# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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 | Buckingham Primary Academy |
| Number of pupils in school | 221 |
| Proportion (%) of pupil premium eligible pupils: | 40% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025/26 |
| Date this statement was published: | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Paula Hillman - Principal |
| Pupil premium lead | Paula Hillman - Principal |
| Governor / Trustee lead | Academy Improvement Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £139380 |
| 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 | £139380 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *Buckingham Primary Academy is an outstanding place of learning that has a hardworking, enthusiastic and dedicated staff team. Our staff promote our key principals to be – Respectful, Responsible, Kind and Safe to ensure all our children are at the centre of everything we do.*  *Buckingham Primary Academy is a one form entry school with provision for pupils from 2years old and upwards. 40% of pupils attract pupil premium funding. This is compared to 27.6% nationally.*  *For us, educational attainment is the best predictor that we have of a young person’s long-term outcomes and we believe early intervention is key. A focus on language development with a clear emphasis on vocabulary, oracy/speaking and reading is vital and we are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum provides the knowledge, skills, and opportunities to improve the life chances for all pupils regardless of barriers.*  *We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and all staff have high expectations and ambition for all pupils and they fully understand the part they play in addressing educational disadvantage. Through leadership capacity, there is a sharp focus on the quality of pupils’ learning experiences. 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 attainders 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. It is important that this additional public funding is used effectively, with careful planning, in order that we continue to close the gap between disadvantaged pupils and their peers.*  *SLT have considered the evidence from the Education Endowment Foundation (EEF) and the research into successful practice in schools in developing the Pupil Premium strategy. As recommended by the EEF, Buckingham has a tiered approach to Pupil Premium spending. Our tiered approach comprises of the following categories:*   * *Teaching* * *Targeted support / interventions* * *Wider strategies*   *Teaching takes priority and this includes professional development and training for all staff. This is reflected in the spending, where teaching is the highest costed tier.*  *The Education Endowment Foundation states ‘The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.’ It is for this reason that our plan is specific and precise*  *We endorse the EEF’s view that the use of Pupil Premium funding will ‘benefit other groups’ and that ‘some 4 forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.’ A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff, executive leaders and members of the Academy Improvement Committee. This interacts positively with partnership/school-improvement work with the Enquire Learning Trust.*  *It means quality assurance is unequivocally purposeful and focused on improving teaching and learning.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment is lower for disadvantaged learners 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 has started to close but remains higher in RWM, compared to non-disadvantaged pupils. A preparedness to learn and ability to fully participate without school intervention to a mastery level. We also have a proportion of disadvantaged learners with SEND which can present additional challenges. |
| 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 disadvantaged pupils facing significant gaps in learning due to a number of complicating outside factors and chaotic households for some families and a shift in the demographics of the school community. |

## 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.

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| 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 and maths. |
| Increase the proportion of pupils entering Y2 who are fluent in decoding | Increase the proportion of pupils entering into Y2 who successfully achieve PSC |
| Attainment gap between disadvantaged and non-disadvantaged to continue to close by the end of KS2. | End of KS2, the percentage of pupils achieving RWM for disadvantaged pupils increases so that it is in line with or above national. |
| 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. |
| To continue to improve attendance and decrease the number of persistent absentees. | Number of persistent absentee disadvantage pupils decreases closer or inline with national average. |
| 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: £ 15046.41

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide release time for phonics lead to allow them to support teaching staff to improve the quality of teaching of phonics in Y1.  AVP – to support teaching of Y1 disadvantaged  L3 TA – to support teaching of Dis/SEND pupils  Cost: £3469.74 | 78% of Y1 disadvantaged pupils on track to achieve phonics screening at the end of the previous academic year. Further support to bring inline with national average of 80%.  42% of current Y1 cohort are disadvantaged. | 1  2  3  5 |
| Provide release time for the Vice Principal to allow them to provide support to teachers to improve the quality of teaching across the school  Cost: £6176.35 | 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: KS2 | 1  3 |
| Provide regular release time for maths lead to provide support for teaching staff to improve the quality if teaching of maths with a focus on counting/ multiplication across the school.  Cost: £1521.87 | * Maths lead to review and monitor the teaching and coverage of maths across the school. * Maths lead to ensure the implementation of L3 TA to support with multiplication tables across KS2with an emphasis on LKS2 | 1 |
| Provide release time for EY Lead/ AVP to allow for access to CPD.  Cost: £2778.45 | EY/AVP to have release time to engage with professional visits to other schools of excellence and CPD to develop learning environment and increase the % of disadvantaged pupils achieving GLD. With a particular focus on language deficit, oracy and literacy and maths. | 1 |
| Voice 21  Provide release time for Oracy champions to access / deliver CPD/ monitor & review. To become a school of excellence by the end of the academic year.  Cost: £1100 | Focus on oracy across the school due to a vocabulary deficit. | 1,3 |

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

Budgeted cost: £ 43128.13

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide small group intervention to support disadvantaged pupils in KS2 with reading and spelling.  Cost: £3469.74  Grammarsaurus: £597.60  SCODE: £420 | We use a structured approach to reading, writing and spelling - small group intervention would support disadvantaged pupils to be successful. | 1  2  4  5 |
| To provide small group intervention to support disadvantaged pupils in KS2 with maths with a focus on multiplication.  Cost: £3469.74 | We use a mastery approach to maths and small group intervention would support disadvantaged pupils to be successful – focus on UKS2 | 1 |
| To provide an additional L3 teaching assistant in KS2 to provide targeted academic support during the course of the academic year – focus on maths  Cost: £3469.74 | Teaching assistant interventions are highlighted as having a positive impact on pupil attainment.  Y3 – 43% of pupils are disadvantaged.  Y4 – 55% of pupils are disadvantaged.  Y5 – 46% are disadvantaged.  Y6 – % of pupils are disadvantaged. | 1 |
| To continue to provide Reading Plus across KS2 and provide resources for disadvantaged pupils to access from home.  Cost: £2556 | Using Reading Plus to deliver this intervention keeps costs low as pupils from Y1-Y6 have pupil IPAD. Classes have dedicated time daily in the timetable. | 1  2  3 |
| To provide targeted clubs for KS1 disadvantaged pupils to access speech and language interventions.  Cost: £6939.49  Little Wandle £750  Lexia £999.26  Testbase £474  Big Cat £240 | Low literacy skills in the home environment. Low speech and language.  Dedicated time in the timetable.  Targeted support for teachers in KS2 with specific pupils with low learning dispositions – particularly in Y3/Y4/Y5 | 1  3  2 |
| 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)  Cost: 13276.29  Cost: £6466.27 | An increase in the school of the number of disadvantaged pupils who have SEN particularly communication & interaction. 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.  Focus on the sensory classroom across the school with new cohorts. | 2 |

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

Budgeted cost: £ 81205.46

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Broaden cultural experiences to impact on aspirations and resilience.  Trips £8500  Hull Heritage £1508  Magical Museums £971.43  Hull Library £3800  Y4/Y5/Y6 PP pupils to have the opportunity to participate and perform to a variety of audiences.  Identified PP pupils to participate in a music projects through the music service.  Music SLA £4593.60  Charanga: £225.00 | Opportunities to access the arts, particularly music, has a positive impact on other areas of the curriculum, particularly English and maths. Continuation of guitar lessons along with percussion lessons for pupils in Y5 and Y6.  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. | 2  4  5 |
| Increase attendance of PP pupils and decrease persistent absenteeism of PP pupils to be in line with national. Attendance Officer – day to day monitoring.  Attendance Officer: £26077.43 | Based on 17.2% of pupils attendance was below 90%. 25.5% of pupils were disadvantaged. 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. Attendance approach in place inline with the DfE ‘Working Together’  CPD for attendance officer. | 1  4 |
| Therapeutic interventions to support wellbeing and mental health of vulnerable pupils.  Advotalk £4200 | Significant increase in the % of pupils who are eligible for pupil premium funding since the census 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)  Breakfast Club £7610  Snack Fruit for KS2 £6500  Breakfast Club snacks £2000  ASP £15220 | Evidence disadvantaged families are more likely to have low aspirations and limited access to extra curricular opportunities.  Ensure disadvantaged pupils have access to healthy options. | 2  5 |

**Total budgeted cost: £139380**

# 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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| *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 2023/24**  **Quality of Teaching:**  Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year 2022 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. Disadvantaged pupils who are also SEN or have an EHCP if they have been absent due to illness / medical needs have been contacted by the SENCo.  **Attainment** of disadvantaged pupils. See table below: The gap between disadvantaged and non-disadvantaged has closed considerably. 2025 results are set out below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ARE | R | W | M | RWM | | N/Dis | 77% | 77% | 91% | 735 | | Dis | 65% | 75% | 70% | 65% |   The percentage of disadvantaged pupils achieving greater depth at the end of KS2 has increased, with 25% in reading, 15% in writing and 25% in maths. The gap between disadvantaged and non-disadvantaged achieving greater depth at the end of KS2 is closing, but this continues as an area of focus for academic year 2024 2025 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. The percentage of disadvantaged pupils achieving ARE in RWM is closing. Maths is an area of focus for the academic year 2024 2025.  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. 50% of disadvantaged pupils in Y1 successfully achieved phonics screening in the summer of 2024.  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.  **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: mental health issues of parents, financial constraints. 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 Officer 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 falling below 93% to avoid persistent absenteeism. * Parents informed at parents evening if attendance is 93% or below. Attendance Plan put into place for families whose attendance is 93% or below. * Highest class attendance per week is awarded with a reward and an additional 10 minute playtime on one of the trim trails and another treat. * Termly certificates for 100% attendance. * Support from the EWO and other outside agencies. Targeted support from SEWO. * Meetings with the Principal or member of SLT as appropriate. * Welfare visits by Principal, member of SLT, Attendance Officer. |

## 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 |
| Reading Plus |  |
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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.* |