



## **Buckden CE Primary Academy Pupil Premium Strategy Statement 2022 -25**

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		
	2022/23	2023/24	2024/2025
Pupils in school	325	339	328
Proportion of disadvantaged pupils	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	11% (FSM, Ever 6, LAC, Post-LAC) 3% (Service Children) = 14% Disadvantaged
Pupil premium allocation this academic year	£67,460	£58,825	£57,526
	£4,760	£3,740	£3,040
School Led Tutoring Funding	45 x £192 = £8,640	£2,970	0
Yearly Total Funding	£80,860	£65,535	£60,566
Academic year or years covered by statement	2022 - 25		
Publish date	08 October 2024		
Review dates	July 2022, July 2023, July 2024, July 2025		
Statement authorised by	Michelle Heather (Headteacher)		
Pupil premium lead	Susan Tarpey & Mel Anderson		
Governor lead	Hamish Anderson		

## 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 - 26% of Disadvantaged pupil attendance was under 89% in 2023-24
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.
All children identified to have necessary interventions through Nuffield Early Language Intervention (NELI) or Fisher Family Trusts (FFT) Lightning Squad and Spelling jungle in year 2 or Accelerated Reader (AR) and Reciprocal Reading 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 good attendance looks like, 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.
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 etc.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year 2024/25** 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 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. Half-termly assessment to identify gaps and weaknesses, using Pixl to diagnose bespoke interventions.	EEF Small group tuition moderate impact low cost based on moderate impact +4 months
<b>Challenge 1</b>	Teacher/HLTA 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 to monitor pupils.	Strategies developed from the EEF recommendations Improving Literacy.
<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 2</b>	TAs trained in Specialist knowledge for Teaching Maths (SKTM) - can run interventions to fill gaps.	Training impacts the subject knowledge and pedagogical knowledge of support staff
<b>Challenge 2</b>	Introduce PIXL to 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 Cabin.	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 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>	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 Parental engagement 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.	EEF Parental engagement High impact low cost based on extensive evidence +5 months
<b>Challenge 6</b>	Pupil Premium Leads 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: £78,857**

**Total Projected costs for 2024-25 £99,825**

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 2025
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2025
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	July 2025
Phonics	Achieve national average expected standard in PSC	July 2025
Timetables	Achieve national average or above expected standard in MTC	July 2025
Other	Improve overall attendance of disadvantaged pupils to within national	July 2025

## Targeted academic support for current year

Measure	Activity 2022/23	Activity 2023/24	Activity 2024/25
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 (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	Continue with 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 Licences
Challenge 3			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.
Challenge 4			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.
Challenge 6			Identify pupils that could benefit from additional enriching experiences to widen their learning experiences. Maximum attendance of 1 paid club per child per half term if desired.
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 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.
Barriers to learning these priorities addressed	Employment of 2 days per week of an English Specialist to take targeted small groups in areas identified as a weakness through assessment.	Employment of an experienced teacher to provide maths interventions. Provide catch-up maths intervention through trained staff	Provide catch-up maths intervention through trained staff Improve overall spelling ability through quality first teaching and interventions where identified

	<p>Provide catch-up maths intervention through trained staff 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>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>	<p>Improve mental health and well-being through the support of the home school hub</p> <p>Introduction of The Retreat to aid pupils to integrate smoothly into school and help with their academic learning.</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>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 running interventions</b></p> <p><b>Implementation of Pixl</b></p>

### Wider strategies for current academic year

Measure	Activity 2022/23	Activity 2023/24	Activity 2024/25
<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>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>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 Breakfast club at BOSS</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</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>

			Introduction of The Retreat to support disadvantaged pupils who need a more tailored approach to their learning. Nominated Service Lead to support families that face challenges associated with military life
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 – with the employment of a designated attendance lead	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	2022/23	Disadvantaged	Whole School	2023/24	Disadvantaged	Whole School	2024/25	Disadvantaged	Whole School
Reading	Reading	86%	84%	Reading	87%	90%	Reading		
Writing	Writing	86%	89%	Writing	86%	86%	Writing		
Maths	Maths	91%	84%	Maths	81%	85%	Maths		

### Disadvantaged pupil performance overview for last academic year

Measure	2022/23					2023/24					2024/25				
	Disadvantaged	Whole School (excl Dis)		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	44%	105	80%	107	Reading	67%		86%		Reading				
	Writing	55%		89%		Writing	73%		73%		Writing				
	GPS	33%	105	81%	107	GPS	60%		89%		GPS				
	Math	44%	106	70%	105	Math	53%		78%		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	22%		33%		Reading	27%		38%		Reading					
	Writing	11%		13%		Writing	13%		3%		Writing					
	GPS	22%		26%		GPS	20%		27%		GPS					
	Maths	11%		22%		Math	7%		19%		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 supply teachers
<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 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 Working closely with the LA and other services to support our families Implementation of The Retreat with Nurture/ SEND team available to support

### Review: aims and outcomes

Aim	Outcome 2022/23	Outcome 2023/24	Outcome 2024/25
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<p><b>Progress in Reading and Writing</b></p>	<p>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.</p>	<p>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.</p>	
<p><b>Progress in Mathematics</b></p>	<p>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.</p>	<p>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.</p>	
<p><b>Phonics</b></p>	<p>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>	<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><b>Other:</b> <b>To improve attendance of disadvantaged pupils</b>  <b>To improve social and emotional and mental health barriers to learning.</b></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>	<p>The average attendance of disadvantaged is at 92.4%. 26% were below 89% attendance and continues to be a priority.</p> <p>The home school hub continues to be a vital part of the school and provides tailored support for our pupils and their families.</p>	

## Service Pupil Premium Funding

Service Pupil Funding was introduced in 2011 in recognition of the specific challenges children from service families' face as part of the commitments to delivering the Armed Forces Covenant.

Eligible schools receive SPP mainly so that they can offer pastoral support during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children. Schools have flexibility over how they use the SSP and pastoral care should always be prioritised over academic achievement.

For schools receiving this funding, you may wish to include the following information

Year 2023/24	Funding £3740	Year 2024/25	Funding £3040																		
Measure	Details	Measure	Details																		
How did you spend your service pupil premium allocation last academic year?	<p>We have in place a dedicated staff member who meets the service children once a half-term minimum to touch base. She is there to facilitate communication between deployed parents and help with resources to support this.</p> <p>We track all of our SPP children using our internal tracking system and ensure that all children are receiving some form of support initially pastoral through our Home Hub or within the classroom. Then we will then put in place interventions to improve academic achievements and therefore outcomes for the child in receipt of SPP.</p>	How do we intend to spend your service pupil premium allocation for the current academic year?	<p>We will continue to have the half-termly meetings for SPP children with their dedicated member of staff and look for opportunities offered to these children through the Children and Young People's Board.</p> <p>Looking at the data from last year we have a particular focus on writing for our service children.</p>																		
What was the impact of the spending on service pupil premium pupils?	<p>Legend <span style="color:red">■</span> Well below <span style="color:orange">■</span> Just below <span style="color:green">■</span> Expected <span style="color:blue">■</span> Above <span style="color:gray">■</span> No data</p> <p><b>Reading</b> On-track</p> <table border="1"> <tr> <td>Well below</td> <td>18%</td> <td>Expected</td> <td>55%</td> <td>Above</td> <td>27%</td> </tr> </table> <p><b>Writing</b> At Below</p> <table border="1"> <tr> <td>Well below</td> <td>9%</td> <td>Just below</td> <td>55%</td> <td>Expected</td> <td>36%</td> </tr> </table> <p><b>Maths</b> On-track</p> <table border="1"> <tr> <td>Well below</td> <td>9%</td> <td>Just below</td> <td>18%</td> <td>Expected</td> <td>73%</td> </tr> </table> <p>There is a very low percentage of children that are service children at our school but like every child in the school we track and monitor each of them and put in interventions where needed to plug any gaps specific to each individual child.</p>			Well below	18%	Expected	55%	Above	27%	Well below	9%	Just below	55%	Expected	36%	Well below	9%	Just below	18%	Expected	73%
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