

Pupil premium strategy statement – Buckland CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 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 (including PLAC and Military pupils)	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 of 3
Date this statement was published	14/12/23
Date on which it will be reviewed	31/10/24
Statement authorised by	LGB
Pupil premium lead	L Warren
Governor / Trustee lead	T Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,475.10
Recovery premium funding allocation this academic year	£ 2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 18,475.10

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for our Pupil Premium children to make good progress, achieve high attainment across all subject areas and have access to a range of enrichment and extra-curricular experiences. We strive for our Pupil Premium children to be wise, responsible and kind and for them to thrive emotionally, socially and academically. Research evidence shows that the best way for disadvantaged children to make good progress, is through high quality teaching as well as targeted academic support on identified gaps in learning (this includes small group interventions that link to classroom teaching and the curriculum). We want our Pupil Premium children to leave Buckland School resilient, confident and ambitious having found their unique self and having 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher time in class supported by a TA</i>	All pupils benefit from high quality, effective teaching from Class Teachers and support staff.	3 and 5
<i>Pre- and post-breaktime debrief</i>	Pupils receive targeted support with emotional and social issues in order to address concerns immediately and with full understanding from all staff.	1 and 2
<i>Delivery of RWI phonics programme</i>	Research shows that teaching phonics is more effective on average than other approaches to early reading.	3 and 5
<i>Team Teach training</i>	Key staff attend Team Teach training which is an evidence-based positive behaviour training which supports relationships and equips staff to manage distressed behaviours and conflicts safely and respectfully.	1, 3 and 5

<i>ADHD training/Social and emotional barriers to learning training</i>	Key staff attend courses which enable them to support children with high-level needs to access their learning, develop strategies to self-regulate and maintain friendships.	1,2,3 and 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention support to ensure expected standards are met in core areas. This includes children who are high-attainers to ensure they meet their targets.</i>	Children benefit from small group support and individualised Wave 2 teaching.	3 and 5
<i>Nessy dyslexia programme</i>	Children with barriers to learning in literacy benefit from targeted academic support to boost language development and literacy.	3 and 5

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

Budgeted cost: £ 2475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Families supported through additional meetings and communication.</i>	Parental engagement and support is key in helping children make good progress and to remain motivated.	4
<i>Drawing and talking therapy</i>	Research shows that the Drawing and Talking programme helps participants to control their behaviour, access the curriculum and develop their self-esteem.	1, 2, 3 and 5

<i>Subsidies for trips and events</i>	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
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Total budgeted cost: £ 18475

Part B: Review of the previous academic year 2022-2023

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 in Maths and SPaG. 66% PP achieved expected standards in reading and writing. 33% PP were EAL and on Wave 2 – identified as having additional needs.

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 (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
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; 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; IT support for translation for EAL pupil.
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 Maths and SPaG. 33% PP, EAL and identified as having Additional needs. 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.