

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (including 2023-2024 catch up funding) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Buckshaw Primary School
Number of pupils in school	203 (+ 20 in nursery)
Proportion (%) of pupil premium eligible pupils	(71 pupils) 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Price
Pupil premium lead	Ikram Albustany
Governor / Trustee lead	John McAndrew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,140 but this is based on financial year 23/24
Recovery premium funding allocation this academic year	65 pupils = £9425
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	£108,565

Part A: Pupil premium strategy plan

Statement of intent

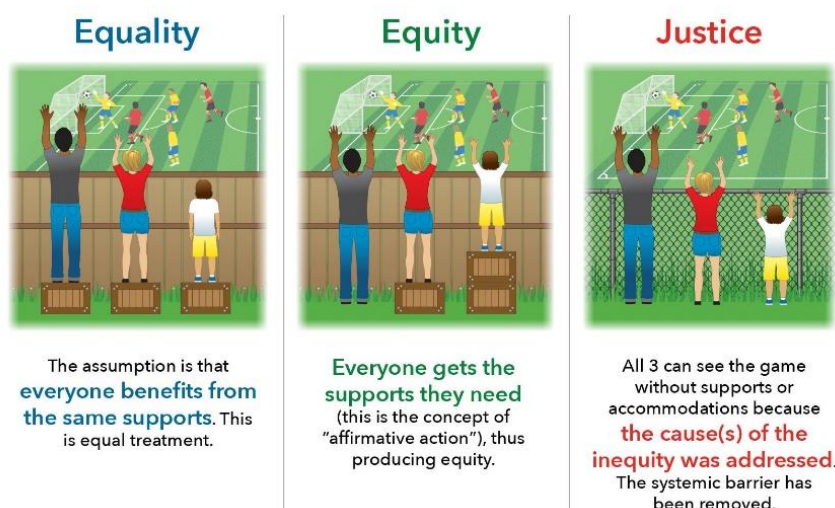
At Buckshaw, our intention is that all pupils, irrespective of their background or the challenges they may face, make a good level of progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who may be looked after and in foster care, those that have been previously looked after and placed on a Special Guardianship Order (SGO), those that may have been adopted or those who may be looked after by family members.

High-quality teaching will be at the heart of our approach, with a focus on subject areas that disadvantaged pupils require the most support. This will support our approach to close any attainment gaps and at the same time benefit the non-disadvantaged pupils. Outlined below will be CPD opportunities in ensuring that high-quality teaching is evenly spread throughout the school.

To ensure that our intentions are successful we will:

- *Be proactive in ensuring we identify challenges and needs and put into place what is needed.*
- *We will take the Equity approach.*



Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest that disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers. Assessment show that (41/71) 58% of disadvantaged pupils are NOT working at age related expectations for reading.
2	Assessment suggests that disadvantaged pupils have greater difficulty with writing than their peers. This negatively impacts their development as writers. Assessment shows that (51/71) 72% of disadvantaged pupils are NOT working at age related expectations for writing.
3	Assessment suggests that disadvantaged pupils have greater difficulty with maths than their peers. This negatively impacts their development as mathematicians. Assessment shows that (39/71) 55% of disadvantaged pupils are NOT working at age related expectations for maths.
4	We have identified that (17/71) 24% of disadvantaged pupils also have significant SEND needs.
5	Through observations and discussions with pupils and their families we have identified social and emotional issues for a number of our disadvantaged pupils. This may be due to adverse childhood experiences (ACEs) or the mental health of their parents/carers/family members.
6	Through discussion with pupils it is clear that our disadvantaged pupils have fewer enrichment opportunities than those of their peers.
7	41% (29/71) of disadvantaged pupils have an attendance less than 96% which is classed as a persistent absence.

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
<p>For children in receipt of pupil premium to make accelerated progress in reading:</p> <ul style="list-style-type: none"> • Daily reading • Red rose phonics • SALT support from NHS SLT and our external SLT. • Assessment 	<p>44% (31/71) of disadvantaged pupils will make accelerated progress in reading. The children identified DO NOT have any additional SEND needs and are not working at age related expectations. However, a consideration to be noted is that 39% of those children also have poor attendance.</p>

<p>For children in receipt of pupil premium to make accelerated progress in writing:</p> <ul style="list-style-type: none"> • Talk training for teachers. 	<p>52% (37/71) of disadvantaged pupils will make accelerated progress in writing.</p> <p>The children identified DO NOT have any additional SEND needs. However, a consideration is that 41% of those children also have poor attendance.</p>
<p>For children in receipt of pupil premium to make accelerated progress in maths:</p> <ul style="list-style-type: none"> • Red rose maths scheme • Easy access to manipulatives and resources (toolkits / toolboxes). 	<p>38% (27/71) of disadvantaged pupils will make accelerated progress in maths.</p> <p>The children identified DO NOT have any additional SEND needs. However, a consideration to be noted is that 16% of those children also have poor attendance.</p>
<p>For children to recognise their strengths and build on their difficulties:</p> <ul style="list-style-type: none"> • Children will know where to get support and develop self-help techniques. • Improved self-esteem. • ELSA 	<p>We are aiming for 100% of disadvantaged pupils who also have social and emotional needs to make at least one step of progress. E.g from PIVATS ONE-1d to ONE-1c. Using the PSED toolkit.</p>
<p>For children who are also on the SEND register to continue to make small step progress:</p> <ul style="list-style-type: none"> • An inclusive curriculum. • The FIVE a day principle. • Involvement in sporting clubs and competitions. • Use of PIVATS for assessment. 	<p>Progress will be measured individually using assessment dates set. Progress will be in the form of small steps using PIVATS as an assessment tool.</p> <p>We are aiming for 100% of disadvantaged pupils who also have SEND needs to make at least one step of progress. E.g from PIVATS ONE-1d to ONE-1c.</p>
<p>To offer children life experiences and skills to accompany their learning:</p> <ul style="list-style-type: none"> • Visits to the local community. • Life skills such as cooking and safely crossing the road. • Swimming lessons. • Affordable trips such as Tower Wood and the theatre. 	<p>Many life experiences and opportunities planned within the curriculum. To ensure they are accessible we use pupil premium funding to financially support disadvantaged pupils to access enrichment activities. E.g. Music lessons.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: From alternative cost centres.


Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Talk Programme for teachers	The Education Endowment Foundation (EEF) guide to pupil premium stipulates that following approaches to be most effective: 1. High quality teaching. 2. Assessment 3. Professional Development 4. Mentoring and coaching for teachers. 5. Recruitment and retention of staff. 6. Technology and other resources.	1 and 2
CPD – Steph Johnson working directly with class teachers and delivering training to staff.		1, 2 and 3
Recruitment of support staff with experience of working with children with SEND.		4

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

Budgeted cost: £67,265.

Cost of teaching assistants to deliver targeted interventions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for children who are not at ARE.	EEF Targeted academic support: 1. Targeted interventions to support language development, literacy and numeracy. 2. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	1,2,3 and 4
Talk Boost twice weekly for those identified as having speech and language difficulties.		

	3. Teaching assistant deployment and interventions.	
<p>No glass ceiling approach but offering pupils additional support through high quality provision in the classroom (toolkits etc).</p> <p>Children with an EHCP working 2-3 academic years behind ARE (and that have complex needs) accessing different provision (The Hive).</p>	<p>High quality teaching benefits pupils with SEND</p> <p>The Five-a-day principle</p> 	
<p>Targeted intervention for children who are working below the expected standard in reading, writing and maths.</p>	<p>EEF Targeted academic support:</p> <ol style="list-style-type: none"> 1. Targeted interventions to support language development, literacy and numeracy. 	1,2,3 and 4.

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

Budgeted cost: £ 41,300

£20,000 Family support worker.

£20,000 Learning Mentor.

£500 attendance strategies.

£300 parent reading workshop.

£500 incentives for reading at home.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to gain experiences that develop cultural capital such as, theatre and residential trips.	EEF Wider strategies: Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	6
Emotional Literacy Support Assistant (ELSA) training for staff.	EEF Wider strategies: 1. Supporting pupils' social, emotional,	5 & 7

	and behavioural needs.	
<ul style="list-style-type: none"> • Group counselling • 1:1 counselling • Parent programmes • Time to talk programme with family support worker and/or learning mentor. • Group activities with learning mentor. 	<ol style="list-style-type: none"> 2. Supporting attendance. 3. Communicating with and supporting parents. 	5 & 7
To promote reading at home.	Parent workshop and incentives for reading at home.	1
To improve attendance with a whole school target of 96%.	Incentives for pupils who reach an improved level of attendance taking into consideration absence for illness.	7

Total budgeted cost: £ 108,565

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The gap between PP children and their peers is starting to close. It has taken longer than school would have hoped for PP children to be achieving in line with their peers. This target will be ongoing

Children have made the same progress as their peers and in some cases have made better progress. This is due to a focus on TA interventions and Tutoring. Tutoring has had a huge impact on PP children and they have made significant progress.

Children's attendance has significantly improved. It still has not reached pre-pandemic levels. Attendance strategies are going to be introduced in September supported by PP money to encourage children to attend school. This has now been introduced to the children. Three children who achieved 100% attendance received an Amazon gift voucher at the end of the previous year.

Subject Leaders have undertaken a regular monitoring all year round to ensure standards in their subjects are maintained. This has included lesson observations, pupil voice and work scrutinies. All monitoring is fed back to SLT and areas for improvement were addressed. This is still being developed with staff attending regular training.

Children at Buckshaw generally have a positive attitude to their learning.

All subjects now have a clear sequence of learning in place

PP with SEND have regular access to The 'Hive'. The SENDCO started working with these children and this was continued by two HLTA's.

Family support worker and learning mentor have stepped up and took on most of the workload of supporting children with emotional difficulties. They have both done a fantastic job and supported PP children. More recently an external counsellor has been sourced to work with our most vulnerable pupils. This has allowed children to have support with their emotional well-being and be ready to engage in their learning. This process is continuing this year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	