# Pupil premium strategy statement 2023

## 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 | 53 |
| Proportion (%) of pupil premium eligible pupils | 21% (11) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3  *2022/23 (review)*  ***2023/2024 (current)***  *2024/25 (ongoing plan)* |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | April 2024 |
| Statement authorised by | Julia Orridge |
| Pupil premium lead | Julia Orridge |
| Governor / Trustee lead | Justine Roberts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £15,915 (Apr 23) |
| 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 | £15,915 |

# 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 indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Only 44% (4/10) PP children are on track to make expected progress in reading, writing and maths  2 PP children are at risk of not passing the phonics screening test |
| 2 | Internal monitoring show Learning behaviours / lack of independent learning strategies |
| 3 | Our assessments/observations and discussions with pupils and families have identified social and emotional and mental health issues for many PP children alongside families who have accessed support from Social Services or Early Help |
| 4 | External barriers:   * Lack of engagement in after school clubs for some pupils * Financial support- uniform, trips, residential |

## 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 |
| Improved progress for all disadvantaged children | Children will make progress in line with (or above) the national average expectation.  Children’s reading and maths scores will show progress  Children’s engagement in writing will improve – evident in quantity and quality of writing improvement. |
| Improved learning behaviours and uptake of independent learning strategies. | Children will feel more accountable for their own learning and have a positive attitude to school and their work during lessons (recorded using a scale 0-10) – this will be reviewed 2x a year with children and teachers in a 1:1 discussion.  Children will be keen to read in and out of school |
| Provide more support for PP children with SEND | In addition to QFT, those children with SEND will receive specialised intervention. 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 will show progress |
| Improve phonics and reading outcomes for disadvantaged children | Phonics screening pass rate for the school (& the PP group) will be at least the national average expectation.  All PP children will pass the phonics screening test  Older PP children make small step progress each half term versus individual targets in daily phonics sessions |
| Improved attendance and participation in after school clubs. | All PP children to attend at least 1 after school club during the year  After school clubs are free for all PP children |
| Develop parental engagement and relationships | Parents feel comfortable to ask for help for their families in relation to school and barriers to learning – better links with agencies and improve 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: £6915

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teacher recruitment and retention | DFE Recruitment and Retention Strategy identifies 4 areas of focus, including: - Workload - CPD - Flexible working - Less complex routes to teaching | 1 |
| **Quality First Teaching** emphasises high quality, inclusive teaching for all pupils in a class including differentiated 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 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)*** | 1  2 |
| Training all staff on a DfE validated Systematic Synthetic Phonics programme ELS to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1  2 |
| Coaching CPD to support teachers and teaching assistants to effectively manage 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 | 1  2  3 |
| 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 | 1  2  3 |
| 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  3 |
| Staff training: - Instructional Coaching delivered to all staff and revisited at INSET throughout the academic year through a planned cycle of CPD. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF | Staff training: - Instructional Coaching as a CPD model delivered to all staff throughout the academic year through a planned cycle of CPD. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF | 1  2 |
| Daily **phonics/spelling** sessions for all children needing phonics support targeted at the individual needs of the child from highly trained teachers / TAs | *“We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don’t achieve good literacy skills by the end of primary school are bleak.”*  ***(EEF Article – Phonics Attainment Gap Widens September 2017)***  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Improving_Literacy_in_KS1_Recommendations_Poster.pdf> | 1  2 |
| Ensure regular **reading** slots with class teachers /TA at least 3 x a week for all PP children (those with SEN – daily readers) | 1  2 |
| Differentiated and targeted activities during **whole class guided reading** lessons to encourage inclusion of all pupils and narrow any gaps in reading / phonics | 1  2 |

**Targeted academic support**

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

Budgeted cost: £5000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A trained teacher / TA will provide weekly pre / post / additional teaching as required and discussed with class teacher for pairs / small groups of children. | **EEF Guide to Pupil Premium Key Principles**  <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>  page 5 – Targeted Academic Support  *“Evidence consistently shows the positive impact that targeted academic support can have, including on 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.”* | 1  2 |
| *As above - As required, class teachers will provide short pre/post teaching sessions during the day where gaps are identified as part of the additional and highly personalised interventions for specific children / pairs of children.* | 1  2 |
| 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. | 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* | 1  2 |
| New ELSA to be trained and made available for drop-in sessions and intervention. | Over half the children on the school’s safeguarding monitoring are entitled to PP. Children with SEND support plans for SEMH category are entitle to PP. | 1  2  3 |
| 1. Refer to, model and praise **character strengths** (displayed in classroom, referred to in assembly and weekly merits)  2. Model and teach metacognition and self-regulation techniques as outlined in EEF meta cognition and self-regulated learning doc | *“Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.”*  **EEF Metacognition & Self-Regulated Learning 2018**  *“Meta-cognition and self-regulation are sometimes known as ‘learning to learn’ and are intended to help pupils think, more explicitly, about their own learning” – An effective low cost strategy recommended by Third Space Learning, adding up to 8 months progress*  **TSL: New Primary School Guide to Pupil Premium 2016/7**  *(See also feedback strategies above)* | 2 |

**Wider strategies**

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

Budgeted cost: £4,000

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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 | **EEF Guide to Pupil Premium Key Principles**  <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>  page 5 – Wider Strategies | 4 |
| `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. | 4 |
| Start to implement and 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: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) | 2 |
| Coffee mornings for parents to support SEN and school approaches to support learning at home. | EEF findings show parental engagement has a positive impact on average of 4 months’ additional progress | 4 |
| 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** | 4 |
| 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 | 4 |

**Total budgeted cost: £15,915**

# 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 **2022 to 2023 academic year.**

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| Due to Buckminster Primary School lacking leadership during the academic year 2022-2023, it has not been possible to review the outcomes of the Pupil premium strategy. |

## 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 |
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## 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.* |