

Pupil premium strategy statement – Buckton Vale Primary School

2024/2025

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	214
Proportion (%) of pupil premium eligible pupils	21% (45 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Kelly Quinn (Headteacher)
Pupil premium lead	Kelly Quinn (Headteacher)
Governor / Trustee lead	Patrick McBride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70053
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	£66000 average each year

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, through Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school.

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.

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.

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:

- Quality First Teaching across the school

- Focus on Oracy across the school
- Implement Relational Inclusion
- Focus on 'Writing for Pleasure' strategies to improve pupil outcomes
- Utilise LSAs effectively with a focus on tiered PP support
- 1:1 support
- Use school-based tutoring
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. •
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS. • Additional learning support.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Buckton Vale values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Reading skills are less well developed for pupil premium pupils than other pupils, particularly with fluency, stamina and in the understanding of vocabulary.
2	Communication skills are less well developed for pupil premium pupils than other pupils, particularly attention and listening, understanding and expressing grammar, understanding and expressing vocabulary and expressive narrative. This is reflected in both their speaking and writing.
3	Lack of a broad range of experiences and less well-developed vocabulary, can mean that writing is a barrier for many pupil premium pupils.
4	Maths skills (particularly arithmetic and number facts) prevent some PP children from achieving ARE.
5.	A number of children who are in receipt of Pupil Premium who also have additional vulnerabilities/barriers such as: SEND, EAL, CP issues, difficult early life experiences, in year transfers, prior home education
6.	Social and emotional barriers which prevent some pupil premium pupils learning effectively.

7.	Lack of support from parents of some pupil premium children which results in lower attainment, attendance and lateness.
8.	Attendance and Punctuality issues. Pupil premium children in our school have lower attendance than our non-pupil premium children. It is also lower than the national average attendance for PP children.

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
1. Pupils develop their speaking and listening skills and wider understanding of language	Pupils develop speaking and listening skills, and a wider understanding of language that supports high quality interactions and an ability to make links, explain and reason. Improvement in understanding of language to be reflected through entry and exit data for individual interventions such as WELLCOMM.
2. Parental engagement and support for reading is improved. Children read for pleasure both at home and in school Children's written work reflects their wider reading	Percentage of disadvantaged pupils reading at expected level increases to 70% Percentage of disadvantaged pupils writing at expected level increases to 60%
3. Parental engagement is improved	Parental support for reading and homework is improved. Parents value their children's education as demonstrated by ensuring they have good attendance and punctuality and the equipment they need to be successful. Attendance increases to 95%
4. Disadvantaged pupils make consistently good progress	% of disadvantaged pupils reaching expected standards in Reading, Writing and Maths combined increases term on term.

	By July 2025, 60% of disadvantaged pupils reach expected standard + in Reading, Writing and Maths combined.
5. Provision for pupils is strengthened through a rich and engaging curriculum that includes memorable trips, experiences and visitors to school	There is a strong take up of activities on offer by the school by disadvantaged pupils.
6. Pupils consistently have positive attitudes and commitment to their education.	Children are motivated, persistent in the face of difficulties and take a pride in their achievements. % of pupils reaching expected standards in Reading, Writing and Maths increases term on term By July 2025, 60% of disadvantaged pupils reach expected standard + in Reading, Writing and Maths combined.

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)

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.	2, 6

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	
Differentiated classes for RWI phonics	<p>Use a balanced and engaging approach to reading which integrates decoding and comprehension skills. EEF</p> <p>Reading by six (Gov.UK) Seven out of twelve highest performing schools in the UK use RWI.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</p>	2, 6
Whole class reading approach. Pupils are experiencing more age appropriate texts and are hearing others model reading aloud. Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts	<p>EEF Teaching & Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2
High ratio of Teaching assistants. At least one full time member of support staff per class.	<p>Teaching assistants can provide a large positive impact on learner outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,4,5,6
Forest School/ curriculum enhancement	<p>Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visits. The cycle of planning, observation, adaptation and review of children engaged in forest school</p>	3, 6

	activities links each session and provides children with the opportunity to learn from first hand experiences.	
Whole Class Oracy & Vocabulary A whole school approach to ensure that we are immersing children in rich language and developing their vocabularies. Particularly focussing on tier 2.	<p>Purchase of a new writing scheme for academic year 2024/25 (including texts as stimulus) which focusses heavily on vocabulary development/oracy skills.</p> <p>CPD around developing oracy and moderation of standards of writing to ensure improved oracy skills are evidenced.</p>	2,3
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
Dyslexia Training	<p>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.</p> <p>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.</p> <p>Screening tools to support children showing signs of dyslexia</p>	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	3, 5

	disadvantaged pupils with the greatest barriers to learning.	
<p>To ensure assessment is accurate and standardised, clearly identifying any gaps from school absence we will purchase standardised tests for years 1-6.</p> <p>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.</p>	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

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

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
Wellcomm. We screen all children on entry to assess their speech and language ability to identify any problems before they become more serious. We then address these with the activities in the Wellcomm toolkit.	<p>EEF Early Years Toolkit shows that communication and language approaches in EYFS can have an impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-andlanguage-approaches</p>	

<p>Clicker 7 Child friendly word processor with assistive technology features to support struggling or reluctant writers.</p>	<p>https://crickmedia2.blob.core.windows.net/files/docs/product-files/clicker-7/rvsd-teacher-use-of-cricksoft-to-support-literacy-2018-final.pdf?sfvrsn=bffcaae0_34</p>	
<p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	<p>3, 5</p>
<p>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 parents to understand phonics and how to help their child at home. Children in year 1 are invited to a regular after school club to continue to develop their phonics and improve their reading.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	<p>3, 5</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</p>	<p>3, 5</p>

	engagement of home and school links.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Zones of Regulation – whole school approach led by SENDCo An approach aiming to give pupils and staff a common language and toolkit to use when regulating emotions so that pupils spend less time feeling dysregulated and more time feeling ready to learn. Pupils to extend their emotional vocabulary and be able to verbally express their feelings.</p>	<p>EEF Early Years Toolkit shows that self regulation strategies in EYFS can have an impact of 5+ months. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies</p> <p>EEF Teaching & Learning Toolkit shows that social and emotional learning can have an impact of 4+ months, noting that when a universal approach is taken: ‘Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.’ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	2,6
<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</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>	4

<p>will challenged initially with a letter but will be invited for meetings and attendance plans if improvement is not seen.</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>Team Teach Training</p>	<p>Positive Behaviour Training Level One</p> <p>Currently, 3 members of staff trained on L1, 6-hour course. One day course aimed at individuals operating in low-risk service settings. It equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour in mainstream setting.</p> <p>Currently, 1 member of staff trained on L2</p>	
<p>Advice and support (buy-in) from Tameside Outreach Services</p>	<p>Embedded in our ethos us 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</p>	<p>All</p>

	their learning and their full potential.	
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.	3, 5