



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Our Pupil Premium strategy is underpinned by our school motto:

“ Let your Light Shine; on everyone, everywhere, everyday”

And our theological roots:

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Matthew 5:16)

This is the 2nd year of a 3 year plan

School overview

Metric	Data
School name	Buckland Newton CE Primary School
Pupils in school	114 <i>92 in main school and 22 in preschool</i>
Proportion of disadvantaged pupils	17 = 18.4%
Pupil premium allocation this academic year	£30,025
Academic year or years covered by statement	2022-2025 3 year plans are recommended
Publish date	September 2023
Review date	September 2024
Statement authorised by	Phil Sales (Headteacher)
Pupil premium lead	Stuart Galloway (Deputy Headteacher)
Governor lead	Caron White (SEND/PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,025
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,025



Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



Pupil premium strategy statement

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of KS1 and KS2 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To allow teachers to provide catch up intervention to their own classes by providing a supply teacher to cover classes (4 hours a week)
- 1-1 support including specific tutoring programmes
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations- for example Forest School provision
- Transition from primary to secondary and transition internally and into EYFS. This will be supported further by work from SAST
- Additional learning support in all areas of the curriculum
- Financially subsidising all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software- for example laptops and computing equipment to support home learning activities.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and thus enhance learning.



Pupil premium strategy statement

Challenges

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

Challenge number	Detail of challenge
1	Continued lower attainment due to covid lockdowns, including baseline for Reception year group.
2	Emotional needs of children- periods of dysregulation, worry and anxiety for children across the school.
3	Weak Language and Communication skills meaning extra phonic and reading support is needed.

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
1- Closing the attainment gap	Disadvantaged pupils attainment in all areas continues to improve in line with averages and the gap between these pupils and non PP continues to close. This will focus particularly on Writing and starting points for children in EYFS.
2- Language and Communication including phonics support	For children across the school to develop better, language, reading and phonic skills and therefore have better attainment in phonics, reading and writing. This will be linked to our new phonics scheme- supersonic phonics .
3- Emotional Needs of children	For children's emotional needs and poor home lives to not affect their learning and outcomes in school. We will make sure no children are disadvantaged due to their background or home life. The main support will be provided through ELSA



Pupil premium strategy statement

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small EYFS Class Size <i>To ensure high starting points for all of our children in school.</i>	On entry, a high proportion of our reception children are not on track in all areas of the curriculum and start from low baselines. To support our children we have ensured a small class size in reception and also supported these children with clear links to preschool. Some children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	1
SEN Support-Speech and Language and Phonics <i>To continue to improve attainment of all SEN children</i>	To support many of our PP children with SEN needs we have supported many of these pupils with specific small group and 1:1 support. We are also running NESSY speech and language programme for children in reception and supporting other pupils with our NELI dyslexia programme.	1,2,3
Phonics and Reading <i>To continue to support the development of language, phonic and reading skills</i>	As a school continue to implement and review supersonic phonics scheme across the school, with a particular phonics on EYFS children. We are looking to start work with the South West English Hub to continually review and support provision for PP children. To provide this support all teaching assistants and KS1 teachers are used to provide this support.	2, 3



Pupil premium strategy statement

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

Budgeted cost: £4,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Mental Health and Wellbeing <i>To provide support for our children through our trained ELSA teaching assistants</i>	Many of our children in school are still struggling with the social and mental effects of the covid lockdowns. We need to support many children including those that are disadvantaged to continue to thrive and enjoy all aspects of school life. This support will be provided via our trained ELSA teaching assistants.	3

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

Budgeted cost: £6,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School <i>All PP children to access to forest school sessions over the year with our trained leader</i>	Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	All challenges



Pupil premium strategy statement

Financial support for clubs, trips and uniform Further support for all disadvantaged families to ensure children have access to everything they need.	Based on Maslow's hierarchy of need these aspects of school life are essential in supporting a child to succeed.	3
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Total budgeted cost: £30,025



Pupil premium strategy statement

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

<i>This is the first year of our 3 year strategy however attainment details from the whole school can be found below.</i>	
EYFS Good Levels of Development	75%
Year 1 Phonics Check	64%
KS1 Reading Expected Standard	77%
KS1 Writing Expected Standard	54%
KS1 Maths Expected Standard	69%
KS1 RWM Combined	46%
KS2 Reading Expected Standard	93%
KS2 Writing Expected Standard	57%
KS2 Maths Expected Standard	100%
KS2 RWM Combined	57%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Supersonic Phonics	Supersonic Friends
Doodle Learning	Discovery Education



Pupil premium strategy statement

Service pupil premium funding (optional)

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

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



Pupil premium strategy statement

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.