

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Buckland CE Primary
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	19/11/21
Date on which it will be reviewed	31/10/22
Statement authorised by	Q of E
Pupil premium lead	L Warren
Governor / Trustee lead	T Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6860
Recovery premium funding allocation this academic year	£2000 + £202 school led tutoring
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	£9062 NA

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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: £3500 / £500 staff training

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>Attachment and ASD training</i>	Pupils additional needs are met by staff understanding	3
<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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and 1:2 support for Y6 to ensure expected standards are 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: £2000

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

Total budgeted cost: £ 9100

Part B: Review of outcomes in the previous academic year – see below page 7

Pupil Premium Grant Report

Name of School: Buckland CE Primary

Date: 2020-21

Introduction

The Pupil Premium is additional school funding aimed at raising the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is provided to schools, which decide how best to spend this according to local needs.

A school must publish a strategy for the school's use of the pupil premium.

This report is in two parts and will show

1. A report on the previous year
 - a. How you spent the pupil premium allocation
 - b. The impact of the expenditure on eligible and other pupils
2. A plan for the current academic year
 - a. Your school's pupil premium grant allocation amount
 - b. a summary of the main barriers to educational achievement faced by eligible pupils at the school
 - c. how you'll spend the pupil premium to address those barriers and the reasons for that approach
 - d. how you'll measure the impact of the pupil premium
 - e. the date of the next review of the school's pupil premium strategy

Part 1: Report on previous year

Funding summary

Number of pupils receiving Pupil Premium	0
Total Pupil Premium funding received	0
Number of pupils receiving other additional grants:	
• Service Children	6 £310x6=£1550
• Looked After Children (previously)	2 £2345x2= £4690
Total other grants received	£800.50 Also see catch up funding plan
Total additional funding received	£7040.50

Activity	Cost	Impact
ELSA support to identify and overcome barriers, with solutions. ELSA support to deal with children's anxiety with current situation.	6 hours weekly @£15.00 x 38 = £3420	Pupil achievement and progress in outcomes was improved. Pupil well-being was enhanced and pupils with anxiety were well supported. This enabled them to form better relationships and settle quickly in the classroom.
Staff training to develop further behaviour management techniques an understanding of new research and techniques within the zones of regulation approach.		Staffs ability to pre-empt moments of challenging behaviour was enhanced. Better relationships with specific children were developed. Children's ability to recognise their emotions and ability to change them was increased. There were low levels of off task or disruptive behaviour.
The 5 steps to well-being to be promoted across school in terms of our physical, social and mental health, encouraging all children to attend s social events,	Staff time both in and out of the school day	All staff, parents and children felt welcomed. Contemplative toolkit embedded throughout school Questionnaires on pupil's wellbeing used to assess the effects those needing support and to provide intervention. Extra PSHE sessions added to the Jigsaw programme from the Zones of Regulation strategy enabled classes to resettle, bond and children to feel safe.
High levels of TA support in the classroom, allowing teacher / TA time to provide academic and mentoring support and feedback for identified pupils.	8 hours weekly @£12 x 38 = £3648	Pupil achievement and good progress in outcomes achieved. Children felt well supported. Children took responsibility for their learning and knew they were able to ask for extra help/time when they needed it. Excellent attendance achieved. Very low % behavioural incidents occurred.
Teachers / Head teacher to establish strong working relationships with parents – providing updates regularly to children on safety, academic learning and home life changes	Staff time	Parent perception of school was positive shown through engagement and feedback in both formal and informal settings. Parents felt informed about what their children have learnt each week through weekly newsletters. Parents felt able to support their children at home, understood the aims of the school/curriculum and felt able to approach teachers with queries. Parents felt they have access to teachers even during any isolation/ lockdown times. Parents knew how their children were progressing and what their next steps were. Parents felt able to request extra support from school.
Supplementary funding for extra -curricular activities / school visits to enable full participation.	From school Trust funds and sports funding.	Children were positive about school and the range of their activities. Children were motivated to learn and felt inspired. Children were proud of their achievements in a wider sense. Staff found alternate and innovative ways to take learning out of the classroom.

Impact on outcomes

8 children in total across all year groups	Reading	Writing	Maths
Number at expected level or above for end of year	8	7	7
Number exceeding	5	2	4
Number making good progress from previous points	7	4	5