



## 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	208
Proportion (%) of pupil premium eligible pupils	29%
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> )	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	A. Kennerley
Pupil premium lead	J. Abraham
Governor / Trustee lead	G. Hayes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,755
Recovery premium funding allocation this academic year	£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>£97,165</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 make more progress points in KS1 and KS2 than they did previously. The outcomes for children in all end of Key Stage assessments, the phonics screening and multiplication check are closer to those outcomes of 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 narrows.
Quality First Teaching is delivered to all children.	A cycle of CPD for all teachers ensures that all children receive QFT. Timetabled training sessions. Effective use of staff meeting/ INSET days.
Disadvantaged children have opportunities for enrichment.	All children attend enrichment opportunities provided by school including: extra-curricular activities, residentials, day trips, workshops and visitors with financial support provided by school. All pupils have access to a wide, rich set of experiences including learning a musical instrument. 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 delivers effective and impactful interventions to year 6. Smaller class sizes in year 3. Skilled staff deliver a wide range of interventions that improve children's wellbeing.
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 are diagnostically assessed throughout the academic year and progress is closely monitored. Children's oracy skills are developed through a rigorous and structured approach.

Families supported with providing healthy breakfasts and snacks for their child	Children take advantage of the offer of free breakfast club. Free healthy snacks offered to children by school.
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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: £ 21560

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.  <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 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
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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 or teacher instruction:  <a href="#">EEF article on diagnostic assessment</a>	1, 2
NCTEM -Training across EYFS and KS1 to develop intentional teaching strategies focused on developing fluency in calculation and number sense for all children	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS1 and 2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1, 2, 9

## Targeted academic support

Budgeted cost: £ 36,605

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
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
Year 5 EEF Reading Trial	Employing a teaching assistant to listen to children read to ensure that all pupils have regular opportunities to read aloud in school  <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, 8, 9
Reading champion	Evidence indicates that a focus on reading Comprehension Strategies can have an impact on an additional 6 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 8, 9
Year 3 and 4 Maths in class catch up interventions	Evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.  <a href="#">Improving Mathematics in KS2</a>	1, 2, 9
Phonics	Teaching phonics and delivering phonic interventions has a very positive impact of 5 months  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 8
Wellcomm	WELLCOMM– language and communication toolkit to be used to screen all children in EYFS to establish small group interventions on entry to school following baseline assessments  <a href="https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-yearAdditional s/">https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-yearAdditional s/</a>	2, 5, 9
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-improvingworking-memory/">https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improvingworking-memory/</a>	1, 2, 4, 8, 9

## Wider strategies

Budgeted cost: £39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics – newly appointed EWO	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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</a>	2, 3, 4, 5
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: £ 97,165**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year group overview:

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Reading	89%	40%	60%	45%	63%	44%	56%
Writing	89%	50%	40%	18%	38%	44%	46%
Maths	89%	40%	40%	36%	75%	33%	53%

	ARE or above Disadvantaged	ARE or above Non - Disadvantaged
<b>EYFS GLD</b>	67%	72%
<b>Year 1 phonics</b>	88%	95%
<b>KS1 Reading</b>	20%	85%
<b>KS1 Writing</b>	50%	80%
<b>KS1 Maths</b>	50%	85%
<b>KS1 Combined</b>	20%	80%
<b>KS2 Reading</b>	44%	95%
<b>KS2 Writing</b>	44%	80%
<b>KS2 Maths</b>	33%	80%
<b>KS2 Combined</b>	33%	70%

#### Impact on Pupil Progress:

Disadvantaged pupils have shown continued improvement in their progress in Reading and Writing across all year groups. However, in Maths, the progress of our current Year 3 and 4 pupils has not yet met expectations. We are actively reviewing and implementing strategies to address these gaps, and are committed to improving outcomes in this area. Targeted support has been put in place to help all pupils make the progress they deserve.

#### Nature of Support for 2023-2024 school year

50% of trips and residential paid  
 Book in a box – children provided with free books  
 Lightning Squad comprehension intervention  
 Tuition for year 6 children in reading and maths  
 Year 3 class split to reduce class size  
 Staff training – reading, writing, maths and grammar  
 Emotion coaching, behaviour support and positive handling  
 Behaviour management training  
 Purchase of apps to support online learning  
 Attendance clinics  
 Forest Schools  
 Music lessons  
 Nurture and Elsa  
 Breakfast and afterschool clubs offered free of charge  
 SWANs counselling offered for those children who need it  
 Play therapy  
 Attendance at after school clubs – in autumn term 30 PP children attended at least one afterschool club and in spring term 35 children attended