



## **Buckden CE Primary Academy Pupil Premium Strategy Statement 2023 - 26**

Our rationale for the use of pupil premium as a school, we have taken a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice and approaches to address the barriers that many of our pupils face.

These include: Attendance and punctuality, Social and economic factors, including readiness to learn, Poor emotional and social skills on entry to school, Poor language and communication skills of pupil, Safeguarding and emotional barriers to learning, Gaps in skills and knowledge, including those due to the impact of COVID-19 SEND (including SEMH) or other learning difficulties

By committing to a longer-term plan, we are ensuring that our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) are effectively implemented, sustained and embedded in our provision.

Our tiered approach targets spending across 4 keys areas:

1. Teaching
2. Academic Support
3. Social, emotional and mental health (SEMH) support
4. Wider Approaches

## Buckden CE Primary Academy Overview

Metric	Data	2024/25	2025/2026
	<b>2023/24</b>	<b>2024/25</b>	<b>2025/2026</b>
Pupils in school	339	328	332
Proportion of disadvantaged pupils	14% (FSM, Ever 6, LAC, Post-LAC), 4% (Service Children) = 18% Disadvantaged	11% (FSM, Ever 6, LAC, Post-LAC) 3%(Service Children) = 14% Disadvantaged	10% (FSM, Ever 6, LAC, Post-LAC) 3% (Service Children) = 13% Disadvantaged
Pupil premium allocation this academic year	£62565	£60,566	£53495
School Led Tutoring Funding	£2970	0	0
Yearly Total Funding	£65535	£60,566	£53495
Academic year or years covered by statement	2023-2026		
Publish date	December 2025		
Review dates	July 2024, July 2025, July 2026		
Statement authorised by	Michelle Heather (Headteacher)		
Pupil premium lead	Mel Anderson		
Governor lead	Stuart Smith		

## Challenges

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

Challenge number	Detail of challenge
1	Staff have a good understanding of how to move pupils' learning on and identify barriers
2	Due to the break in pre-school and the restrictions that the pandemic brought phonological awareness and speech development has been identified as a challenge and reading participation in the older children
3	Pupils Social, Emotional and Mental Health is a barrier to their learning
4	Parents not understanding how to support their children's education and knowing where to ask for help when needed
5	Parents understand the importance of good attendance and the impact it has on pupil outcomes.
6	Parents unable to offer wider opportunities for children to experience extracurricular 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
To ensure that all teaching staff have a good understanding of how to move children's learning on and identify barriers.	Improved outcomes due to quality first teaching and targeted support where needs are identified. Rigorous support in place to ensure that teaching is at least good.
All children identified to have necessary interventions through PIXL, Fisher Family Trusts (FFT) Lightning Squad and Spelling jungle in Year 2 or Accelerated Reader (AR) and Reciprocal Reading for older pupils.	Children identified and interventions put in place for them. Pupil achievement to improve and be closer to national expectation.
To improve pupils Social, Emotional and Mental Health so it is not a barrier to their learning.	Pupils are in a better place to learn and outcomes have improved. Calm learning spaces.
Ensuring that parents have an understanding of how to support their children's education and where to ask for help when needed.	More Parents are supported through the Home School Hub Phonics and Maths sessions for parents. Attainment and progress outcomes are improved.
Ensuring that parents are fully aware of what good attendance looks like, that attendance issues are identified early and support is put in place to help the family.	Improved attendance to be in line or better than National. This will result in improved attainment and progress.
Ensuring that disadvantaged pupils access a wide range of extracurricular activities to support their wider development.	Pupils experience wider opportunities e.g. music lessons, trips, residential etc. Pupils will access free clubs every half term.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2025/26** to address the challenges listed above.

**Teaching Budgeted cost: £19690**

Challenge	Activity	Evidence that supports this approach
<b>Challenge 1</b>	Work with the maths hub and our maths specialist Christina Farmer to continue to develop staff pedagogy.	EEF Mastery Learning high impact +5 months
<b>Challenge 1</b>	CPD for staff to introduce the capabilities of PIXL to support teachers to identify gaps in learning and to implement relevant interventions.	EEF Small group tuition moderate impact low cost based on moderate impact +4 months

	Half-termly assessment to identify gaps and weaknesses, using Pixl to diagnose bespoke interventions.	
<b>Challenge 1</b>	Teacher/HLTA/TAs to work with small groups identified in maths/reading/phonics.	EEF Small group tuition moderate impact low cost based on moderate impact +4 months
<b>Challenge 1</b>	Ensuring staff use evidence-based wider strategies e.g. whole-class teaching interventions such as whole class reading and whole class interventions suggested by PIXL analysis.	Individualised research
<b>Challenge 1</b>	Writing/ English lead to support staff in improving spelling across the school Spelling Jungle/Spelling shed and SWST (where appropriate) to monitor pupils.	Strategies developed from the EEF recommendations Improving Literacy.
<b>Challenge 1</b>	Writing Lead to deliver regular CPD throughout the year to ensure rigorous monitoring and moderation is in place.	
<b>Challenge 1 &amp; 2</b>	To put in support and training to improve early language and phonics - understanding of those disadvantaged pupils	EEF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 1 &amp; 2</b>	Reading English lead to support new staff and embed the efficient use of Accelerated Reader across KS2	EEF Very high impact based on low cost +6 months
<b>Challenge 1</b>	Embed PIXL in all year groups for monitoring maths and literacy.	
<b>Challenge 2</b>	To have targeted interventions through the Fisher Family Trusts (FFT), Lightning Squad Programme across KS1 and KS2.	EEF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 2</b>	2 AST teachers to work with identified pupils on 1:1 specialist provision.	EEF Individualised instruction low cost with moderate impact +4 months
<b>Challenge 2</b>	To have targeted support through the use of Accelerated Reader and its interventions.	EEF Very high impact based on low cost +6 months
<b>Challenge 3</b>	Continue with Thrive Approach.	EEF Social and Emotional Learning moderate impact for low cost + 4 months EEF Mastery learning

<b>Challenge addressed</b>	<b>Activity</b>	<b>Evidence that supports this approach</b>
<b>Challenge 3</b>	To improve social emotional mental health barriers to learning, initially through a pastoral support programme of 1:1 intervention by trained staff.	EEF Social and Emotional Learning moderate impact for low cost + 4months
<b>Challenge 3</b>	Soft Start provision to ensure attendance is good for those with SEMH needs.	EEF Social and Emotional Learning moderate impact for low cost + 4months
<b>Challenge 3</b>	To improve social emotional mental health barriers to learning through specialised Nurture teachers in the Retreat.	EEF Social and Emotional Learning moderate impact for low cost + 4months
<b>Challenge 3</b>	To improve social, emotional and mental health of service pupils through half-termly meetings with Service Lead.	EEF Moderate Impact for very low cost based on very limited evidence + 3 months

<b>Challenge 3</b>	1 member of staff to train as a Thrive practitioner	
<b>Challenge 4</b>	Parent workshop to engage their support with reading and maths.	EEF Parental engagement High impact low cost based on extensive evidence +5 months
<b>Challenge 4</b>	Parents attend phonics session in EYFS to understand how pupils learn phonics in EYFS.	EEF Parental engagement High impact low cost based on extensive evidence +5 months
<b>Challenge 4</b>	Develop the Home School Hub and staff to help families to support their children's education (including attendance).	EEF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 4</b>	Development of a Home School Hub and parent drop ins to provide targeted support.	EEF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 4</b>	Access family worker within Home School Hub setting.	EEF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 5</b>	To have a designated attendance lead to support pupils to attend school.	EDF Phonics High impact low cost based on extensive evidence +5 months
<b>Challenge 6</b>	Pupil Premium Lead to monitor all PP children to ensure they have access to cultural experiences and the knowledge they need to achieve academically, socially and personally.	EEF Social and Emotional Learning moderate impact for low cost + 4months

**Support around Pupil Premium Budgeted costs: 67,720**

**Total Projected costs for 2025-26: £87,410**

Although this is an excess it is in an acknowledgement of the need to widen the lens and look at supporting other groups beyond those listed and these activities will enable us to do this

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2026
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2026
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	July 2026
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2026
Timetables	Achieve national average or above expected standard in MTC	July 2026

Other	Improve overall attendance of disadvantaged pupils to within national	July 2026
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**Targeted academic support for current year:**

Measure	Activity 2023/24	Activity 2024/25	Activity 2025/26
Challenge 1	Continue with small intervention groups for those disadvantaged pupils falling behind in maths (EEF recommends 1 <sup>st</sup> Class number)	Continue with small intervention groups for those disadvantaged pupils falling behind in maths (EEF recommends 1 <sup>st</sup> Class number)	Continue with small intervention groups for those disadvantaged pupils falling behind in Maths.
Challenge 1			Identify and support pupils through the use of Mastering Number, Pixl analysis and Curriculum Prioritisation.
Challenge 1			Increase the time allocated to Maths. KS1 minimum of 75 minutes, KS2 minimum of 90 minutes.
Challenge 2	Establish small intervention groups or 1:1 for those disadvantaged pupils falling behind in phonics	Continue with small intervention groups or 1:1 for those disadvantaged pupils falling behind in phonics	Establish small intervention groups or 1:1 for those disadvantaged pupils falling behind in phonics.
Challenge 2	Continue to Increase reading for pleasure as a whole school focus both fiction and non-fiction across the school through book corners, Power of Reading and Accelerated Reader Licences	Continue to Increase reading for pleasure as a whole school focus both fiction and non-fiction across the school through book corners, Power of Reading and Accelerated Reader Licences	Continue to increase reading for pleasure as a whole school focus both fiction and non-fiction across the school through book corners, power of reading and accelerated reader.
Challenge 3		Develop The Retreat to support disadvantaged pupils who need a more tailored approach to learning.	Continue to develop The Retreat to support disadvantaged pupils who need a more tailored approach to learning.
Challenge 4		Reintroduce Koinonia afternoons so that parents better understand the learning.	Koinonia – every year group to invite parents in to share their learning.
Challenge 4		Parent workshops in Maths to help parents support their pupils.	Parent workshops in Maths to help parents support their pupils.
Challenge 5		Attendance Lead to continue to support families so that pupils are in school.	Attendance Lead to continue to support families so that pupils are in school.
Challenge 6		Identify pupils that could benefit from additional enriching experiences to widen their learning	Identify pupils that could benefit from additional enriching experiences to widen their learning experiences. Maximum attendance of 1 paid

		experiences. Maximum attendance of 1 paid club per child per half term if desired.	club per child per half term if desired. Alternatively, a reduction in cost for pupils who wish to pursue music lessons up to the value of £100 per term.
Priorities	Continue with CPD/INSET and leadership time given to the English lead to improve spelling across the school/purchases of Nessy Licences	Continue with CPD/INSET and leadership time given to the English lead to improve Phonics and Reading. Leadership time given to Maths Lead to improve maths.	Continue with CPD/INSET and leadership time given to the English lead to improve Phonics and Reading. Leadership time given to Maths Lead to improve maths. Improve attendance.
Overcoming barriers to learning	Employment of an experienced teacher to provide maths interventions and support to staff. Training 2 support staff in Maths Mastery to run interventions. Provide catch-up maths intervention through trained staff. Specialist teacher to give support 1:1 and run small group interventions Improve overall spelling ability through quality first teaching and interventions where identified Improve mental health and well-being through the support of the home school hub	Provide catch-up maths intervention through trained staff Improve overall spelling ability through quality first teaching and interventions where identified Improve mental health and well-being through the support of the home school hub Introduction of The Retreat to aid pupils to integrate smoothly into school and help with their academic learning.	Provide catch-up maths intervention linked to PIXL targeted sessions daily. Maths Hub specialist to deliver Inset and support staff in after school twilight sessions as required. Improve overall spelling ability of pupils through quality first teaching and interventions where identified. Use of SWST where appropriate to differentiate spellings for pupils as required. Improve mental health and well-being of pupils through the continuation of the home school hub and Thrive practitioner. Continue to build on The Retreat to aid pupils to integrate smoothly into school and help with their academic learning. Attendance Lead to continue to engage with families to ensure pupils attend school.
<b>Total Budgeted Costs</b>	<b>Release time for Maths and English leads</b> <b>AST teachers</b> <b>Cost of specialist teacher</b> <b>Cost of running interventions</b>	<b>Release time for Maths and English leads</b> <b>AST teachers</b> <b>Cost of running interventions</b> <b>Implementation of Pixl</b>	<b>Release time for Maths and English leads</b> <b>AST teachers</b> <b>Cost of running interventions</b> <b>Implementation/cost of Pixl</b> <b>Staff to run the retreat</b> <b>Thrive training</b> <b>Attendance Lead</b>

## Wider strategies for current academic year:

Measure	Activity 2023/24	Activity 2024/25	Activity 2025/26
<p>Priority 1</p> <p>To improve social emotional mental health barriers to learning</p>	<p>Embed Thrive</p> <p>Train another Thrive Practitioner</p> <p>Embed Pastoral team</p>	<p>Continue with Thrive</p> <p>Embed Nurture Team in The Retreat</p> <p>Service Lead to support Service pupils</p>	<p>Continue with Thrive</p> <p>Embed Nurture Team in The Retreat</p> <p>Service Lead to support Service pupils</p> <p>Social groups/Lego therapy/draw and talk groups to run/soft start/circuits</p> <p>Support room in lower and upper school to support pupils who find lunchtime difficult.</p>
<p>Priority 3</p> <p>To remove/lighten barriers to families facing challenges</p>	<p>Support through the Home School Hub and Thrive practitioners</p> <p>Jumper, tie and book bag provided at the beginning of the school year</p> <p>Free places at after school clubs offered</p> <p>Subsidised residential/school trips</p> <p>Soft start breakfast club</p>	<p>Support through the Home School Hub and Thrive practitioners</p> <p>Jumper, tie and book bag provided at the beginning of the school year</p> <p>Free places at after school clubs offered – max 1 per child per half term</p> <p>Subsidised residential/school trips</p> <p>Soft start breakfast club</p> <p>Introduction of The Retreat to support disadvantaged pupils who need a more tailored approach to their learning.</p> <p>Nominated Service Lead to support families that face challenges associated with military life</p>	<p>Support through the Home School Hub and Thrive practitioners</p> <p>SEND team and HSH team to signpost families as needed.</p> <p>Jumper and tie provided at the beginning of the school year</p> <p>Free places at after school clubs offered – max 1 per child per half term</p> <p>Subsidised residential/school trips</p> <p>Soft start breakfast club</p> <p>Introduction of The Retreat to support disadvantaged pupils who need a more tailored approach to their learning.</p> <p>Nominated Service Lead to support families that face challenges associated with military life</p> <p>Attendance Lead to work with families to ensure good attendance.</p>
<p>Overcoming barriers to learning</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils – with the employment of a designated attendance lead.</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils – with the employment of a designated attendance lead</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils – with the employment of a designated attendance lead</p>

## Disadvantaged pupil progress scores for last academic year from internal data

Measure	2023/24	2023/24		2024/25	2024/25		2025/26	2025/26	
		Disadvantaged	Whole School		Disadvantaged	Whole School		Disadvantaged	Whole School
Reading	Reading	87	90	Reading	76	81	Reading		
Writing	Writing	86	86	Writing	88	83	Writing		

Maths	Maths	81	85	Maths	76	79	Maths		
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**Disadvantaged pupil performance overview for last academic year**

Measure	2023/24				2024/25				2025/26						
	Disadvantaged		Whole School (excl Dis)		Disadvantaged		Whole School		Disadvantaged		Whole School (excl dis)				
Meeting expected standard at KS2	Subject	At and above	Scale score	At and above	Scale score	Subject	At and above	Scale score	At and above	Scale score	Subject	At and above	Scale score	At and above	Scale score
	Reading	67	106	86	107	Reading	62	100	66	103	Reading				
	Writing	73		73		Writing	62	98	70	101	Writing				
	GPS	60	104	89	106	GPS	46	99	66	102	GPS				
	Math	53	102	78	105	Math	46	99	57	102	Math				
Achieving high standard at KS2	Disadvantaged		Whole School (exc Dis)		Disadvantaged		Whole School		Disadvantaged		Whole School (excl dis)				
	Subject	Greater depth		Greater depth		Subject	Greater depth		Greater depth		Subject	Greater depth		Greater depth	
	Reading	27		38		Reading	8		19		Reading				
	Writing	13		3		Writing	0		11		Writing				
	GPS	20		27		GPS	0		13		GPS				
	Maths	7		19		Math	0		15		Math				

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring enough time is given over to allow for staff professional development and leadership time	Use of INSET days and additional cover being provided by HLTAs Support from the school and trust to ensure that QFT is at least good.
<b>Targeted support</b>	Ensuring time for Maths and English Leads to monitor interventions and its effectiveness Ensuring enough time for Specialist teachers to support small groups and 1:1	English and Maths lead to be given time and a schedule directing them to monitor interventions and their effectiveness. INSET to come together to analyse and discuss data and its implications.  Specialist teachers given time to provide and plan small group and 1:1 interventions Teachers to give relevant data and information to enable interventions to be targeted in the right areas.
<b>Wider strategies</b>	Engaging the families facing most challenges	Pastoral Team in place and clear direction of where to get support to be given to parents Working closely with the LA and other services to support our families Implementation of The Retreat with Nurture/ SEND team available to support Teachers to build relationships with their parents

## Review: aims and outcomes

Aim	Outcome 2023/24	Outcome 2024/25	Outcome 2025/26
<b>Progress in Reading and Writing</b>	Reading pupil progress is lower than the whole school and we hope to continue to improve with a whole school focus on reading and spelling. Writing is in line with the whole school.	Reading pupil progress is lower than the whole school and we hope to continue to improve with a whole school focus on reading and spelling. Writing is above whole school progress.	
<b>Progress in Mathematics</b>	Progress for disadvantaged is below the government target of 90% and the whole school currently sits below this target and is one of the main priorities on the school development plan.	Progress for disadvantaged pupils is just below the whole school and will continue to be a priority on the school development plan.	

<p><b>Phonics</b></p>	<p>The new phonics scheme has proved successful and has improved the phonics outcomes immensely the Y1 sat at 80% and 17% of our children deemed disadvantaged passed. 0% of the Y2 who took the test passed.</p>	<p>Phonics scores for this year stand as follows:  <b>Y1 sat at 82% overall</b>  <b>Y1 Non - PP – 84%</b>  <b>PP – 71%</b></p> <p><b>Y2 resit sat at 27%</b>  <b>Non PP – 33% passed</b>  <b>PP – 20% passed</b></p>	
<p><b>Other:</b>  <b>To improve attendance of disadvantaged pupils</b></p> <p><b>To improve social and emotional and mental health barriers to learning.</b></p>	<p>The average attendance of disadvantaged is at 92.4%. 26% were below 89% attendance and this continues to be a priority.</p> <p>The home school hub continues a vital part of the school and provides tailored support for our pupils and their families.</p>	<p>The average attendance of disadvantaged is at 93.5%. 20 % were below 89% attendance and continue to be a priority. Mrs Tarpey and Mrs Anderson to assume responsibility for attendance with the support of Mrs Dunford as Director of Attendance.</p> <p>The home school hub continues to be a focal point for parents and pupils – SEND team – Nurture – Soft start.</p> <p>The Retreat (Nurture cabin) is still in its infancy but has provided support to our younger pupils and will continue next academic year to allow pupils to transition smoothly into school.</p>	