

Pupil Premium Strategy Statement 2023-2026



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)	6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Straiton
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)	£8730
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	£8730

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
- Improve attendance for our disadvantaged pupils to allow them to access a full curriculum.
- Meet the social and emotional needs of our pupils, with a focus on wellbeing and developing resilience
- 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 enhance Quality First Teaching to ensure that pupils' academic 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, personalised wellbeing support for pupils and families to enable pupils to engage with and access learning both in school and at home
- Monitor attendance closely to improve attendance of pupil premium children, resulting in a reduction of persistent absence.

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 Low school attendance and poor punctuality results in missed learning opportunities, which has a detrimental impact on the outcomes and academic achievements of the children.
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
Pupil Premium children achieve in line with their peers at the end of EYFS	% of Pupil Premium children achieving GLD will be above National and in line with their peers in school.
Reading attainment is high among disadvantaged pupils in Y1 Phonics Screening	100% of disadvantaged children will pass the Phonics Screening Check.
Pupils in receipt of pupil premium funding are funded to take part in clubs, music lessons, trips and other enriching experiences that will develop the whole child	100 % of disadvantaged children will take up one or more enrichment opportunity.

Increased levels of attendance and punctuality for Pupil Premium children

Pupil Premium attendance increases year on year, growing towards meeting national expectations of 95%

The attendance gap between Pupil Premium and their peers reduces until it is equitable

The persistent absence of Pupil Premium reduces each year until is below 20%

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	After using data to identify our school's priorities, all teachers and teaching assistants are provided with tailored professional development training on strategies to effectively support learners (in accordance with the EEF, 2023) and meet the varied needs of pupils.	1 & 3
CPD PP Conference	In order to effectively support continuous and sustained professional development across the whole school, Principal to attend Pupil Premium Conference. This will be used to share best practice across the whole school, enhancing the provision for all Pupil Premium children (in accordance with the EEF, 2023).	CPD PP Conference

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

Budgeted cost: £2000 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staffing to deliver 1:1 phonics interventions and reading support.	Releasing of staff to roll out quality interventions to boost phonics and allow for release time of subject leads to monitor interventions and general progress (in accordance with the EEF, 2023).	1, 2 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5930 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for uniform, equipment, resources and school trips.	All pupils will 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
Funding towards improving attendance	Family Support Worker and Senior Leaders to dedicate time and resources to help ensure attendance is less of a barrier to learning (in accordance with the EEF, 2023).	4

Total budgeted cost: £8730

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

Pupil Premium children achieve in line with their peers at the end of EYFS	<p>EYFS (4 pupils)</p> <p>75% of disadvantaged pupils left EYFS with GLD. 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.</p> <p>Our evaluation, therefore, is that teaching and intervention processes outlined in the strategy were effective.</p>
Reading attainment is high among disadvantaged pupils in Y1 Phonics Screening	<p>In the 22/23 cohort, no Y2 pupils were in receipt of Pupil Premium funding.</p>
Pupils in receipt of pupil premium funding are funded to take part in clubs, music lessons, trips and other enriching experiences that will develop the whole child	<p>In 22/23, all 4 disadvantaged children had their trip to the pantomime and Holdenby House paid for.</p> <p>75% of children (3 out of 4) took an additional club, and attended a Trust Sports tournament.</p>

<p>Increased levels of attendance and punctuality for Pupil Premium children</p>	<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%.</p> <p>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) to enable greater funding to be put in place to support attendance through rewards and incentives (for both pupil and their families) offering before and after school provision and enabling transport for parents who find getting into school on time a challenge (taxis). Each pupil premium child now has a detailed individual attendance plan which is updated at their regular meetings.</p>
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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