

Pupil Premium Strategy Statement 2022-2025



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Buckton Fields Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023 - completed
Statement authorised by	Hannah Rogers
Pupil premium lead	Sarah Straiton
Governor / Trustee lead	Performance Committee Chair - Liz White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium)	£5180
Recovery premium funding allocation this academic year	£870
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	£6050 (22-23)

Part A: Pupil premium strategy plan

Statement of intent

At Buckton Fields Primary School all staff members aim to meet the pastoral, social and academic needs of disadvantaged pupils within a caring, nurturing environment. Our belief is that all pupils, irrespective of their background or the challenges they face, should achieve as well as they possibly can in order to go on and meet their ambitions, whatever those may be. We are committed to nurturing a love for learning within our pupils, giving them the skills and knowledge to be ambitious and meet their full potential.

Our objectives are to:

- Remove barriers to learning created by family circumstance and background
- Meet the social and emotional needs of our pupils, with a focus on wellbeing and developing resilience
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils have the phonetic knowledge and skills read fluently and with good understanding to enable them to access the breadth of the curriculum
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers we will:

- Provide all staff with high quality CPD to ensure that pupils' academic and emotional needs are understood and met
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, and 1:1 support
- Target funding to ensure that all pupils have access to trips, experiences, uniform and other necessary resources
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate well-being support for pupils and families in order for pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	Readiness for learning of pupils Ensure that they are appropriate resources at home and at school with training for staff and children to access them.
2	Parental engagement / support at home / families' emotional needs To support parents in supporting their child/children's learning at home
3	Academic ability Ensuring staff have the skills and knowledge to identify children who need additional support and are able to deliver interventions.
4	School attendance To work with parents to ensure pupils attend school
5	Financial disadvantage To support our families to ensure the removal of financial disadvantage so the children are able to engage in enrichment opportunities.

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
Reception	Disadvantaged pupils leave Reception with a good understand of phonics to support their reading.
Year One Phonics	All disadvantaged children achieve their individual targets and make at least expected progress.
Ks1 SATs	All disadvantaged children achieve their individual targets and make at least expected progress.
Attendance	Ensure attendance of children on the pupil premium register is inline with their peers.



Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £800 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on individual identified needs	Staff are able to better support and meet the varied needs of pupils.	1 & 3

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

Budgeted cost: £2950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to deliver 1:1 phonics and reading support.	Pupils make accelerated progress and have the phonetical knowledge and skills to support their reading. Pupils are able to sound out and blend to access reading materials. Parents have the strategies to be able to support with phonics at home. <i>(supported by EEF 2021)</i> Children develop a love for reading. <i>(supported by EEF 2021)</i>	1, 2 & 3

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for uniform, equipment, resources and school trips.	All pupils have the necessary equipment. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 2 & 5
Funding for access to before and after school clubs and enrichment opportunities.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 2, 4 & 5

Total budgeted cost: £ 6050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome

This details the impact that our Pupil Premium activity had on pupils in the 2022 2023 academic year

Disadvantaged pupils leave Reception with a good understand of phonics to support their reading. (Reception)	EYFS (4 pupils) 75% of disadvantaged pupils left EYFS with ELG in Reading. Although this is below that of non-PP children, the one child who did not meet GLD has significant SEND and is working on an individual education level.
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	Our evaluation, therefore, is that teaching and intervention processes outlined in the strategy were effective.
All disadvantaged children achieve their individual targets and make at least expected progress. (Year 1 Phonics)	There were no Y1 children in receipt of Pupil Premium funding in 22/23
All disadvantaged children achieve their individual targets and make at least expected progress. (KS1)	There were no Y2 children in receipt of Pupil Premium funding in 22/23
Ensure attendance of children on the pupil premium register is inline with their peers.	<p>The 22/23 academic year was the first year that the school had children in receipt of Pupil Premium funding, therefore there is no historic data.</p> <p>Average attendance of disadvantaged pupils at the end of academic year 22/23 was 86%. All 4 pupils' attendance was above 80% but below 90% therefore all were persistently absent.</p> <p>Our evaluation of the approach indicates that there is still significant work to do, and as a result, the strategy will be adapted for 23/24 (utilising the EEF Attendance Interventions: Rapid Evidence Assessment March 2022) . Please see new Pupil Premium Strategy 23-26</p>

Service pupil premium funding

There were no pupils in receipt of service pupil premium 2022-2023

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
Tapestry	tapestry.com