



## Pupil premium strategy statement

This statement details Buglawton Primary School’s use of pupil premium (and recovery premium) funding for the 2023-2024 academic year 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	R.McAvoy
Governor / Trustee lead	G.Hayes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8410
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£85,870</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve the very best outcomes regardless of their starting points and barriers to learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Our approach will be responsive to the individual needs of our disadvantaged children, rooted in robust diagnostic assessment and through pupil's own voice based on their own understanding of their learning and their ambitions in life. We do not make assumptions about the impact of disadvantage and use approaches that complement each other to help our children to excel.

In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically with a focus on oracy, phonics and early reading.

In addition, we will ensure that we continue to have a wide-ranging pathway of referral and programme of SEMH interventions and teaching strategies to address the wellbeing needs of all pupils but specifically those identified with social, emotional and mental health needs which have become a barrier to learning.

We will also consider the interests of our children, outside of the academic requirements and, where possible, provide our them with experiences that broaden their horizons.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attainment in reading, writing, maths, grammar and spelling
2	Additional needs support to meet the individual needs
3	Limited access to a wide range of life experiences due to limited social mobility
4	Personal, social, behavioural and emotional issues
5	Social skills and difficulties with making friendships
6	The ability to access peripatetic music lessons
7	Not having breakfast/healthy breakfast in the morning
8	Parental support/ engagement/ aspirations/ mental health

9	Poor oracy skills
10	Poor punctuality and lower attendance rates

## 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
Pupil premium children's outcomes improve and the gap between pp and non-pp children narrows	Children will make more progress points in KS1 and KS2 that they did previously The outcomes for children in all end of Key Stage assessments and the phonics screen and multiplication check will be closer to that of outcomes for non-pp children
All PP children below ARE make accelerated progress in all areas	Through accelerated progression, the gap in attainment between PP and non-PP will begin to close
Quality First Teaching is delivered to all children	A cycle of CPD planned to ensure that all children receive QFT Timetabled training sessions Use of staff meeting/ INSET days
Opportunities for enrichment are provided for all disadvantaged children	All children are able to attend enrichment opportunities provided by school including: extra-curricular activities, residentials, day trips, workshops and visitors with financial support provided by school All pupils will have access to a wide, rich set of experiences including learning a musical instrument, cadet Children feel inspired by the opportunities presented to them and are encouraged to pursue their interests and talents
Targeted intervention available for all children working below ARE or in need of nurture support	Specialist teacher employed to deliver interventions to year 6 Smaller class sizes in year 3 Wide range of interventions delivered by experienced and well-trained TAs ELSA TA
Speech, language and communication needs will not limit children's capacity to meet their expected academic attainment	The speech, language and communication needs of identified pupils will be diagnostically assessed throughout the academic year and progress closely monitored There is a strong focus on developing a rigorous and structured approach towards developing our children's oracy

Families supported with providing healthy breakfasts and snacks for their child	Free places at breakfast club offered Free healthy snacks provided by school and offered to the children
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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: £ 20410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning	Knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/</a>	1, 2, 9
Staff Training: Reading, Writing, Maths, Grammar & Spelling	Staff training to ensure that all teaching staff are upskilled to support pupils' learning using a range of strategies.  Literacy Counts Training.  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/</a>	1, 2, 9
Whole school staff training on oracy	Oral language interventions have a high impact on children's outcomes of 6 months progress  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/oracy-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	9
Whole school staff training on improving standards in grammar, spelling and writing	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 9

## Targeted academic support

Budgeted cost: £ 34870

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One Tutor	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 8, 9
Reduced class size (Y3)	smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (+2) <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2, 4, 9
Pupil Progress Meetings	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/</a>	1, 2, 4, 9
Reading Support	Reading Comprehension Strategies: additional 6 months progress  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/</a>	1, 2
Phonics	Teaching phonics and delivering phonic interventions has a very positive impact of 5 months  <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 8
Online Learning Apps & electronic devices	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.  <a href="https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improving-working-memory/">https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improving-working-memory/</a>	1, 2, 4, 8, 9

## Wider strategies

Budgeted cost: £39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics	Parental Engagement Strategies: 3 Months additional progress  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/</a>	10
Outdoor learning	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/</a>  Outdoor Learning: 4 months additional progress when successful	2, 4, 5
Extra-curricular clubs,  Trips and Residential	<a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/</a>  Outdoor Learning: 4 months additional progress when successful	3, 4, 5
Nurture Groups including ELSA & ELKLAN	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.	2, 3, 4, 5

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	
Family Learning Sessions	Parental Engagement Strategies: 3 Months additional progress <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/</a>	8
Breakfast/After School Club	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,  <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writingand-maths-res/">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writingand-maths-res/</a>	4, 5, 7
SWANS Counselling	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/</a>	2, 3, 4, 5
Play Therapy	Behaviour Interventions: 3 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</a>	2, 4, 5, 9
Lego Therapy	Behaviour Interventions: 3 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/</a>	2, 4, 5, 9
Peripatetic Music Lessons	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, adding 3 months progress when successful  <a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	3, 6

**Total budgeted cost: £ 85870**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider