

Pupil premium strategy statement – *Buckland CE Primary School 2024-25*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	105 + 11 Nursery
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	1 of 3
Date this statement was published	5/12/24
Date on which it will be reviewed	31/10/25
Statement authorised by	Emma Brown
Pupil premium lead	Emma Brown
Governor / Trustee lead	Paul Cullinan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12440
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12440

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for our Pupil Premium children to make good progress, achieve well across all subjects, and benefit from diverse enrichment and extracurricular opportunities. We are committed to nurturing their growth into wise, responsible, and kind individuals who thrive emotionally, socially, and academically. Research highlights that the most effective way to support disadvantaged children in making progress is through high-quality teaching combined with targeted academic interventions that address specific learning gaps, such as small group sessions aligned with classroom teaching and the curriculum. At Buckland, we aspire for our Pupil Premium students to leave school as resilient, confident, and ambitious individuals who have discovered their unique potential and developed their skills and talents, enabling them to flourish.

Challenges

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

Challenge number	Detail of challenge
1	Emotional stability
2	Friendships
3	Focus on learning
4	Family issues
5	Aspirations, motivation and self-belief

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
Pupils will understand their feelings and begin to self-regulate.	Pupils can control their emotions and seek support when needed.
Pupils will sustain supportive relationships.	Pupils can play and work together in harmony.

Pupils can concentrate.	Pupils can complete tasks, make progress and feel successful.
Families feel well supported.	Pupils know help is there and all families are unique with their own challenges
Pupils believe they can achieve and have many future options.	High academic outcomes. Positive outlook and ambition.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher time in class supported by a TA	All pupils benefit from high quality, effective teaching from Class Teachers and support staff.	3 and 5
Zones of Regulation training for all staff	Self-regulation using zones of regulation starts with co-regulation.	1 and 2
Pre and post breaktime debrief	Self-regulation using zones of regulation starts with co-regulation. Time for staff to model.	1 and 2
Behaviour management training based on 'When the adults change'.	Children likely to thrive when they feel connected and supported within their school community. Effective teaching and learning require positive relationships and interactions between teachers and pupils	1,2,3,5
Additional teacher time in class supported by TA	Pupils benefit from high quality first wave teaching and support from highly qualified staff.	3 and 5
Delivery of RWI phonics programme	Research shows that teaching phonics is more effective on average than other approaches to early reading. New staff will be trained on the programme.	3 and 5

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support to ensure expected standards are met in core areas. This includes children who are high-attainers to ensure they meet their targets.	Children benefit from small group support and individualised Wave 3 teaching.	3 and 5
Use of individual laptop to support learning.	Evidence shows that, for pupils with SEND, technology can be a useful tool for supporting teaching.	3 and 5
Highly trained TA to support targeted interventions for reading and spelling.	Interventions that are a good fit for the context increase the chances of children making good progress.	3 and 5

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

Budgeted cost: £ 1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families supported through additional meetings and communication.	Parental engagement and support is key to helping children make good progress and to remain motivated.	4
Music lessons	Ensure broad and rich extra-curricular programme is accessible and children develop their self-belief through experiencing a wide range of activities including residential, sports, outdoor activities and arts and culture.	5
Subsidies for trips and events	Ensure broad and rich extra-curricular programme is accessible and children develop their self-belief through experiencing a wide range of activities including residential, sports, outdoor activities and arts and culture.	5

Total budgeted cost: £12440

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

EYFS pupils achieved a Good Level of Development and took part in enrichment opportunities.

100% PP passed KS1 phonics test.

At the end of KS2, 100% achieved expected standards or above in Reading, Writing, Maths and SPaG. 50% PP at end of KS2 were Wave 3 with an EHCP.

ELSA intervention supported pupils to manage emotions; develop coping mechanisms and to help children to maintain and strengthen friendships.

School has worked closely with parents to support with and work through social and emotional barriers; these meetings have taken place regularly.

(This report includes PLAC funding)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Funding was spent on high levels of TA support to enable children to achieve academically, socially and emotionally; ELSA support to support social and emotional learning; follow up RWI training for all reading staff to ensure consistency and high-quality phonics teaching in Nursery/Reception and KS1; Year 6 club led by class teacher to support children with SATs.

The impact of that spending on service pupil premium eligible pupils

100% of pupils in KS1 achieved a pass in phonics test.

All pupils in KS2 achieved the expected standard in Reading, Writing, Maths and SPaG. Good participation in extra-curricular activities and in UKS2 residential.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.