

Pupil premium strategy statement

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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	Buckton Vale Primary School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	19%
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Deborah Brown (Head Teacher)
Pupil premium lead	Dawn Lister (Assistant Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,425
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,425

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to map out how we plan to support the disadvantaged children to achieve these goals.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils. High quality teaching is at the heart of our approach.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach so that all staff take responsibility for disadvantaged children’s outcomes and have high expectation of what they can achieve.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Teaching Assistants deployed on a need led basis.
- Using the National Tutoring programme for specific year groups.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children and families from disadvantaged backgrounds are needing a higher level of pastoral support. Our children are showing lower levels of well being and resilience in learning following the pandemic
2	School assessments in RWI suggest our disadvantaged children have greater difficulties with phonics than peers. This then impacts their development as lifelong readers and therefore narrowing their opportunities to access the wider curriculum.
3	Attendance and punctuality of our disadvantaged children is lower than that of their peers. This is having a negative impact on the outcomes for our disadvantaged children. When they do attend school, they often arrive late and at times without a meal.
4	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment in all subjects. Many of our disadvantaged children also sit on the SEND register which adds further barriers to learning.
5	Our children from disadvantaged background are less likely to have access to technology at home to support access apps and online programs. Children are therefore not accessing consolidation practise and homework set by class teachers.
6	Writing assessments have shown that spelling in particular to KS2 has become a barrier to success
7	Children from disadvantaged background do not access enrichment clubs due to costs.

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
All children achieve well against national standards	Children including those that are considered disadvantaged achieve well against national standards and the gaps between groups is less each year. Regular and standardized assessments are carried out and discussed in pupil progress meetings. Interventions are carefully planned and monitored to ensure maximum impact. All children will receive quality first teaching.
Improved reading attainment for disadvantaged children	Children are confident readers, they develop a life long love of reading. End of key stage data is at least in line with national expectations and aspiring to be higher, especially for our disadvantaged children. Children including those that are considered disadvantaged achieve well against national standards and the gaps between groups is less each year.
Improved writing attainment for disadvantaged children	End of key stage data is at least in line with national expectations and aspiring to be higher, especially for our disadvantaged children. Children including those that are considered disadvantaged achieve well against national standards and the gaps between groups is less each year.
Improved maths attainment for disadvantaged children	End of key stage data is at least in line with national expectations and aspiring to be higher, especially for our disadvantaged children. Children including those that are considered disadvantaged achieve well against national standards and the gaps between groups is less each year.
To achieve and sustain improved well being for all pupils at Buckton Vale, particularly our disadvantaged children.	Data from pupil voice and parent surveys show improved well being. A significant increase in participation of enrichment activities both inside and outside of school. Children are happy and resilient learners, there is a high engagement from families and schools and home work together to ensure the best outcomes for the children.
To achieve and sustain improved attendance for all pupils at Buckton Vale, particularly our disadvantaged children.	All children aiming for 97% and above attendance each year. The attendance gap is removed between disadvantaged and non-disadvantaged children. Persistently absent children and families are engaging with school and their attendance is improving. The attendance lead will be clearly monitoring and is reactive to changes in patterns of attendance.
For children from disadvantaged background to have access to a wider provision and enrichment clubs	Children to have equal opportunities to their peers to access enrichment clubs for their wellbeing. Children to have access to breakfast club to ensure they are in school, with a meal to be fully prepared for the school day. Cultural capital is increased by access to a wide

	range of curriculum enhancements from visitors, trips, workshops. They will get equal opportunities to access sporting competitions and sporting events.
For all children and families, especially our disadvantaged children and families to have access to high quality pastoral support.	Families are supported and signposted to agencies if needed, families have access to the food bank, financial guidance and EHA. The SLT team will meet regularly to discuss further strategies and support that can be offered.

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: £ 3,959

Quality first teaching is key at Buckton Vale. We endeavour to ensure a well-trained and highly skilled teacher is stood in front of each class daily. Ensuring all children receive the best inputs and teachings and therefore support all children not just those on in receipt of PP. Investing in our teaching team CPD is a priority to ensure a highly effective curriculum is well taught to all children.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of a DFE accredited phonics scheme, continuing with development days to ensure all teachers and TA's are teaching high quality and effective phonics to all children.</p> <p>Our strong RWI lead will carry out half termly assessments of all children on phonics programme and ensure that children are appropriately grouped and</p>	<p>EEF research shows Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	2,

<p>identified for 1-1 interventions. This data is reported to SLT.</p> <p>RWI resources such as new book bag books, RWI spelling/phonics workbooks and Oxford owl printable resources will be bought to ensure the programme is up to date and fresh.</p>		
<p>To ensure assessment is accurate and standardised, clearly identifying any gaps following on from COVID and school absence we will purchase standardised tests for years 1-6.</p> <p>Training for all staff to ensure tests are administered correctly. Time for staff to meet with assessment lead and to discuss findings and identify interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.</p>	2,
<p>PERMA/Trauma informed practise training for all staff to embed practise in all year groups across the curriculum.</p> <p>Staff will attend regular training sessions throughout the year following the PERMA method and trauma informed practice to support our vulnerable children. This will be embedded throughout the curriculum in each classroom.</p>	<p>The Adverse Childhood Experiences study, (ACE study) is one of the biggest Public Health studies of all time (17,000 people). The study found that adverse childhood experiences are a leading determinant of the most common forms of physical illness (e.g. cancer, diabetes, heart attacks) mental illness (e.g. depression and anxiety) and early death in the Western World. ACEs are also a leading determinant of homelessness, drug and alcohol addition, smoking, domestic violence and all the major societal ills.</p> <p>That said, a mass of research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Our training courses optimise the role of the emotionally available adult in the lives of children.</p>	6,

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

Budgeted cost: £25,631

Careful consideration is taken for deployment of teaching assistants and this is regularly reviewed and amended as needed. Intervention is well planned and well monitored to ensure the highest impact.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clubs are established to help children catch up and/or comfortably complete missed learning. This could be by accessing the quiet room during lunch time, extra-curricular clubs or in class interventions. A bank of laptops have been leased to allow children to access apps and reading plus to support accelerated learning.</p>	<p>EEF research shows Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	<p>5, 4</p>
<p>Children are identified and supported to access RWI interventions. Using the portal allows for additional high-quality phonics home learning to be set. This also supports parents to understand phonics and how to help their child at home.</p> <p>Children in year 1 are invited to a regular after school club to continue to develop their phonics and improve their reading.</p>	<p>EEF research shows Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	<p>6, 2</p>
<p>Purchase Scode to support spelling in KS2</p>	<p>In the development of this scheme we have embraced scientific evidence and research on 'children's memory, the way they learn and the impact of engagement of home and school links.</p>	<p>6, 2</p>

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

Budgeted cost: 36,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A SLT lead for attendance, regular time dedicated to the attendance of all groups of children. Children whose attendance dips will be challenged and any child who is considered persistently absent will be challenged initially with a letter but will be invited for meetings and attendance plans if improvement is not seen.</p>	<p>Break down barriers between school and families to access support as needed and have better attendance. Support for families needing access to early help and outside agencies.</p>	<p>3</p>
<p>SLT support for pastoral guidance and dedicated time to support meetings with outside agencies and families. Teaching assistant team to deliver interventions.</p>	<p>At Buckton Vale we draw from a wealth of external agencies to support well being and offer a wide range of services to support our vulnerable families. We aim to work together as a staffing team to draw on strengths and evidence-based intervention programs. Teaching assistants are trained to deliver interventions such as Lego Therapy, social groups. SLT are highly trained to support our families that need additional support and use some of their time to provide support.</p>	<p>1, 4</p>
<p>Grief recovery for children that have been affected by loss</p>	<p>The Grief Recovery method is an evidence based approach to help children deal with loss. All staff at Buckton Vale are Grief Recovery trained to support children and families. The Headteacher is grief recovery specialist.</p>	<p>1, 4</p>
<p>Opportunities for disadvantaged children to attend breakfast clubs and enrichment clubs</p>	<p>Access to clubs and enrichment opportunities has been proven to support the wellbeing and overall development of the child. Financial factors should not limit a child to take part. These opportunities will increase a child's cultural capital. We want to ensure all children have the opportunity to attend clubs and activities that help them excel and shine. These can be both in school and outside school. Providing breakfast club for children in receipt of PP means they are in school on time and full from breakfast. This means they are ready to start their days learning in the best possible way. It is clearly documented and evidenced how a child who has their personal social needs met are more likely to achieve better in school.</p>	<p>7, 5</p>

Total budgeted cost: £ 66, 371

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.

Data academic year 2021-2022.

Year 6 results showed that- all pupils achieved

- Maths 82% ARE, 31% GD,
- Reading 76%, 29% GD,
- Writing 64%, 18% GD,
- SPAG 78% ARE, 27% GD
- and combined 53% ARE, 6% GD.

Of the 8 children in receipt of pupil premium

- 38% reached ARE in reading, 25% in GD,
- 50% ARE and 25% GD in- writing,
- 25% in ARE and 13% GD in maths.

National data shows that 59% met the combined ARE. 71% met the expected standard in maths, 74% met the expected standard in reading and 69% met the expected standard in writing. SPAG showed 72% met the expected standard.

Year 2 data showed that all pupils achieved

- 62% ARE, 8% GD in maths,
- 55% ARE, 13% GD in reading
- 47% ARE in writing.

Of the 10 children in receipt of pupil premium

- 27% reached ARE in maths,
- 9% reached ARE and 18% GD in reading
- 18% ARE in writing.

National data for year 2 shows 68% in maths, 67% met the expected standard in Reading, and 58% in writing.

In school NTS testing for other year groups show that children in receipt of pupil premium funding in Summer 2022 attained in reading

- Year 1 – 100% ARE
- Year 3 – 50% ARE, 32% GD
- Year 4 – 55% ARE, 9% GD, 9% (absent for test)
- Year 5 – 67%

In Maths

- Year 1 – 100% ARE
- Year 3 – 83% ARE
- Year 4 – 55% ARE 9% GD, 9% (absent for test)
- Year 5 – 33% ARE, 17% (absent for test)

Teacher Assessment in writing

- Year 1 – 0% ARE
- Year 3 – 33% ARE
- Year 4 – 55% ARE
- Year 5 – 50% ARE

EYFS saw a Good level of development of 53% for all children. National data is not yet released but this is expected to be significantly below national expectations.

Phonics screening scores for Summer 2022 showed that 92% pass rate for year 1 and 100% pass rate for the 2 children eligible for pupil premium. In Year 2, 11 children needed to retake the check, the pass rate for these 11 was 81%. 5 children were eligible for pupil premium who retook the test, 1 child was absent during the testing period that pass rate for this group was 60%. This means that 95% of the year 2 cohort had met the expected standard. National data shows that 75% reached the expected standard at Year 1 and 87% by the end of year 2.

The RWI portal was used to support both staff in school and for home learning activities. It was used as a training tool for staff to ensure accurate and high quality phonics teaching happened across EYFS and KS1. RWI development days and monitoring of data from the reading lead and RWI consultant supported the improvement in phonics data.

Attendance figures for the year 2012-2022 are all pupils 95% and children in receipt of pupil premium is 92%. COVID has still impacted attendance across the school, many children and staff still caught COVID and became ill from the virus, needing to isolate. National data has not yet been released.

We were unable to recruit a TA 4 to lead on Pastoral care, a change in staffing within school saw an assistant headteacher role created who will take a lead in this area. Training was undertaken and this role will commence officially in September 2022.

NELI training was undertaken by teaching assistants in EYFS. This was then delivered to 2 groups of children across EYFS. Attendance linked to COVID 19 and the need to isolate impacted the success of this programme. As the programme progressed it was clear the impact was limited when compared to the impact of having the teaching assistant working directly with the all children. The programme was adapted to find a balance of impact of NELI and impact of other interventions. It was decided as a school we would not continue with this programme next year but would look into other interventions to support C&L development.

Working with Inspire Sports children have had more opportunities to attend sports clubs and competitions. They have also been able to join breakfast and holidays clubs free of charge. This allows all children to have equal access to clubs and enrichment activities and is also used as tool to support attendance and wellbeing for disadvantaged children.

Buckton Vale identified that children coming through the pandemic were acutely impacted both in wellbeing and academic success. We felt that we needed to address the children's well being urgently. All staff were trained in a positive education PERMA, an approach that is used whole school, this was also supported by the Grief recovery training which the majority of staff have accessed or due to access. The positive education approach underpins all our work and all staff use the language and methods taught.

The National Tutoring programme did not have the impact we had hoped. All children made progress on the program. However due to a change in teacher delivering the program from the provider and gaps in how it was delivered meant children did not get a consistent approach. This was disappointing and we will look for more in house interventions next year.

Purchasing the NTS tests meant that we had a standardized method of assessment for all year groups from Year 1-6. Year 6 was moderated in writing this year and EYFS took part in the new cluster model professional discussion. These assessments were used to support teacher assessment at key assessment points.

Further information (optional)

Buckton Vale has decided at this point a 3 year programme is not suitable for our children due a rapidly changing pupil admission number. The head teacher has decided for this year to remain on a one year strategy with the plan to move a 3 year plan once the PAN has settled at 30 in all year groups.