mental wellbeing and ability to engage in learning. | Observations from teacher and pupil voice will show that children’s engagement in class improves. Observations from teacher highlight that children’s concentration will improve in classObservations and pupil voice will show that behaviour in non-structured times of the day will improve. |
| 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 evidentPre and post intervention assessment of SMART targets will show progressThose children who need extra support with SEMH, will received specialised support through an ELSA or Trauma Informed and Therapeutic Wellbeing Practitioner |
| 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 2024/2025Significantly 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: £4,630

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| 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.There will be personalised learning 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. | **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”**“Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.”* ***(EEF The Attainment Gap 2018)*** | 1234 |
| 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 workingLess complex routes to teaching | 15 |
| Coaching CPD 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. | 1234 |
| 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. | 23 |
| Phonics scheme deployed across the school (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> | 23 |
| Create a positive reading culture across all curriculum areas. | EEF states reading a book with rich opportunities for discussion is a vital step in supporting the children’s language and communication skills | 345 |
| Enhancement of maths teaching supported by EMS Maths Hub Sustaining Workshop | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and Trust CPD (including Teaching for Mastery training). | 14 |
| 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 | 24 |
| Subject leaders given release time to improve their own understanding in this area. Subject leaders to deliver inset training to colleagues on the teaching strategies in their subject  | Subject leadership established across the curriculum and the School Improvement Plan is now prioritising the use of assessments and flash backs to support pupils to retain and recall information across the academic year. | 1234 |
| Quality **feedback** which allows children to;engage in dialogue with their teacher instantly improve their workunderstand any misconceptionshow 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.”* | 1234 |
| 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 scaffoldingThe 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> | 12 |

**Targeted academic support**

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

Budgeted cost: £7550

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children with SEND/PP will receive support in specific areas of need either through Quality interventions or in class support  | Children with SEND/PP will receive support in specific areas of need either through Quality interventions or in class support Staff absences have sometimes meant that LSAs are needed to cover classes, sometimes resulting in interventions not being completed. Children who may not currently have additional hours allocated through SEND top up funding but need extra support in lessons will have support when they need it. 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 | 1234 |
| 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 | 5 |
| New ELSA to be trained and made available for drop-in sessions and intervention. | An increasing number of children need support for self-esteem, anxiety, bereavement and other mental health links. | 5 |
| Additional ELS phonics sessions targeted at disadvantaged pupils who require further phonics support. Impact will be monitored in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 125 |
| 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 | 1234 |

**Wider strategies**

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

Budgeted cost: £4,050

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| 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/> | 12345 |
| `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. | 12345 |
| Continue to embed our Behaviour Culture and antibullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 15 |
| Continue to develop opportunities to improve Mental Health eg increased opportunities for the Arts and after school provision to support Mental Health. Complete Mental Health Lead training  | 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 clubChoirSports 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** | 12345 |
| 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 | 12345 |

**Total budgeted cost: £16,230**

# 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.**

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| We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year 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 compared 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 the progress and attainment of the school’s disadvantaged pupils in 2023/24 was below expectations. Our analysis suggests that the reason for this was primarily the ongoing impact of COVID-19, although other learning difficulties and internal school factors contributed to the outcomes of those disadvantaged pupilsIn Summary, KS2 data shows: In maths 67%% of disadvantaged children reached ARE in comparison to 75% of non disadvantaged children. In reading 67% of disadvantaged children reached ARE in comparison to 75% of non disadvantaged children. In writing, 33%% of disadvantaged children reached ARE in comparison to 50% 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 and made changes to how we intend to use some of 11 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*

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| --- | --- |
| Programme | Provider |
| T T Rockstars  | Mats Circle Ltd |
| White rose maths | White rose education  |
| Accelerated reader | Renaissance  |
| PiXl assessments | PiXl |
| Literacy Tree  | Literacy Tree  |

## Service pupil premium funding (optional)

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

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| --- | --- |
| 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)

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| *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.* |