



## **Buckden CE Primary Academy Pupil Premium Strategy Statement 2021 -24**

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 3 keys areas:

1. Teaching
2. Academic Support
3. Wider Approaches

## Buckden CE Primary Academy Overview

| Metric                                      | Data  |  |  |
|---|---|--|--|
|   | 2021/22   | 2022/23  | 2023/24  |
| Pupils in school                            | 343   | 325  | 339  |
| Proportion of disadvantaged pupils          | 13.4% (FSM, Ever 6, LAC, Post LAC)<br>7.5% (Service Children) = 21% Disadvantaged | 14.5% (FSM, Ever 6, LAC, Post-LAC) 6% (Service Children) = 20.5% Disadvantaged | 14% (FSM, Ever 6, LAC, Post-LAC) 4% (Service Children) = 18% Disadvantaged |
| Pupil premium allocation this academic year | £69,067   | £72,220  | £62,565  |
| School Led Tutoring Funding                 | 41 x £192 = £7872   | 45 x £192 = £8640  | £2970  |
| Yearly Total Funding                        | £76,939   | £80,860  | £65,535  |
| Academic year or years covered by statement | 2021 - 24   |  |  |
| Publish date                                | October 2020  |  |  |
| Review dates                                | July 2021 , July 2022, July 2023, July 2024                                       |  |  |
| Statement authorised by                     | Alison Anderson (Headteacher)   |  |  |
| Pupil premium lead                          | Michelle Heather  |  |  |
| Governor lead                               | Gary Moss   |  |  |

## 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 - 23% of Disadvantaged pupil attendance was under 89% in 2021-22  |

## 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.                        |
| All children identified to have necessary interventions through Nuffield Early Language Intervention (NELI) or Fisher Family Trusts (FFT) Lightning Squad or Accelerated Reader (AR) for older pupils | Identified children to have improved 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.   |
| Ensuring that parents understanding how to support their children's education and where to ask for help when needed.  | More Parents are supported through the Home School Hub and attainment and progress outcomes are improved                |
| Ensuring that parents are fully aware of what is good attendance and that attendance issues are identified early and support is put in place to help the family                                       | Improved attendance to below 23% at below 89% and engagement, which we would then see improved attainment and progress. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2023/24** to address the challenges listed above.

**Teaching Budgeted cost: £ 20,968**

| Challenge                  | Activity  | Evidence that supports this approach  |
|----------------------------|---|---|
| <b>Challenge 1</b>         | Work with the maths hub to have the maths lead trained firstly in 'Sustaining Mastery' to go on to be a Leading Mastery Specialist enabling her embed Teaching for Mastery across all year groups. To support this further staff trained in Sustaining Mastery with the maths hub 2023/24 | EEF Mastery Learning high impact +5 months  |
|                            | Writing English lead to support staff in improving spelling across the school   | Strategies developed from the EEF recommendations Improving Literacy                    |
|                            | Train staff on the importance of metacognition within the primary classroom.  | EEF Metacognition and self-regulation +7months  |
| <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 &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 + NELI see below |
|                            |   |   |

|                    |  |   |
|--------------------|--|---|
| <b>Challenge 1</b> | Teacher/HLTA to work with small groups identified in maths   | EEF Small group tuition moderate impact low cost based on moderate impact +4 months   |
| <b>Challenge 2</b> | To have targeted interventions through the NELI Programme – this was discontinued for 2023-24 as children coming into school had good vocabulary | The NELI programme has been evaluated through three randomised control trials funded first by the Nuffield Foundation and then the Education Endowment Foundation. The latest and largest, <a href="#">published in May 2020</a> , involved 193 primary schools. Staff in the intervention schools received face-to-face training using materials designed by the developers but with the training led by <a href="#">Eiklan</a> . This found that children receiving the NELI programme made the equivalent of <a href="#">+3 additional months' progress</a> in oral language skills compared to children who did not receive NELI. This trial received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers. |
| <b>Challenge 2</b> | To have targeted interventions through the Fisher Family Trusts (FFT) Lightning Squad Programme  | 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 AR   | EEF Very high impact based on low cost +6 months  |
| <b>Challenge 2</b> | Targeted support of individuals and groups that include disadvantaged pupils by an English specialist  | EEF Small group tuition moderate impact low cost based on moderate impact +4 months   |
| <b>Challenge 3</b> | In year 2 adopt the Thrive Approach and subscribe to a 2 year package for whole school training, SLT training and Child Practitioner Training.   | EEF Social and Emotional Learning moderate impact for low cost + 4 months EEF Mastery learning  |

**Support around Pupil Premium Budgeted costs: £46862**

| <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 4</b>         | Develop the Home School Hub and staff to help families to support their children's education (including attendance)                                  | EDF 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   | EDF Phonics High impact low cost based on extensive evidence +5 months   |
| <b>Challenge 5</b>         | To have a designated attendance lead   | EDF Phonics High impact low cost based on extensive evidence +5 months   |
| <b>Wider Strategies</b>    | Ensuring staff use evidence-based whole-class teaching interventions   | Individualised research  |

## Total Projected costs for 2023-24 £67,830

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

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve national average progress scores in KS2 Reading               | July 2024   |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing               | July 2024   |
| Progress in Mathematics | Achieve national average KS2 Mathematics progress score               | July 2024   |
| Phonics                 | Achieve national average expected standard in PSC                     | July 2024   |
| Other                   | Improve overall attendance of disadvantaged pupils to within national | July 2024   |

### Targeted academic support for current year

| Measure     | Activity 2021/22  | Activity 2022/23  | Activity 2023/24  |
|-------------|---|---|---|
| Challenge 1 | Establish 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 (EEF recommends 1 <sup>st</sup> Class number)  |
| Challenge 2 | Establish 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   | Establish small intervention groups or 1:1 for those disadvantaged pupils falling behind in phonics   |
| Challenge 2 | Increase reading for pleasure 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 Licences |
| Priori      | INSET and leadership time given to the English lead to improve spelling across the school/purchases of Nesy Licences                                | Continue with CPD/INSET and leadership time given to the English lead to improve spelling across the school/purchases of Nesy Licences  | Continue with CPD/INSET and leadership time given to the English lead to improve spelling across the school/purchases of Nesy Licences  |

|   |  |  |   |
|---|--|--|---|
| Barriers to learning these priorities address | <p>Provide catch-up maths interventions which has previously been an area of weakness before Covid.</p> <p>To improve reading for pleasure across both fiction and non-fiction across the school.</p> <p>Provide catch small group interventions or 1:1 1:1 reading support and Specialist teacher support</p> <p>Improve overall spelling ability through quality first teaching and interventions where identified</p> | <p>Employment of 2 days per week of an English Specialist to take targeted small groups in areas identified as a weakness through assessment.</p> <p>Provide catch-up maths intervention through trained staff</p> <p>To improve reading for pleasure across both fiction and non-fiction across the school.</p> <p>Provide catch small group interventions or 1:1 1:1 reading support and Specialist teacher support</p> <p>Improve overall spelling ability through quality first teaching and interventions where identified</p> <p>Improve mental health and well-being through the support of the home school hub</p> | <p>Employment of an experienced teacher to provide maths interventions.</p> <p>Provide catch-up maths intervention through trained staff</p> <p>Specialist teacher to give support 1:1 and run small group interventions</p> <p>Improve overall spelling ability through quality first teaching and interventions where identified</p> <p>Improve mental health and well-being through the support of the home school hub</p> |
| <b>Total Budgeted Costs</b>                   | <p><b>Release time for Maths and English leads</b></p> <p><b>AST teachers</b></p> <p><b>Cost of specialist teacher</b></p> <p><b>Cost of running interventions</b></p> <p><b>Total exceeds funding of £76329 by a considerable amount due to invest the by the school in specialists</b></p>   | <p><b>Release time for Maths and English leads</b></p> <p><b>AST teachers</b></p> <p><b>Cost of specialist teacher</b></p> <p><b>Cost of running interventions</b></p>   | <p><b>Release time for Maths and English leads</b></p> <p><b>AST teachers</b></p> <p><b>Cost of specialist teacher</b></p> <p><b>Cost of running interventions</b></p>  |

### Wider strategies for current academic year

| Measure  | Activity 2021/22   | Activity 2022/23  | Activity 2023/24  |
|--|--|---|---|
| Priority 1<br>To improve social emotional mental health barriers to learning | <p>Train a Thrive Child Led Practitioner</p> <p>Whole school Thrive training</p> <p>Establish a pastoral team</p>  | <p>Embed Thrive</p> <p>Train another Thrive Practitioner</p> <p>Embed Pastoral team</p>   | <p>Embed Thrive</p> <p>Train another Thrive Practitioner</p> <p>Embed Pastoral team</p>   |
| Priority 3<br>To remove/lighten barriers to families facing challenges       | <p>Support through the Home School Hub and Thrive practitioner</p> <p>Jumper, tie and book bag provided at the beginning of the school year</p> <p>Free Breakfast club at BOSS</p> <p>Free places at after school clubs offered</p> <p>Subsidised residential/school trips</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 Breakfast club at BOSS</p> <p>Free places at after school clubs offered</p> <p>Subsidised residential/school trips</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> |

|   |   |   |  |
|---|---|---|--|
|   | Soft start breakfast club   | Soft start breakfast club   |  |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils | Improving attendance and readiness to learn for the most disadvantaged pupils | Improving attendance and readiness to learn for the most disadvantaged pupils – with the employment of a designated attendance lead. |

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

| Measure | 2020/21 | Disadvantaged | Whole School | 2021/22 | Disadvantaged | Whole School | 2022/23 | Disadvantaged | Whole School |
|---------|---------|---------------|--------------|---------|---------------|--------------|---------|---------------|--------------|
| Reading | Reading | 89%           | 94%          | Reading | 85%           | 85%          | Reading | 86%           | 84%          |
| Writing | Writing | 89%           | 95%          | Writing | 91%           | 87%          | Writing | 86%           | 89%          |
| Maths   | Maths   | 97%           | 97%          | Maths   | 93%           | 89%          | Maths   | 91%           | 84%          |

### Disadvantaged pupil performance overview for last academic year

| Measure                          | 2020/21             | 2021/22 |               |             |                         | 2022/23     |         |                |             |                |             |
|----------------------------------|---------------------|---------|---------------|-------------|-------------------------|-------------|---------|----------------|-------------|----------------|-------------|
| Meeting expected standard at KS2 | n/a due to COVID-19 |         | Disadvantaged |             | Whole School (excl Dis) |             |         | Disadvantaged  |             | Whole School   |             |
|                                  |                     | Subject | At and above  | Scale score | At and above            | Scale score | Subject | At and above   | Scale score | At and above   | Scale score |
|                                  |                     | Reading | 60%           | 104         | 78%                     | 107         | Reading | 44%            | 105         | 80%            | 107         |
|                                  |                     | Writing | 40%           |             | 80%                     |             | Writing | 55%            |             | 89%            |             |
|                                  |                     | GPS     | 80%           | 106         | 80%                     | 106         | GPS     | 33%            | 105         | 81%            | 107         |
|                                  |                     | Math    | 80%           | 104         | 78%                     | 105         | Math    | 44%            | 106         | 70%            | 105         |
| Achieving high standard at KS2   | n/a due to COVID-19 |         | Disadvantaged |             | Whole School (exc Dis)  |             |         | Disadvantaged  |             | Whole School   |             |
|                                  |                     | Subject | Greater depth |             | Greater depth           |             | Subject | Great er depth |             | Great er depth |             |
|                                  |                     | Reading | 20%           |             | 43%                     |             | Reading | 22%            |             | 33%            |             |
|                                  |                     | Writing | 0%            |             | 15%                     |             | Writing | 11%            |             | 13%            |             |
|                                  |                     | GPS     | 20%           |             | 26%                     |             | GPS     | 22%            |             | 26%            |             |
|                                  |                     | Maths   | 20%           |             | 35%                     |             | Math    | 11%            |             | 22%            |             |

## 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 supply teachers   |
| <b>Targeted support</b> | Ensuring time for Maths and English Leads to monitor interventions and its effectiveness<br>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<br><br>Specialist teachers given time to provide and plan small group and 1:1 interventions |
| <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<br>Working closely with the LA and other services to support our families  |

## Review: aims and outcomes

| Aim                                    | Outcome 2020/21   | Outcome 2021/22   | Outcome 2022/23   |
|--|---|---|---|
| <b>Progress in Reading and Writing</b> | No significant decline overall in disadvantaged pupil progress from 2020 to 2021. As a result a whole school approach in improving reading for pleasure and spelling across the school to ensure we meet the aim.       | Reading pupil progress is in line with the whole school and we hope to keep this in line or improve as we continue with a whole school focus on reading.  | Reading pupil progress is in line with the whole school and we hope to keep this in line or improve as we continue with a whole school focus on reading and spelling.   |
| <b>Progress in Mathematics</b>         | Steady improvement in maths from the GLS data (no external data due to Covid). As a result, mastery will be embedded across the school, to ensure we meet the aim.  | Progress for disadvantaged is above the government target of 90% and the whole school currently sits around that target.  | Progress for disadvantaged is above the government target of 90% and the whole school currently sits below this target and is the main priority on the school development plan.                                       |
| <b>Phonics</b>                         | Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021. | Phonics scheme reviewed against Government guidelines and decision made to move to the new FFT for 2022-23, this was confirmed by a poor whole school phonics score below the national average. Interventions through the new scheme put in place and rapid progress has been seen. | The new phonics scheme has proved successful and has improved the phonics outcomes immensely the Y1 sat at 94% and 100% of our children deemed disadvantaged passed. 90% of the Y2 who took the test have now passed. |

|  |  |  |  |
|--|--|--|--|
| <p><b>Other:</b></p> <p><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>No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.</p> <p>Overall some improvement in SEMH with some particular successes therefore a whole school approach will be taken to improve this aim</p> | <p>No improvement in attendance since last year. Governors have made the decision to move to the LA fining system to deter persistent absence.</p> <p>The number of families engaged in the Home School Hub has increased over the year and there have been many positives to celebrate.</p> | <p>There has been an improvement to 19% being below – 89% in attendance of those disadvantaged which is an improvement but this still needs to be a priority.</p> <p>The home school hub has gone from strength to strength and is a vital part of the school and provides tailored support for our pupils and their families.</p> |
|--|--|--|--|