Pupil Premium Strategy Statement 2024-2027

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	295 (25-26)
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	6% (18)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Annually – each year in July
Statement authorised by	Hannah Rogers
Pupil premium lead	Hannah Rogers
Governor / Trustee lead	Performance Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium	£26003
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	£26003

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
- 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
- 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 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
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

Attainment in Y4 MTC (from 2026) for disadvantage pupils is above national figures	% of disadvantaged pupils achieving full marks will be above national figures The average score for disadvantaged pupils is above the national score
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 persistent absence of Pupil Premium reduces each year until is below 20% The attendance gap between Pupil Premium and their peers reduces until it is equitable

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: £5600

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
Attendance Support	Key staff to engage with appropriate CPD and support for attendance, including attendance hubs; RISE support network and any additional courses and conferences to learn and support	1, 2 & 4

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

Budgeted cost: £13500

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. *(supported by EEF 2021)* Children develop a love for reading. *(supported by EEF 2021)*	1, 2 & 3

Intervention and support for MTC	Pupils gain fluency, and are able to quickly recall multiplication facts	1,2 & 3

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

Budgeted cost: £7000

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
Utilise Family Support Worker.	Staff should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing including attendance data, behaviours incidences, access to technology and curricula materials. In addition, information on wellbeing, mental health and safeguarding needs to be identified and supported.	2,4,5
Parent workshops offered outlining key ways to support their child(ren).	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EFF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3	2

	months over the course of a year. (EFF). In addition, parents benefit from receiving tips, support and resources to make home activities more effective.	
Funding towards supporting individual removal of barriers to attendance	Education providers also play a vital role in sharing and contributing to key information about children, including attendance data. (Working Together 2023) Rewards Staff to be offered CPD which supports their understanding of attendance guidance and the importance of early intervention. School to offer transport support to families who have limited transport to school to reduce barriers to learning. 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).	1,2,4,5
FSW and PP lead to offer pastoral and financial support	Family Support Worker and Pupil Premium lead to work closely with families so that we are aware of additional family financial needs and families are aware of the support school can offer. EFF, (2021) School leaders should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing. These can be identified using a wide range of internal data and information.	1,2,4,5

Total budgeted cost: £9600

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 2025 2026 academic year

Pupil Premium children achieve in line with their peers at the end of EYFS	Only 1 pupil premium child in EYFS who is also on the SEND register – they didn't achieve the Early Learning Goals.
Reading attainment is high among disadvantaged pupils in Y1 Phonics Screening	4 out of 5 pupils (80%) passed the phonics screening check
Attainment in Y4 MTC (from 2026) for disadvantage pupils is above national figures	There were 3 eligible children in Year 4. None scored 25/25 on the test. The average score was 19.3, which is below national average scores. This will be a continuing focus next academic year.
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	All children eligible for funding took part in enrichment experiences
Increased levels of attendance and punctuality for Pupil Premium children	In 25/26 pupil premium attendance was 85.1%. This was a dip from the previous year (89.5%) and is below national. As a result, pupil premium attendance remains a whole school priority, and the strategy will be revisited to ensure that appropriate actions are in place to improve attendance.

Service pupil premium funding

There were no pupils in receipt of service pupil premium 2025-2026