

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Buckingham Primary Academy
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils:	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published:	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paula Hillman - Principal
Pupil premium lead	Paula Hillman - Principal
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134 500
Recovery premium funding allocation this academic year	£ 14 500
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	£149 000

Part A: Pupil premium strategy plan

Statement of intent

At Buckingham Primary Academy between Reception to Year 6, 40% of pupils attract the funding. This is compared to 20.8% nationally. As an academy we have a significantly above average proportion of Pupil Premium pupils. This is an increase on the previous academic year when 27% of pupils attracted the additional funding.

At Buckingham Primary Academy our aim is to remove barriers that disadvantaged pupils face to achievement, and allow them to achieve as well as their peers, nationally. Pupils who are eligible for pupil premium are more likely to be low attaining than other pupils, we do have high attainers who attract Pupil Premium.

High quality teaching is a top priority, including professional development, training and support for teaching staff and recruitment and retention. This is reflected in the Pupil Premium spending, where teaching staff is the highest costed tier.

As a final principle, the EEF state, 'The challenge of implementation means that less is more'. In line with this, we have targeted actions in place and focus on specific priorities to ensure success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths on entry to EY, KS1 and KS2 for disadvantaged learners is low compared to non-disadvantaged pupils in school and nationally. A preparedness to learn and ability to fully participate without school intervention.
2	Developing positive learning dispositions to raise aspirations.
3	Reading, particularly decoding and the development of oral skills and limited vocabulary attributed by limited support at home.
4	Persistent absenteeism of disadvantaged pupils is higher than other groups in the school resulting in lost learning time.
5	Significant congruence between disadvantage and significant family issues including higher rates of social care involvement, SEN, and safeguarding. Support at home for pupils is variable. This has been particularly exacerbated during the national lockdown, when attendance was intermittent and remote

learning was chaotic for some families.

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
Increase the proportion of disadvantaged pupils entering KS1 ready to access the full curriculum.	Increase in GLD for disadvantaged learners to narrow the gap towards national. Teacher assessment: School GLD – 49% School GLD disadvantaged -
Increase the proportion of pupils entering Y2 who are fluent in decoding	Increase the proportion of pupils entering into Y2 who successfully achieve PSC Teacher assessment End of 2021 64% of non-disadvantaged pupils on track to achieve PSC: 53% of disadvantaged pupils on track to achieve PSC:
Attainment gap between disadvantaged and non-disadvantaged to close by the end of KS2.	End of KS2, % of pupils achieving RWM for disadvantaged pupils increases so that it is closer to national. Teacher assessment 2021: School KS2 2021: 65% School disadvantaged KS2 2021: 39%
Increase resilience and perseverance and readiness to learn for disadvantaged pupils.	Disadvantaged pupils to be prepared and ready to learn and as a result make improved progress.
Improve attendance and decrease the number of persistent absentees.	Number of persistent absentee disadvantage pupils decreases. End of 2021 School – 39 pupils School disadvantaged pupils – 34 pupils
Increase motivation and aspirations for all disadvantaged pupils. All disadvantaged pupils are fully engaging in the Skills for Life Passport.	All disadvantaged pupils to have attended an extracurricular activity and to be signposted to new activities.

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: £ 34 084.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide release time for phonics lead to allow them to support teaching staff to improve the quality of the delivery of phonics to ensure milestones are met across the academic year.</p> <p>Cost: £6435.75</p>	<p>53% of Y1 disadvantaged pupils on track to achieve phonics screening at the of the previous academic year.</p>	<p>1 2 3 5</p>
<p>Provide 0.5 release time for the Vice Principal to allow them to provide support to teachers to improve the quality of teaching across the school Delivery of RSC project across the school (£400 per term)</p> <p>Cost: £14777.60</p>	<p>Based on evidence the Vice Principal to have dedicated weekly time (0.5) to support teachers in improving first quality teaching in the classroom.</p> <p>KS2 - Based on 18 pupils. RWM - 39% achieved expected or above. 5.6% achieved Higher standard.</p> <p>KS1 - Based on 9 pupils. R – 77.8% achieved expected or above which is below non-disadvantaged. 0% achieved higher standard compared to 10.8% non-PP W – 66.7% achieved expected or above. 22.5% achieved higher standard.</p>	<p>1 3</p>
<p>Provide half termly release time for maths lead and phonics lead to allow them to provide support to teaching staff to improve the quality of teaching across the school.</p> <p>Cost: £6435.75</p>	<p>Phonics Lead to provide support to all staff with the teaching of phonics, fortnightly meetings to review groupings.</p> <p>Maths lead to review and monitor the teaching and coverage of maths across the school.</p>	<p>1</p>
<p>Provide release time for FS Lead to allow for access to CPD.</p> <p>Cost: £6435.75</p>	<p>EY to have release time to engage with the Early Years framework, professional visits to other schools of excellence and CPD to develop learning environment and increase the % of disadvantaged pupils achieving GLD.</p>	<p>1</p>

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

Budgeted cost: £ 70 947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide One-to-one/ small group intervention to support disadvantaged pupils in KS2 with reading. Cost: £9620.00	We use a structured approach to reading and one to one/ small group intervention would support disadvantaged pupils to be successful.	1 2 4 5
To provide One-to-one/ small group intervention to support disadvantaged pupils in KS2 with maths. Cost: £9620.00	We use a structured approach to maths (White Rose) and one to one/ small group intervention would support disadvantaged pupils to be successful	1
To provide an additional L2 teaching assistant in Y3 and Y5 to provide targeted academic support during the course of the academic year. Cost: £19240.00	Teaching assistant interventions are highlighted as having a positive impact on pupil attainment.	1
To continue to provide Reading Plus across KS2 and provide resources for disadvantaged pupils to access from home. Cost: £2650.00	Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. Classes have dedicated time in the timetable.	1 2 3
To provide targeted homework clubs for KS1 disadvantaged pupils to access speech and language interventions. Cost: £13928.00	Pupils in KS1 struggled with remote learning during lockdown. Learning dispositions across KS1 to be developed due to amount of unstructured time during lockdown. Low literacy skills in the home environment.	1 3
To provide additional time from Applied Psychologies services to provide teaching staff with expert guidance to improve provision for pupils. Focus on KS1. Cost: £2520.00	We have a number of pupils in KS1 who have low learning dispositions, purchasing additional time from a psychologist to provide expert support at a whole class level with an emphasis on disadvantaged pupils. Targeted support for teachers in KS2 with specific pupils with complex needs.	2
AVP/ SENCo to provide dedicated time to support	An increase in the school of the number of disadvantaged pupils who have SEN	2

staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications) Cost: 13369.00	particularly SEMH needs. In order of pupils to receive the support they need including recommendations, particularly around multi-agency working, the experienced SENCo in school needs release time.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43 968.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Broaden cultural experiences to impact on aspirations and resilience. Development of personal character/ skills for life passport</p> <p>£1310.00</p> <p>Y4/Y5/Y6 PP pupils to have the opportunity to participate & perform to a variety of audiences. Identified PP pupils to participate in a music project through the music service in the summer term 2020. (Maybe Virtual) Increased aspirations for pupils in KS2 in readiness for a KS3 curriculum.</p> <p>Cost: £6100.00</p>	<p>Opportunities to access the arts, particularly music, has a positive impact on other areas of the curriculum, particularly English and maths.</p> <p>Access to a range of extra-curricular activities outside of the school day will provide opportunities for disadvantaged pupils to develop existing and acquire new skills and staff are able to sign post other specialist organisations.</p>	<p>2 4 5</p>
<p>Continue to buy into the EWO SLA to focus on improving attendance and supporting parents with external issues. Increase attendance of PP pupils and decrease persistent</p>	<p>Based on 34% of pupils (33/97 disadvantaged) attendance was below 90%. Dedicated time within the school day for the Attendance Team to support families and ensure the number of disadvantaged pupils absent is kept to a minimum. To support this, our school employs an education welfare officer to provide more</p>	<p>1 4</p>

absenteeism of PP pupils to be in line with national. Cost: £1322.00	intensive support for families in crisis, or on the edge of social care involvement.	
Therapeutic interventions to support wellbeing and mental health of vulnerable pupils. £13 928.00	Significant increase in the % of pupils who are eligible for pupil premium funding since the census in January 2020. (increase of 13%) and the number of families who are in crisis due to outside influences. Social and emotional learning has a positive impact on pupil attainment. Wellbeing Team to deliver structured interventions and ad hoc support as necessary eg: when a child is in crisis	4 5
Extra-curricular activities to be available and promoted to all disadvantaged pupils (Clubs, Breakfast and After School provision) £21 308.15	Evidence disadvantaged families are more likely to have low aspirations and limited access to extra curricular opportunities.	2 5

Total budgeted cost: £ 149 000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review of 2020/21

Quality of Teaching:

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year 2020 demonstrates that the majority of disadvantaged pupils made progress in reading, writing and mathematics by the end of the Spring Term 2021 in what has exceptionally challenging circumstances for some pupils. Support for disadvantaged pupils tailored to acutely meet their needs in terms of readiness for school and preparedness to learn and being able to access ALL areas of the curriculum. Disadvantaged pupils who have had periods absent from school due to Covid related reasons have been contacted by telephone daily by a member of the attendance team and/or wellbeing team and/or class teacher. The class teacher has provided work, which has been delivered remotely or through the school online platform, class dojo. Pupils who were unable to access home learning online provided with paper copies. Disadvantaged pupils who are also SEN or have an EHCP if they have been absent due to COVID related reasons have been contacted by the SENCo and appropriate work has been set to meet their needs. Remote learning has supported disadvantaged pupils who have had to self-isolate and pupils have been provided with suitable devices. This will continue in the summer term ensuring that all disadvantaged pupils have access to devices and data if required.

Attainment of disadvantaged pupils. Y6 there are a small group of disadvantaged pupils who have been affected by poor attendance due to C-19 and other closely related reasons. This has resulted in a gap between the attainment and progress

between disadvantaged and non-disadvantaged pupils. All appropriate support has been put into place to continue to offer support for this groups of pupils. Persistent absenteeism is a key factor. Y1 – Y5 attainment of disadvantaged pupils is broadly between 8% - 20% of non-disadvantaged pupils. The gap still needs to close further to be in line with national expectations. 89% of disadvantaged pupils in Y2 successfully achieved phonics screening in the Autumn Term, 35% of the pupils had attended school during the summer term 2020 and this has had a significant positive impact.

Supplementary interventions reviewed for disadvantaged pupils for the summer term 2021.

There is a clear and distinct rationale for pupils having access to therapeutic interventions which is having a positive impact as pupils who have participated are able to successfully able to access the curriculum in the classroom. This has had an impact on disadvantaged pupils who have been in crisis due to outside influences. This is evident with pupil's ability and readiness to learn and being able to access the curriculum. It has also supported with pupils who may have experienced trauma due to C-19 related reasons.

Attendance for some disadvantaged pupils remains a challenge but is monitored very closely. A larger proportion of disadvantaged families have been affected by positive cases of Covid in the household on multiple occasions compared to other groups. Pupils who have been affected have been contacted daily and have had access to remote learning to mitigate lost learning in school. Key pupils are being targeted through a number of initiatives which include the following:

- Daily phone calls by the Attendance Team and follow up from the Principal and/or member of SLT.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time
- Attendance is part of performance management for teachers to raise awareness of pupils who attendance is 90% or below.
- Celebration letters sent home to parents whose child's attendance was 90% or below and there has been an improvement
- Class attendance of 100% per week the class is awarded with a tray of flapjack. The class with the highest weekly attendance receives an additional 10 minutes playtime on one of the trim trails.
- Termly certificates for 100% attendance.
- Support from the EWO and other outside agencies
- Meetings with the Principal.

Summer Term

- Review the support for persistent absenteeism, particularly in Y6.

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
Reading Plus	

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.