

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	271
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	December 2021
Date on which it will be reviewed	September 2021
Statement authorised by	
Pupil premium lead	Dawn Lister
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,160
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79,700

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	Assessment of our youngest children show that communication and oral language skills are significantly low in comparison to their peers.
2	School assessments in RWI suggests disadvantaged children have greater difficulties with phonics than peers. This then impacts their development as life long readers.
3	Attendance of the disadvantaged children is lower than that of their peers. This is impacting on outcomes for disadvantaged children. They arrive to school 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.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
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.
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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
Improved Communication and oral language skills	Assessments and observations of indicate improved oral language among disadvantaged children. This evidence will link with other assessment in phonics and English.
Children achieve well against national standards	Children are confident readers, they develop a life long love of reading.
Improved reading 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.
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.
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.
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.
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
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.

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: £ 15,587.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of key members of staff in NELI	The NELI programme has been evaluated through three randomised control trials funded first by the Nuffield Foundation and then the Education Endowment Foundation. This found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. This trial received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made progress in early word reading (+2 months).	1
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.	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.	2
Purchase of standardised tests for years 1-6. Training for all staff to ensure tests are administered correctly	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.	1,2,
Forest school provision for all children throughout the academic year. Trained TA 4 to lead sessions.	The NEF evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence	4,5

	<p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>This also shows high impact for low cost on collaborative learning experiences with the EEF research.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide 1 day of small group tuition to 15 children	<p>EEF research show that's small group tuition impacts 4 months of additional progress in a year.</p> <p>Due to Covid we have identified the Year 2 cohort to have been impacted greatly from the pandemic – having not completed a full year in school yet. 12 children will access literacy support and 3 children will access maths support in small groups targeted to individualised need.</p>	2,5
Specialist support for speech and language. TA 3 to direct time to support children with	Oral language interventions have been researched by thee EEF to bring an additional 6 months progress. Speech and language difficulties will impact reading progress and therefore all other subjects. A	1,2,5

speech and language targets and interventions.	TA highly trained to support S&L targets set by professionals will ensure children make rapid progress towards their targets.	
Purchase Scode to support spelling in KS2	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'.	6

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

Budgeted cost: £ 35,959.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA 4 pastoral lead/attendance lead.	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.	3
Elsa program	ELSA is an emotional literacy intervention which supports children with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	4,5
Grief recovery for children that have been affected by loss	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.	4,5
Opportunities for disadvantaged children to attend breakfast clubs and enrichment clubs	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.	7,3

Total budgeted cost: £ 74150.50

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 to 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 in 2022/23.