

Pupil premium strategy statement – Buckton Vale Primary School

2023/2024

This statement details our school's use of pupil premium (and recovery 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 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	240
Proportion (%) of pupil premium eligible pupils	22%
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kelly Quinn (Headteacher)
Pupil premium lead	Kelly Quinn (Headteacher)
Governor / Trustee lead	Ruth Dolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66713
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66713

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their individual potential academically across all subject areas and emotionally to become happy, confident, fulfilled individuals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, including progress for those who are already high attainers.

High-quality teaching is at the heart of our tailored approach. We believe in quality first teaching and in quickly identifying and addressing gaps in learning and knowledge so that children can make progress from their own starting points in the context of the whole class/ cohort's learning. Staff at all levels and in all roles play a part in facilitating the children's development and progress and ensuring that there are support staff in place to facilitate targeted intervention and additional support in the class setting is key to supporting our children.

Many of our children who have special educational needs are also eligible for pupil premium and addressing their gaps and accelerating learning is therefore two-fold. We have tailored classes and interventions as well as targeted 1:1 support to work on specific targets. We feel it is important to have a tailored approach to learning for all our children and often approaches and interventions put in place for PP children will be accessed and of benefit to a number of other children, so working on dyslexia friendly strategies and ensuring there are groups supporting emotional regulation and anxiety mean that barriers are removed for as many children as possible.

We try to ensure opportunities for cooperative learning are not missed or too regularly interrupted and do this by carefully balancing interventions along with Quality First Teaching. High level pastoral and wider family support and also before and after school interventions for targeted groups have been facilitated this academic year focusing on younger year groups where key reading and writing skills were not fully embedded.

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. It is up to everyone at to take responsibility for disadvantaged pupils' outcomes and to ensure that barriers to every child meeting their potential regardless of their backgrounds are removed. Our approach will be responsive to common challenges and individual needs. It will focus on the development of the 'whole child' in order to give the best possible conditions for learning and achieving. 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.

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 residential. 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	Many of our children and families from disadvantaged backgrounds are needing a higher level of pastoral support. They need to access this support in a nurturing environment as this can sometimes be lacking in the home environment. This impacts upon children’s aspirations and feelings of self-worth ensuring that pupil welfare continues to be cared for at the highest level and impacts positively upon educational and wider experience.
2	Significant gap in ‘Communication and Language’ attainment and ability remains between those children who are Pupil Premium and those who are non-Pupil Premium. Many pupils start school below the national expectation in particular in the area of ‘Communication and Language’ and understanding, speaking and listening.
3	Many children are rarely read with and do not read independently at home. For a number of children, reading and homework is not supported and they miss out on a wealth of rich literature which impacts enjoyment, affects language learning and threatens to limit their writing and wider curriculum areas. This then impacts their development as lifelong readers and therefore narrowing their opportunities to access the wider curriculum.
4	Attendance and punctuality of our disadvantaged children is lower than that of their peers. This is having a negative impact on the outcomes for our disadvantaged children. When they do attend school, they often arrive late and at times without a meal. Attendance and lateness of some PP children impacts upon their start to the school day and wider learning experiences. This impacts on learning, access to the curriculum and performance

5	A number of children eligible for PP also have additional needs (SEN, social and emotional needs etc) which can impact upon and affect performance and progress at school and the child's wider learning experiences.
6	Lack of positive male role model and some additional education and pastoral needs mean that some of our boys require support, guidance and monitoring for positive behaviour which ensures that behaviour does not negatively impact their own or other's learning experiences Lack of positive female role model and some additional education and pastoral needs mean that some of our girls require support, guidance and monitoring for wellbeing which ensures that wellbeing does not negatively impact their own or other's learning experiences
7	Some families in receipt of Pupil Premium are also working within the CSC framework and many of these are at highest level of need. This impacts on pupil welfare and wellbeing and directly affects their educational and wider experience

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
The gap between EYFS NPP and PP pupils will decrease (specifically in the area of Communication and Language).	All EYFS children make progress in the area of C&L from their individual start points 5 PP children access intervention through speech leap etc to close the gap between PP/NPP The gap between PP/non-PP children will decrease in the area of C&L Attainment is in closer alignment with NA
Reading outcomes (attainment and progress) will improve for PP children.	Children are confident readers, they develop a life-long love of reading. Data shows that all PP children show good progress from their individual starting points in reading The gap between PP/non-PP children will decrease in the area of Reading End of key stage data is at least in line with national expectations and aspiring to be higher, especially for PP children. Children including those that are considered disadvantaged achieve well against national standards and the gaps between groups is less each year.
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. Children are happy and resilient learners, there is a high engagement from families and schools and home work together to ensure the best outcomes for the children.

To achieve and sustain improved attendance for PP children	All children aiming for 97% and above attendance each year. The attendance gap is removed between PP and non-PP children. Persistently absent children and families are engaging with school and their attendance is improving. Clear monitoring and being reactive to changes in patterns of attendance.
For all children and families, especially our disadvantaged children and families to have access to high quality pastoral support.	Families are supported and signposted to agencies if needed, families have access to the food bank, financial guidance and EHA. The SLT team will meet regularly to discuss further strategies and support that can be offered.

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)

Quality first teaching is key at Buckton Vale. We endeavour to ensure a well-trained and highly skilled teacher is stood in front of each class daily. Ensuring all children receive the best inputs and teachings and therefore support all children not just those on in receipt of PP. Investing in our teaching team CPD is a priority to ensure a highly effective curriculum is well taught to all children.

Budgeted Cost – 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff receive regular training for a DFE accredited phonics scheme (RWI)	Use a balanced and engaging approach to reading which integrates decoding and comprehension skills...EEF Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes. EEF Reading by six (Gov.UK) Seven out of twelve highest performing schools in the UK use RWI. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	2, 7
Differentiated classes for RWI phonics	Use a balanced and engaging approach to reading which integrates decoding and comprehension skills. EEF Reading by six (Gov.UK) Seven out of twelve highest performing schools in the UK use RWI.	2, 7

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size	
Team Teach – selected staff members	EEF Guide to Pupil Premium Behaviour interventions as well as an embedded ethos and high expectations ensure our standards to remain high throughout and ensure that the school environment is calm with low levels of disruptive or unacceptable behaviour	5, 7
Subject leader release time for CPD and tailored training	Investing in curriculum CPD has allowed subject leaders to be knowledgeable and passionate about their subject, to drive the teaching and learning of their subject across school	All
Teaching Assistant in every class for core curriculum learning	Investing in having an additional adult to support targeted teaching and learning in every class means that children’s gaps and misconceptions can be quickly identified and addressed.	All
Dyslexia Training	EEF Guide to Pupil Premium Document states that reading comprehension strategies are high impact, on average (+6 months). Alongside phonics it is a crucial component of early reading. Understanding and accommodating the needs of dyslexic or likely-dyslexic learners means that we are removing barriers to learning for as many children as possible and creating accelerated progress. Screening tools to support children showing signs of dyslexia	3, 5
Subscription to Educational Psychologist Service	Working closely with our educational psychologist supports us in identifying need, target setting and providing bespoke provision for our disadvantaged pupils with the greatest barriers to learning. With support from this service, additional funding has been provided from the local authority for approximately 7% of our disadvantaged pupils over the past year, and access to different agencies and referral pathways for many more pupils.	3, 5
To ensure assessment is accurate and standardised, clearly identifying any gaps following on from COVID and school absence we will purchase standardised	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.	All

tests for years 1-6.		
Training for all staff to ensure tests are administered correctly. Time for staff to meet with assessment lead and to discuss findings and identify interventions.		

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

Budgeted cost: £30,000

Careful consideration is taken for deployment of teaching assistants and this is regularly reviewed and amended as needed. Intervention is well planned and well monitored to ensure the highest impact.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs are established to help children catch up and/or comfortably complete missed learning. This could be by accessing the quiet room during lunch time, extra-curricular clubs or in class interventions. A bank of laptops have been leased to allow children to access apps and reading plus to support accelerated learning.	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics	3, 5
Children are identified and supported to access RWI interventions. Using the portal allows for additional high-quality phonics home learning to be set. This also supports	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.	3, 5

<p>parents to understand phonics and how to help their child at home.</p> <p>Children in year 1 are invited to a regular after school club to continue to develop their phonics and improve their reading.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	
<p>Purchase Scode to support spelling in KS2</p>	<p>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.</p>	<p>3, 5</p>

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

Budgeted cost: 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An SLT lead for attendance, regular time dedicated to the attendance of all groups of children. Children whose attendance dips will be challenged and any child who is considered persistently absent will be challenged initially with a letter but will be invited for meetings and attendance plans if improvement is not seen.</p>	<p>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.</p>	<p>4</p>
<p>Support for pastoral guidance and dedicated time to support meetings with outside agencies and families. Teaching assistant team to deliver interventions.</p>	<p>At Buckton Vale we draw from a wealth of external agencies to support well being and offer a wide range of services to support our vulnerable families. We aim to work together as a staffing team to draw on strengths and evidence-based intervention programs. Teaching assistants are trained to deliver interventions such as Lego Therapy, social groups. SLT are highly trained to support our families that need additional support and use some of their time to provide support.</p>	<p>4, 7</p>
<p>Advice and support (buy-in) from Tameside Outreach Services</p>	<p>Embedded in our ethos is the need to ensure that children's social and emotional needs are met. We ensure that families have access to high quality additional needs support so that barriers to learning are removed and children are emotionally ready to access their learning and their full potential.</p>	<p>All</p>

Total budgeted cost: £ 68,000

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 2023 to 2024 academic year.

End of Key Stage 2 Data

Year 6 2024 – 45 children

17 SEN – 3 EHCP / 12 SEN support / 2 Monitoring

15 Pupil Premium

RWM Combined	%	Reading	%	Writing	%	Maths	%	Grammar	%
National EXS+	61%	National EXS+	74%	National EXS+	72%	National EXS+	73%	National EXS+	72%
EXS+	61%	EXS+	78%	EXS+	66%	EXS+	71%	EXS+	73%
National GDS	8%	National GDS	29%	National GDS	13%	National GDS	24%	National GDS	30%
GDS	9%	GDS	31%	GDS	11%	GDS	29%	GDS	49%

Pupil Premium

7/15 Combined – 47%

Attendance

	Present R/C: Marks	Authorised Absent R/C: Marks	Unauthorised Absent R/C: Marks
Pupil Premium	96.2%	2.3%	1.4%
Not Pupil Premium	97.1%	1.8%	1.1%
All Students	96.6%	2.2%	1.2%

Outcomes

Assessment Measure	20232024
EYFS ELG GLD	62%
Year 1 Writing TA EXS+	59%
Year 1 RWM NTS EXS+	55%
Year 1 Phonics Screening Pass	80%
Year 2 Writing TA EXS+	45%
Year 2 RWM NTS EXS+	45%
Year 3 Writing TA EXS+	63%
Year 3 RWM NTS EXS+	67%
Year 4 Writing TA EXS+	62%
Year 4 RWM NTS EXS+	62%
Year 5 Writing TA EXS+	67%
Year 5 RWM NTS EXS+	65%
Year 6 Writing SATs EXS+	66%
Year 6 RWM SATs EXS+	61%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
Numbots	Maths Circle
Family and Nurture Support	Relational Inclusion Champion
Worry Wizard	The Worry Wizard