



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) 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) Lightening 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
Challenge 1	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
Challenge 1 & 2	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
Challenge 1 & 2	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

Challenge 1	Teacher/HLTA to work with small groups identified in maths	EEF Small group tuition moderate impact low cost based on moderate impact +4 months
Challenge 2	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, published in May 2020 , 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 Eiklan . This found that children receiving the NELI programme made the equivalent of +3 additional months' progress 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.
Challenge 2	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
Challenge 2	2 AST teachers to work with identified pupils on 1:1 specialist provision	EEF Individualised instruction low cost with moderate impact +4 months
Challenge 2	To have targeted support through the use of AR	EEF Very high impact based on low cost +6 months
Challenge 2	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
Challenge 3	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

Challenge addressed	Activity	Evidence that supports this approach
Challenge 3	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
Challenge 3	Soft Start provision to ensure attendance is good for those with SEMH needs	EEF Social and Emotional Learning moderate impact for low cost + 4months
Challenge 4	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
Challenge 4	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
Challenge 5	To have a designated attendance lead	EDF Phonics High impact low cost based on extensive evidence +5 months
Wider Strategies	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 st Class number)	Continue with small intervention groups for those disadvantaged pupils falling behind in maths (EEF recommends 1 st Class number)	Continue with small intervention groups for those disadvantaged pupils falling behind in maths (EEF recommends 1 st 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>
Total Budgeted Costs	<p>Release time for Maths and English leads</p> <p>AST teachers</p> <p>Cost of specialist teacher</p> <p>Cost of running interventions</p> <p>Total exceeds funding of £76329 by a considerable amount due to invest the by the school in specialists</p>	<p>Release time for Maths and English leads</p> <p>AST teachers</p> <p>Cost of specialist teacher</p> <p>Cost of running interventions</p>	<p>Release time for Maths and English leads</p> <p>AST teachers</p> <p>Cost of specialist teacher</p> <p>Cost of running interventions</p>

Wider strategies for current academic year

Measure	Activity 2021/22	Activity 2022/23	Activity 2023/24
Priority 1 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 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
Teaching	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
Targeted support	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 Specialist teachers given time to provide and plan small group and 1:1 interventions
Wider strategies	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

Review: aims and outcomes

Aim	Outcome 2020/21	Outcome 2021/22	Outcome 2022/23
Progress in Reading and Writing	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.
Progress in Mathematics	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.
Phonics	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>Other:</p> <p>To improve attendance of disadvantaged pupils</p> <p>To improve social and emotional and mental health barriers to learning.</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>
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