

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	216
Proportion (%) of pupil premium eligible pupils:	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published:	September 2022
Date on which it will be reviewed	September 2023
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	£124 650
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	£124 650

Part A: Pupil premium strategy plan

Statement of intent

At Buckingham Primary Academy between Reception to Year 6, 41% 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 a significant increase on the academic year 2020 – pre COVID - 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. Whilst at the end of KS2 the gap had closed considerably, the attainment gap at greater depth remains high in RWM, compared to non-disadvantaged pupils. A preparedness to learn and ability to fully participate without school intervention to a mastery level.
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, particularly upon entry.
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 post lockdown due to disadvantaged pupils facing significant gaps in learning due to a number of complicating outside factors and chaotic households for some families.
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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, particularly in literacy. Teacher assessment: School GLD – 73% School non disadvantaged – 84% School GLD disadvantaged – 27%																								
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 2022 90% of non-disadvantaged pupils on track to achieve PSC: 58% 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 2022: School KS2 2022: 71.4% School disadvantaged KS2 2022: 67% <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ARE</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>N/Dis</td> <td>84%</td> <td>84%</td> <td>84%</td> </tr> <tr> <td>Dis</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> <tr> <th>GDS</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>N/Dis</td> <td>35%</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Dis</td> <td>28%</td> <td>17%</td> <td>22%</td> </tr> </tbody> </table>	ARE	R	W	M	N/Dis	84%	84%	84%	Dis	72%	72%	72%	GDS	R	W	M	N/Dis	35%	32%	35%	Dis	28%	17%	22%
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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.																								

	<p>End of 2022</p> <p>School – 24.9% (55 pupils)</p> <p>School disadvantaged pupils – 58% (32 pupils)</p>
<p>Increase motivation and aspirations for all disadvantaged pupils. All disadvantaged pupils are fully engaging in the Skills for Life Passport.</p>	<p>All disadvantaged pupils to have attended an extracurricular activity and to be signposted to new activities.</p>

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: £ 26 423.18

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: £3369.27</p>	<p>58% 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 release time for the Vice Principal to allow them to provide support to teachers to improve the quality of teaching across the school</p> <p>Cost: £19425.75</p>	<p>Based on evidence the Vice Principal to have dedicated weekly time to support teachers in improving first quality teaching in the classroom with an emphasis on GDS.</p> <p>KS2 –</p> <table border="1"> <thead> <tr> <th>GDS</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>N/Dis</td> <td>35%</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Dis</td> <td>28%</td> <td>17%</td> <td>22%</td> </tr> </tbody> </table> <p>KS1 –</p> <table border="1"> <thead> <tr> <th>GDS</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>N/Dis</td> <td>45%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Dis</td> <td>16%</td> <td>16%</td> <td>16%</td> </tr> </tbody> </table>	GDS	R	W	M	N/Dis	35%	32%	35%	Dis	28%	17%	22%	GDS	R	W	M	N/Dis	45%	36%	45%	Dis	16%	16%	16%	<p>1 3</p>
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<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: £3369.27</p>	<p>Phonics Lead to provide support to all staff with the teaching of the reviewed approach 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>EY to have release time to engage with the Early Years framework, professional visits to other schools of excellence and CPD to</p>	<p>1</p>																								

Cost: £6738.54	develop learning environment and increase the % of disadvantaged pupils achieving GLD. With a particular focus on language deficit and literacy.	

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

Budgeted cost: £ 68 254.41

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: £7258.50	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: £14 517	We use a mastery 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 Y4 and Y5 to provide targeted academic support during the course of the academic year. Cost: £29034.00	Teaching assistant interventions are highlighted as having a positive impact on pupil attainment. 67% of Y4 are disadvantaged.	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 clubs for KS1 disadvantaged pupils to access speech and language interventions. Cost: £13928.00	Learning dispositions towards school life across KS1/Y3 to be developed due to outside factors post lockdown. Low literacy skills in the home environment. Low speech and language. Including use of Lexia (£249) and Little Wandle (£900).	1 3
To provide additional time from Applied Psychologies	We have a number of pupils in KS1 who have low learning dispositions, purchasing	2

<p>services to provide teaching staff with expert guidance to improve provision for pupils.</p> <p>Cost: £2520.00</p>	<p>additional time from a psychologist to provide expert support at a whole class level with an emphasis on disadvantaged pupils.</p> <p>Targeted support for teachers in KS2 with specific pupils with low learning dispositions and persistent low level disruptions.</p>	
<p>AVP/ SENCo to provide dedicated time to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications, in class support, EP)</p> <p>Cost: £10301.25</p>	<p>An increase in the school of the number of disadvantaged pupils who have SEN particularly SEMH needs. In order for pupils to receive the support they need including recommendations, particularly around multi-agency working, the experienced SENCo in school needs release time.</p>	2

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

Budgeted cost: £ 29972.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Broaden cultural experiences to impact on aspirations and resilience.</p> <p>Development of personal character/ skills for life passport</p> <p>Trips £9118.31</p> <p>Hull Heritage £1323</p> <p>Hull Library £2925</p> <p>Y4/Y5/Y6 PP pupils to have the opportunity to participate and perform to a variety of audiences.</p> <p>Identified PP pupils to participate in a music project through the music service in the summer term 2023.</p>	<p>Opportunities to access the arts, particularly music, has a positive impact on other areas of the curriculum, particularly English and maths. Introduction of guitar lessons along with percussion lessons for pupils in Y5 and Y6.</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, to increase the number of pupils accessing activities at competition level.</p>	2 4 5

<p>Increased aspirations for pupils in KS2 in readiness for a KS3 curriculum.</p> <p>Cost: £ 5452.00</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 absenteeism of PP pupils to be in line with national.</p> <p>Cost: £1322.00</p>	<p>Based on 24.9% of pupils attendance was below 90%. 58% 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 intensive support for families in crisis, or on the edge of social care involvement.</p>	<p>1 4</p>
<p>Therapeutic interventions to support wellbeing and mental health of vulnerable pupils.</p> <p>£13 928.00</p>	<p>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</p>	<p>4 5</p>
<p>Extra-curricular activities to be available and promoted to all disadvantaged pupils (Clubs, Breakfast and After School provision)</p> <p>£21 308.15</p>	<p>Evidence disadvantaged families are more likely to have low aspirations and limited access to extra curricular opportunities.</p>	<p>2 5</p>

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and results will not be used to hold schools to account

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 2021/22

Quality of Teaching:

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year 2021 demonstrates that the majority of disadvantaged pupils made exceptional progress in reading, writing and mathematics by the end of KS2. This has been exceptionally challenging 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. Some disadvantaged pupils 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. 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 continued to support disadvantaged pupils who have had to self-isolate. Where appropriate disadvantaged pupils were provided with a suitable device and support with internet connection at home.

Attainment of disadvantaged pupils. See table below: The gap between disadvantaged and non-disadvantaged has closed considerably since 2019 published results. 2022 results are set out below:

ARE	R	W	M
N/Dis	84%	84%	84%
Dis	72%	72%	72%

The percentage of disadvantaged pupils achieving greater depth at the end of KS2 has increased exponentially, with 28% in reading, 22% in writing and 22% in maths. The gap between disadvantaged and non-disadvantaged achieving greater depth at the end of KS2 has closed, but this is an area of focus for academic year 2022 2023 due to a vocabulary rich environment lacking for some disadvantaged pupils. All appropriate support has been put into place to continue to offer support for this groups of pupils.

Y1 – Y5 attainment of disadvantaged pupils and non-disadvantaged continues to close. The gap still needs to close further to be in line with national expectations. 57% of disadvantaged pupils in Y1 successfully achieved phonics screening in the summer of 2022. 80% of disadvantaged pupils achieved phonics screening at the end of KS1 in 2022.

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 pupils are persistent absentees. This is due to a number of outside factors such as: C-19, mental health issues of parents. Pupils who are absent from school are contacted daily. 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.

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	