

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. It includes funding and strategies to support military and previously looked after children.

School overview

Detail	Data
School name	Buckland CE Primary
Number of pupils in school	103 + 10 Nursery
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 of 3
Date this statement was published	2/12/22
Date on which it will be reviewed	31/10/23
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	£13,115
Recovery premium funding allocation this academic year	£2,000
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	£15,115 NA

Part A: Pupil premium strategy plan

Statement of intent

We want all of our PP pupils to be wise, responsible and kind. We want them to thrive emotionally, socially and academically. We want them to be resilient, confident and ambitious and to find their unique self, developing their skills and talents so they can flourish.

Challenges

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

Challenge number	Detail of challenge
1	<i>Emotional stability</i>
2	Friendships
3	Focus on learning
4	Family issues
5	Aspirations 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
<i>Pupils will understand their feelings and begin to self-regulate.</i>	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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher time in class supported by TA</i>	Pupils benefit from high quality first wave teaching and support from highly qualified staff	3 and 5
<i>Pre and post breaktime debrief</i>	Self-regulation using zones of regulation starts with co-regulation. Time for staff to model.	1 and 2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention support to ensure expected standards are at least met in core areas</i>	Children benefit from small group support and individualised wave 2 teaching.	3 and 5

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

Budgeted cost: £2,115

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 progress and motivation.	4
<i>Subsidies for trips and events.</i>	Ensure broad and rich extra-curricular programme is accessible and children develop self-belief by knowing they can do special things.	5

<i>ELSA support</i>	Well-being and managing anxiety will ensure readiness to learn.	1 and 2
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Total budgeted cost: £15,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the EYFS PP pupils achieved a Good Level of Development and participated in funded enrichment opportunities which built confidence and positive attitudes to learning.

In KS2 75% PP achieved expected standards in reading, writing and maths with 25% at greater depth in maths. 25% were identified as having a SEND and support plans put in place to secure progress against specific targets.

ELSA support enabled pupils to develop resilience and strengthened their relationships. All PP pupils engaged in after school activities.

Parents were worked closely with to solve potential emotional and social barriers and were met with frequently.

(Our PLAC funding and outcome data is reported in a separate report.)

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
Individual tutoring for maths	Private tutor

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 nurture individuals to thrive academically, socially and emotionally and an ELSA to provide targeted support where it was required.

The impact of that spending on service pupil premium eligible pupils

All pupils in KS2 reached the expected standard and were at greater depth in at least one area of core subjects. Good participation in enrichment activities.