

Pupil premium strategy statement - Reviewed February 2022

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 Primary
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	30% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	Dec 1 st 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Hutton
Pupil premium lead	Alison Pearce-Kelly
Governor / Trustee lead	Diane Purchase

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,127
Recovery premium funding allocation this academic year	£16,095
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	£172,222

Part A: Pupil premium strategy plan

Statement of intent

At Buckland Primary School we believe that every child has an equal entitlement to the BEST possible education and we seek to meet the individual needs of every child, regardless of background. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We therefore target the Pupil Premium funding to ensure that our disadvantaged pupils receive timely, personalised support to enable them to access the curriculum and make good progress from their starting points.

Our ultimate objectives are to:-

- Provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum.
- Close the gap between disadvantaged and non-disadvantaged children.
- Develop all children's cultural capital through a wide and diverse range of enriching experiences throughout their time at our school.
- Help all children to become confident, ambitious, lifelong learners who are resilient, responsible, kind and prepared for the future.

In order to achieve these objectives we will:-

- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide timely targeted intervention and support to address identified gaps in learning, including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate behaviour and nurture/well-being support to enable pupils to access learning within and beyond the classroom.
- Provide personalised family support through our Home School Link Worker and Welfare Officer.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills, including vocabulary gaps, are more prevalent among our disadvantaged pupils than their peers. (Evidence: on-entry assessments in Reception; discussions, observations and work scrutiny)
2	Attendance and punctuality is much lower for our disadvantaged pupils than their peers (2018/2019 persistent absence was 19% for DP and 6% for their peers. 2020-2021 persistent absence was 25% for DP and 5% for their peers). Our assessments and observations show that absenteeism is negatively impacting the progress of these children.
3	Chaotic family lives, Early Help Social Care involvement
4	High proportion of DP with SEND (currently 44%, 11% with EHCP)
5	Few enrichment opportunities outside school – observations and discussion reveal low cultural capital within our DP cohort.
6	Negative impact of COVID school closure on attainment of DP pupils – internal data indicates that our DP pupils have been more severely impacted than their peers with the result that the attainment gap has widened and the proportion of pupils meeting age-related expectations has fallen.

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
Progress in Reading	Meet or exceed national average progress scores in KS2 reading
Progress in Writing	Meet or exceed national average progress scores in KS2 writing
Progress in Mathematics	Meet or exceed national average progress scores in KS2 mathematics
Phonics	Meet or exceed national average expected standard in PSC
Other	To ensure attendance of disadvantaged pupils is above pre-covid levels of 81%

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: ~~£13,691~~ **£14,057**

- CPD £5,000
- Little Wandle Letters and Sounds subscription £995
- Phonics books £5,000
- Now Press Play ~~£2,196~~ **£2,262**
- General resources ~~£500~~ **£800** (**£500 already spent on school subscription to widgit software**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD, including training in:-</p> <p>The Write Stuff</p> <p>Little Wandle Letters & Sounds</p> <p>Word Aware</p> <p>White Rose maths</p> <p>School subscription to MaryMyatt.com for continuing CPD linked to the latest educational research.</p> <p>Purchase of general resources to support teaching (books and website subscriptions) as well as resources to enrich the curriculum, such as Now Press Play</p>	<p>We have six new teachers this year. Maintaining our consistency of approach to teaching and learning is therefore a priority element of our CPD.</p> <p>High quality staff CPD is an essential part of putting quality first teaching at the heart of our PP strategy, in line with EEF principles. <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> The EEF Guide to the Pupil Premium</p> <p>Little Wandle Letters and Sounds is a DfE accredited phonics programme to replace the earlier Letters and Sounds handbook which the DfE have said is "not fit for purpose" and will no longer be a "validated" programme from 2022.</p>	<p>1, 4, 6</p>

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

Budgeted cost: ~~£87,713~~ £101,320

Staffing (including on costs) ~~£84,893~~ £100,000 (increased to cover extra tuition)

Coram Beanstalk £1320

~~Bedrock vocabulary~~ £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA to screen children on entry for language and communication skills using WellComm and articulation screening.</p> <p>Children to receive personalised interventions as required (WellComm, NELI and speech therapy)</p>	<p>Many of our children have a poor vocabulary, as evidenced by their lack of understanding of everyday words. This impacts on their ability to access the whole curriculum, not just literacy. Also, a lack of understanding of basic grammar impacts on both spoken and written work.</p> <p><i>“Language provides the foundation of thinking and learning and should be prioritised” – EEF report: Preparing for Literacy</i></p> <p>EEF EY Toolkit evidence: <i>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.”</i></p> <p>NELI has been identified by the EEF as promising project with up to 4 months additional progress after the 30 week course.</p>	<p>1, 4</p>
<p>Bedrock vocabulary intervention (KS2) to support the whole school focus on vocabulary acquisition.</p> <p>Insufficient engagement of pupils during our month’s free trial to warrant taking out a whole school subscription. Staff will continue to promote vocabulary development in</p>	<p>Children with a restricted vocabulary face significant challenges in all aspects of literacy (reading, writing and speaking). Language plays a huge role in a child’s future chances – it underpins progress, impacts on attainment and affects self-esteem.</p> <p><i>Why closing the word gap matters.</i> Oxford language report</p> <p><i>Closing the [vocabulary] gap.</i> Alex Quigley</p>	<p>1,4,6</p>

<p>Coram Beanstalk reading volunteers to engage reluctant readers through sharing appealing books and engaging in book talk that extends their vocabulary as well as deepening their understanding of the text.</p>	<p>The reading framework: Teaching the foundations of literacy (DfE 2021) explains the importance of back and forth talk and the development of extended vocabulary, as well as the importance of choosing books that will engage the reader emotionally.</p>	<p>1,4,6 Still waiting for volunteers to become available. Will advertise to parents 9/2/22</p>
<p>Additional TA to provide targeted support in phonics and reading (KS1)</p>	<p>Phonics assessments revealed that school closure had a significant detrimental impact on attainment for our disadvantaged pupils relative to their peers. EEF EY Toolkit evidence: <i>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.”</i></p>	<p>1, 4, 6</p>
<p>Dedicated PP Lead to monitor progress and attainment of DP children and to provide targeted catch-up to DP pupils across the school, either 1:1 or in small groups</p>	<p>EEF EY Toolkit evidence: <i>“Small group tuition has an average impact of four months’ additional progress over the course of a year.”</i> <i>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</i> The Pupil Premium report (OFSTED 2013) found that where schools spent the PP funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.</p>	<p>1, 4, 6</p>
<p>Experienced maths tutor to provide catch-up maths tuition to small groups of children in KS1 Covid catch-up through school-led tutoring: experienced teachers to provide a programme of before and after school tuition</p>	<p>School closure has had a significant detrimental impact on academic attainment for our disadvantaged pupils relative to their peers, particularly in KS1. EEF Teaching and Learning Toolkit evidence: <i>“small group tuition has an average impact of four months’ additional progress over the course of a year.”</i></p>	<p>1, 4, 6</p>
<p>Contribution to school’s TA budget for TA training and to enable all classes to have full-time TA support. TA’s regularly provide small group interventions, including same day catch-up, pre-</p>	<p>EEF Report: Making Best Use of Teaching Assistants states <i>“Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work</i></p>	<p>1, 4, 6</p>

teaching vocabulary and tracks (spelling)	<i>in structured settings with high quality support and training.”</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: ~~£40,200~~ £40,319

Staffing (including on costs): £29,500

Bridge Builders: £3,000

Play therapy £2,100

MarvellousMe app: ~~£600~~ £719

Financial support £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support, where required, for enrichment activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.	It is essential that all our pupils have equal access to the wider curriculum and this is even more important for those disadvantaged pupils who do not have access to enrichment opportunities outside school.	5
Behaviour and nurture/well-being support through our trained ELSA to ensure our vulnerable pupils are able to access and assimilate learning. 1:1 play therapy with external provider Young carers nurture group	EEF Teaching and Learning Toolkit evidence: <i>“SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”</i> We have quite a lot of young carers in our school, most of whom are DP. These children have less opportunities and enrichment experiences outside school because of their family circumstances and can be under a lot of strain. Providing a regular support group in school is vital for the well-being of these children.	3

<p>Provide personalised family support through our Home School Link Worker (HSLW) and School Welfare Officer (SWO)</p> <p>Increase family engagement with school through provision of the Marvellous Me app</p> <ul style="list-style-type: none"> • Teachers to monitor attendance / punctuality of vulnerable pupils and flag concerns to SWO and DP Lead. • Rigorous tracking and following up of non-attendance by SWO with SLT and Inclusion Officer. • Support to be put in place where practicable. 	<p>EEF Teaching and Learning Toolkit evidence: “Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>We have found that our parents appreciate being able to have confidential face to face meetings with our HSLW and SWO and are willing to accept help and advice.</p> <p>The MarvellousMe app has proved very popular with our parents and is a quick way for staff to send messages to parents about their child’s learning. We had a 98% uptake last year and currently have a 97% uptake this year.</p> <p>Evidence: Taken from ‘The link between absence and attainment at KS2 and KS4 2012/13 academic year’ which states that, <i>‘In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2’</i></p> <p>If children aren’t in school they are missing out on their education.</p> <p>We are using approaches recommended in <i>Improving Attendance</i> a summary of research and case studies by the Key for School Leadership.</p>	<p>2,3,4,6</p> <p>2</p>
<p>Promote aspirations, self-esteem and positive attitudes to learning through participation in the Bridge-builder’s mentoring programme for children in Y6</p>	<p>EEF Teaching and Learning Toolkit suggests that mentoring can have a “small positive impact on academic outcomes” as well as on attitudes to school, attendance and behaviour.</p>	<p>5</p>

Total budgeted cost: £141,604 ~~£155,696~~

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 2020 to 2021 academic year.

Following Covid disruption the gap between DP and others in our school has widened, particularly in KS1 where 2 disrupted academic years represents a greater proportion of the children's total education to date.

Teacher assessment	% EXS Reading			% EXS Writing			% EXS Maths		
	All DP	DP no SEND	Others	All DP	DP no SEND	Others	All DP	DP no SEND	Others
Y2	17	23	51	17	23	46	11	15	56
Y6	38	56	80	38	56	69	50	67	77

Teacher assessment	% EXS SPaG			% EXS WRM		
	All DP	DP no SEND	Others	All DP	DP no SEND	Others
Y2	11	15	56	11	15	22
Y6	25	33	61	25	17	62

EYFS:

33% of DP made GLD (rising to 50% for DP without SEND) compared with 78% for non DP

Phonics:

22% of the Y1 DP met the threshold in the phonics screening check (rising to 33% for DP without SEND) compared with 45% for non-DP.

Attendance:

30 DP children (23 families) had attendance below 90%. This represents 25% of our DP cohort. Of these, two pupils were on a reduced timetable, and 5 pupils had medical issues.

The school Welfare Officer attended 45 meetings for disadvantaged pupils across the year:-

- 28 Child protection meetings
- 5 Children in need meetings
- 13 Team around the family meetings
- 1 LAC review meeting

Through their work with our Young Carers, the SWO and HSLW have achieved the

Angel Award. 16 of our DP pupils in 2020-2021 were young carers.

6 DP children completed the Bridge Builders mentoring programme, which culminated in an excellent aspirational online careers seminar for the whole of year 6 in lieu of the usual workplace experience day, which couldn't happen due to Covid restrictions. The children built positive relationships with their mentors and responded well to having a listening ear during their 1:1 time with them.

98 referrals were made for ELSA support across 53 families. Half of these referrals were for DP children, representing 24% of all our DP children. Reasons for referral included emotional/trauma support, transition anxiety, low self-esteem, difficulty with social interactions, pandemic anxiety, and anger management. 8 DP children subsequently received play therapy.

51 families have been supported by the HSLW this year. 45 of them are DP families, representing 41% of all our DP families. Support has included families gaining access to food banks; provision of Christmas hampers and toys; play scheme vouchers; CAMHS referrals; support with school trips; support with claims for disability living allowance and support with housing.

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
Times Table Rockstars	https://trockstars.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.