

Pupil premium strategy statement



This statement details **Buglawton Primary 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.

School overview

Detail
School name: Buglawton Primary School
Number of pupils in school: 207
Proportion (%) of pupil premium eligible pupils: 23%
Academic year/years that our current pupil premium strategy plan covers: 2022-2025
Date this statement was published: September 2022
Date on which it will be reviewed: September 2023
Statement authorised by: A Kennerley, Headteacher
Pupil premium lead: R Jervis, Deputy Headteacher
Governor / Trustee lead: G Hayes, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,027.50
Recovery premium funding allocation this academic year	£8628
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	£88,656.50

Part A: Pupil premium strategy plan

Statement of intent

Objectives of spending PPG

In addition to the key principles of Buglawton Primary School we intend to do the following:

- Reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths
- Ensure stretch and challenge opportunities for the high ability PPG pupils
- Ensure pupils are fully engaged in school life and enrichment opportunities
- Ensure that parents understand their role in supporting their child's learning
- Ensure that pupils have the resources and support to aid home learning
- Increase targeted extended school opportunities for PPG pupils
- Increase the range of services available to support the wellbeing of PPG pupils particularly in 'recovery'
- Increase the aspirations of pupils for future education and career paths
- Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families.

Challenges

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

Challenge number	Detail of challenge
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lower Levels of attainment in reading writing, maths, grammar and spelling
4	Low self-esteem
5	Accessing extra-curricular activities
6	Additional Needs support to meet the individual's needs
7	Difficulty making friendships
8	Lower attendance rates & Poor punctuality record
9	Limited access to a wide range of life experiences due to limited social mobility
10	Provision of equipment for school
11	Parental support/engagement/aspirations
12	Personal, Social, Behavioural and Emotional issues
13	In year transfer pupils from other schools. Gaps in knowledge
14	The ability or desire to access to peripatetic music lessons
15	Support at home with homework tasks
16	Not having a breakfast/healthy breakfast in the morning

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
Improve the reading of all pupils specifically disadvantaged pupils and those pupils whose chronological reading age is below their actual age	Pupils are reading daily to an adult Good progress is evident from baseline to assessment. Reading Ages show progress from Autumn to Spring, and Spring to Summer in line with whole class progress or better.	Lightning Squad intervention is having success in school. Introduction of FFT phonics scheme has been impactful in its first year
Staff CPD is delivered to upskill and support using different teaching strategies	Teaching staff are confident in using a range of strategies to deliver to pupils Pupils' learning progress is at least good. Emotion Coaching used to inform behaviour management strategies.	Teachers received training and have been using different strategies. Emotion coaching will not continue in 2023-2024 school year.
Staff CPD being linked to evidence in pupil books, in pupil voice, and Progress Check Data so that there is an improved approach to delivering and organising learning for our disadvantaged pupils.	Staff are confident in supporting disadvantaged pupils Disadvantaged pupils' progress is at least good	Staff CPD remains a focus
All disadvantaged pupils participate in curriculum trips and school residential to broaden experiences.	100% attendance on trips and residential Pupil feedback is positive about the experience	Participation for disadvantaged children for trips and extra-curricular activities is in line with non-disadvantaged pupils
Disadvantaged pupils given the opportunity to experience music lessons	Disadvantaged pupils participate in music lessons and those interested in developing further do so	This is an ongoing priority as we would like to broaden our offer for disadvantaged
Booster small group tuition in both KS1 and KS2 will support pupils in 'keeping up' then 'catching up'	Disadvantaged pupils participate in additional sessions with Academic Mentor/Teaching staff Good progress is evident from each Progress Check	Impact of KS2 booster groups evidenced in data (see data)
Pupils' aspirations widened and self-confidence increased	Pupil Aspiration meetings carried out Pupils can explain different aspirations for the future	Ongoing
Pupils' emotional wellbeing, self-confidence and ability to make good relationships with others will be improved	Pupil participation in additional support group Baseline to programme end Pupil Voice will evidence the impact on the pupil	Ongoing Disadvantaged children have access to outdoor learning, nurture, ELSA and various other groups to support their emotional well-being
Pupils will feel a sense of belonging to the school as well as being prepared and equipped for learning	All pupils wear correct school uniform to feel a sense of belonging All pupils have equipment and learning resources to enable them to learn	Disadvantaged families have been offered support with school uniforms when required
Families supported in helping their child's learning / needs at home	Home visits to new starters by EY lead Regular communication between home and school through a range of sources Families attend Family Learning Sessions in school	

Pupils learn strategies and approaches to improve resilience, teamwork and problem solving that will support them in their learning and beyond school life	Teaching staff explicitly teach strategies and approaches within the classroom Pupils show greater confidence and resilience in problem solving Pupils identified as needing more support attend specific nurture groups	
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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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning</i>	Knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	6
<i>Staff Training: Reading, Writing, Maths, Grammar & Spelling</i>	Staff training to ensure that all teaching staff are upskilled to support pupils' learning using a range of strategies. Literacy Counts Training. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/	3
<i>Emotion Coaching, Behaviour Support & Positive Handling</i>	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	2,4,6,12
<i>Behaviour Management Training</i>	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions	2, 12

Targeted academic support

Budgeted cost: £33,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-One Tutor</i>	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4, 6, 13
<i>Academic Mentor</i>	Small Group Tuition in English and Maths: 4 Months additional progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/small-group-tuition/	1, 3, 6, 13, 15
<i>Reduced class size (Y3)</i>	smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (+2) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size	1, 3, 6, 13

<i>Pupil Progress Meetings</i>	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	2, 4, 9, 14
<i>Reading Support</i>	Reading Comprehension Strategies: additional 6 months progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/	1, 3, 13, 14, 16, 20
<i>Online Learning Apps & electronic devices</i>	Teaching primary pupils strategies to support their working memory and getting them to practise these by playing online games can boost their maths results by the equivalent of an additional three months. https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improvingworking-memory/	3, 9, 21

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

Budgeted cost: £36,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Clinics</i>	Parental Engagement Strategies: 3 Months additional progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/	8, 19
<i>Forest Schools</i>	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/ <i>Outdoor Learning: 4 months additional progress when successful</i>	2, 4, 7, 12
<i>Extra-curricular clubs, Trips and Residentials</i>	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/ <i>Outdoor Learning: 4 months additional progress when successful</i>	5, 9
<i>Music lessons</i>	Arts Participation: 2 months additional progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/arts-participation/	9, 15
<i>Book in a Box (Personalised reading text sent home each term with activities)</i>	<i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i> https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies	1,4,6,15
<i>Nurture Groups including ELSA & ELKLAN</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	2, 4, 7, 12, 20
<i>Family Learning Sessions</i>	Parental Engagement Strategies: 3 Months additional progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/	2, 3, 13, 17

<i>Breakfast/After School Club</i>	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writingand-maths-res/	18
<i>SWANS Counselling</i>	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	2, 4, 6, 7, 11, 12, 20
<i>Play Therapy</i>	Behaviour Interventions: 3 months additional progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/	2, 4, 7, 12, 20

Total budgeted cost: £82,035

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 2022 to 2023 academic year.

Attainment Gaps			
	Buglawton Disadvantaged Average	Buglawton Primary School Non-PP Average	National Average
EYFS GLD	56.0%	81.0% (-25.0%)	67.2% (-11.2%)
Year 1 Phonics	70.0%	95.0% (-25.0%)	78.9% (-8.9%)
KS1 Reading	45.5%	88.9% (-43.4%)	68.3% (-22.8%)
KS1 Writing	36.4%	66.7% (-30.3%)	60.1% (-23.7%)
KS1 Maths	45.5%	77.8% (-32.3%)	70.4% (-24.9%)
KS2 Reading	71.4%	83.3% (-11.9%)	72.6% (-1.2%)
KS2 Writing	57.1%	77.8% (-20.7%)	71.5% (-14.4%)
KS2 GPS	57.0%	72.0% (-15.0%)	72.3% (-15.3%)
KS2 Maths	71.4%	83.3% (-11.9%)	72.9% (-1.5%)
KS2 Combined	57.0%	72.0% (-15.0%)	59.5% (-2.5%)
Green Text = positive gap / Red Text = negative gap			
Whilst the attainment data for disadvantaged shows a significant gap compared to non-disadvantaged pupils, progress measures show that children are making progress year on year.			