



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-26 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 3rd year of a 3 year plan- Updated December 2025

School overview

Metric	Data
School name	Buckland Newton CE Primary School
Pupils in school	108 <i>90 in main school and 18 in preschool</i>
Proportion of disadvantaged pupils	16 = 17%
Pupil premium allocation this academic year	£26637
Academic year or years covered by statement	2023-2026 3 year plans are recommended
Publish date	September 2025
Review date	September 2026
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	£26,667
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	£26,667



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Part A: Pupil premium strategy plan

Statement of intent

Eligible pupils

For the purposes of this strategy, any reference to disadvantaged pupils refers to those pupils who are officially identified as:

- Eligible for Free School Meals (FSM) at any point in the last six years (often referred to as Ever 6 FSM).
- Looked after children (LAC) – children who are currently in the care of a local authority.
- Children who have left care through adoption, a special guardianship order, a child arrangements order, or a residence order.
- Eligible for the Service Pupil Premium.

We recognise and understand that other children can be experiencing disadvantage and our strategy does not prevent such pupils from receiving support and intervention. However, for the purposes of monitoring and evaluating the impact of this strategy, we will focus only on those officially identified in the categories above.

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.



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- 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.

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 school and 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 staff to cover classes
- 1-1 support including specific intervention and tutoring programmes
- Additional teaching and learning opportunities provided through trained TAs or external agencies such as support from Dorset LA
- Specific teaching and interventions in class that are aimed at accelerating progress, moving children to at least age-related expectations.
- Using other outside resources to support children with their learning needs- access to extra curricular activities, forest school, support from our local Family Hub
- Transition from primary to secondary and transition internally and into EYFS. This will be supported further by work from SAST
- Additional learning support and resources (where needed) in all areas of the curriculum
- Financially subsidising activities, educational visits and residential. 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.



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Challenges

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

Challenge number	Detail of challenge
1	SEN Needs 70% of our disadvantaged pupils also have SEN needs with 25% (4 children) having an EHCP in place. Their primary need is either SEMH or cognition and learning difficulties. Due to a range of SEN needs for these children, this can impact on academic achievement because of their complex needs and the level of support they require to achieve their learning outcomes. A number of our disadvantaged pupils require ongoing support with their social and emotional development and wellbeing (either through specific interventions or in-class adaptations). Their needs create a barrier to their readiness for learning and can sometimes result in behaviours that challenge.
2	Reading, Language and Communication Skills Many of our disadvantaged pupils face a combination of challenges in reading, language and communication, including limited vocabulary and reduced exposure to language-rich environments, which restricts their ability to comprehend texts and express ideas confidently. Many enter school with weaker phonological awareness and early reading skills, leading to slower progress in decoding, fluency and comprehension. Difficulties with oracy—such as limited expressive language, reduced confidence in speaking and challenges with sentence structure—further impact participation in class discussions and the ability to articulate understanding. These barriers are often compounded by limited access to books and reading opportunities at home, and in some cases, additional SEND-related speech, language or communication needs, all of which contribute to a persistent attainment gap between Pupil Premium pupils and their peers.
3	Mental Health and Wellbeing Many disadvantaged pupils face increased barriers to mental health and wellbeing, often linked to socioeconomic pressures that can contribute to anxiety, low self-esteem and difficulties with emotional regulation. Some pupils have limited access to stable routines, enrichment opportunities and supportive relationships outside school, which can impact resilience, behaviour and overall readiness to learn. Challenges such as poor attendance, disrupted sleep, or family stressors can further affect pupils' emotional stability and engagement in school life. In some cases, additional SEND, social communication needs or experiences of trauma compound these difficulties, increasing the need for targeted pastoral support. As a result, Pupil Premium pupils may require more intensive wellbeing interventions and structured support to help them feel safe, confident and able to participate fully in their learning.
4	Attendance When compared to national outcomes, our attendance rates for both the non-disadvantaged and disadvantaged groups are favourable but there still exists a small in-school gap between these two groups which we need to continue to address and seek to overcome. Poor attendance creates barriers to learning by causing missed instruction, academic underachievement, and social isolation. Students with low attendance develop knowledge gaps, struggle to make and maintain friendships, and have fewer future opportunities for higher education and employment. These impact on a student's well-being, engagement, and long-term success.



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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- Improve achievement in all areas and specifically writing for disadvantaged pupils.	Against a landscape of rising attainment in all areas for all pupils, the gaps between disadvantaged pupils and their non-disadvantaged peers will narrow. <u>Baseline data – July 2025</u> KS2 ARE+ Reading (non-disadvantaged) = 75% KS2 ARE+ Reading (disadvantaged) = 59% KS2 ARE+ Writing (non-disadvantaged) = 64% KS2 ARE+ Writing (disadvantaged) = 35% KS2 ARE+ Maths(non-disadvantaged) = 64% KS2 ARE+ Maths (disadvantaged) = 35%
2- Continue to improve attendance for disadvantaged pupils	Against a landscape of good attendance for all pupils: • The in-school attendance gap between non-disadvantaged and disadvantaged pupils narrows. • The rate of persistent absence narrows between the disadvantaged and non-disadvantaged pupil groups <u>Baseline data – July 2025</u> Average annual attendance (non-disadvantaged): 95.5% Average annual attendance (disadvantaged): 93.5% Persistent absence rate (non-disadvantaged) = 11.3% Persistent absence rate (disadvantaged)= 17.6%
3- Improve the social and emotional wellbeing of disadvantaged pupils	Sustained improvements by 2027/28 as evidenced by: • Pupil voice, parent surveys and teacher/TA observations showing evidence of improvements in pupils' readiness to learn and their learning behaviours. • Reduction in challenging behaviours evidenced through behaviour records, low rates of suspensions and other available data.
4- To raise engagement and aspiration of disadvantaged pupils and their parents/carers	Sustained improvements by 2027/28 as evidenced by: • Attendance rates/ the level of parental uptake for key events such as parent-teacher consultations, curriculum workshops. • Families supported by PSA access effective intervention which evidences timely impact on children • Pupil, parent and staff survey evidences rising levels of pupil aspiration • High proportions of disadvantaged pupils access wider opportunities (sporting, musical, cultural).



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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: £19668

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 as they move through the 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- specifically with communication, language and literacy. 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 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. Further to this we are now running NESSY in our preschool (Sept 2025 to support this need from	1,2,
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. Over the past two years we have been receiving support from the South West English hub to improve outcomes in Year 1 and also Reception and Year 2. We continue to provide support and intervention for our disadvantaged pupils through small group teaching and targeted intervention Key Stage 2 also have reading intervention support with Disadvantaged pupils identified for this support from teachers and teaching assistants.	1,3



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

Budgeted cost: £5167

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>	Some of our children in school struggle with their mental health and wellbeing. 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 ELSA, Hamish and Milo and a play therapist to support these children within school	3

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

Budgeted cost: £1832

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



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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, 4
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Total budgeted cost: £26,667



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Part B: Review of outcomes in the previous academic year



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Pupil premium strategy outcomes



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Impact of strategy in the 2024-25 academic year

Context

In the 2024-25 academic year 17% of our children were identified as disadvantaged: this is slightly below the national average and inline with averages of the South-West and Dorset.

70% of our disadvantaged children also had a recognised special educational need (made up of 45% SEN support plans and 25% Educational Healthcare Plans). For comparison, the percentage of non-disadvantaged children with special educational needs was 30% (23% SEN support plans and 4% EHCPs). This difference is significant and it tells us that over half of our disadvantaged pupils are 'double disadvantaged': this is a term which is used to refer to the compounded inequalities faced by pupils who have both Pupil Premium eligibility (indicating socio-economic disadvantage) and Special Educational Needs (SEN) or disabilities. Children with this combination of factors face significant barriers compared to their peers who only have one, or neither, of these disadvantages.

Impact on disadvantaged pupils' attainment

Leaders have worked closely together to identify how we can continuously up our offer to our disadvantaged groups and use our resources most effectively. In and around the classroom, the curriculum has continued to be developed; carefully chosen interventions have been used to boost confidence, knowledge and understanding and targeted CPD (specifically around SEN, inclusion and mattering have been implemented to improve the skills and knowledge of the adults who are working with the children.

Below are tables showing the performance of our mainstream pupils during the 2024/25 academic year using statutory assessment outcomes and our own internal assessments.

When analysing our data, we always consider both the whole disadvantaged group and then consider how the performance of those pupils with and without SEN compares.

WHOLE SCHOOL DEMOGRAPHIC 24-25	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total number of pupils	16	13	10	13	14	14	17
Total number of disadvantaged pupils	3	2	1	1	3	5	2
Total number of pupils with SEN	2	7	2	5	7	6	3
Total number of disadvantaged pupils with SEN	1	2	1	1	3	3	1



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	EYFS Attainment (meeting the expected standard)				
	National	Buckland Newton Primary School			
		Disadvantaged	Non-disadvantaged	Disadvantaged without SEN	Non-disadvantaged without SEN
Reading	-	67%	77%	100%	82%
Writing	-	33%	77%	100%	82%
Maths	-	67%	77%	100%	82%
GLD*	68.3%	33% (1 pupil)	69%	33%	82%

*Good Level of Development = when a child achieves at least the expected level in all prime areas (communication and language, personal, social and emotional development, and physical development) and the specific areas of literacy and mathematics at the end of the reception year.

In EYFS, there is a small gap in attainment in reading and maths and a larger one in writing which is where one pupil did not achieve.

Phonics Check	% of pupils reaching threshold
	In Year 1
National	80%
School	54%
Disadvantaged	0% (2 pupils)
Non-disadvantaged	64%
Disadvantaged with no SEN	0 pupils
Non-disadvantaged with no SEN	83%

In Year 1 phonics, our disadvantaged pupils did not achieve as well as others. One of these pupils joined us in May 2025 just before the Year 1 phonics test



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		End of Key Stage 2 Attainment					
		National	School	Buckland Newton Primary School			
				Disadvantaged	Non-disadvantaged	Disadvantaged without SEN	Dis with SEN
Reading	Exp+	75%	88%	100%	87%	100%	100%
	GDS	33%	59%	100%	53%	100%	100%
Writing	Exp+	72%	70%	100%	66%	100%	100%
	GDS	13%	18%	50%	13%	100%	0%
Maths	Exp+	74%	100%	100%	100%	100%	100%
	GDS	26%	24%	0%	27%	0%	0%
RWM Combined	Exp+	62%	71%	100%	67%	100%	100%
	GDS	8%	12%	0%	13%	0%	0%

Disadvantaged pupils achieved 100% at the expected standard in Reading, Writing, Maths and RWM Combined, significantly outperforming national averages and matching or exceeding school-wide outcomes.

Greater Depth (GDS) attainment is exceptionally strong in Reading and Writing, with disadvantaged pupils achieving 100% GDS in Reading and 50% in Writing, far above national figures.

Maths GDS is a relative area for development, as no disadvantaged pupils reached greater depth despite 100% achieving the expected standard.

Disadvantaged pupils with SEN performed strongly, achieving 100% at the expected standard across subjects, showing effective intervention and support.

The main priority going forward is increasing the challenge for higher-attaining disadvantaged pupils, especially in Maths and RWM Combined at greater depth.



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Impact of wider strategies and actions

- Wrap around care (Breakfast Club and after school provision) has proved to be very popular, helping to boost attendance rates and the extended hours has been a benefit for working parents.
- Disadvantaged children have received funding enabling them to attend off-site visits such as the Year 5 residential at Leeson House and the Year 6 residential to Brenscombe
- Visitors into school such as musicians, authors, a pantomime company and a various sporting activities have increased cultural capital and raised engagement
- We use second-hand uniform which is free to a good home. This has been well-supported by our families and as well as being used a lot, we constantly receive donations of uniforms.
- Homework club is now well attended to help children who have struggled with this at home.
- A number of our disadvantaged children have been supported so that they can attend sporting clubs. There have been opportunities to take part in community events and to represent the school in matches and tournaments.
- The Emmanuel project has been successfully introduced (to support the teaching of R.E.) and has enabled the children to have a greater awareness, understanding and respect for other religion and cultures.
- Therapeutic Play sessions for children with trauma or SEMH needs have enhanced the level of support the school can provide for pupils
- We now have two trained ELSAs to support with social and emotional wellbeing
- Pupil Progress meetings have taken place throughout the year and have been used to identify where intervention is needed and to share successful approaches/practice.
- Greater parental engagement has led to more disadvantaged families attending school events such as Parents' Evenings and our school inspire mornings.

Evaluation of the impact of our 3 year strategy plan (2023-2025)

Intended outcome 1: Improve the achievement of pupils that are Disadvantaged

As can be seen our end of KS2 outcomes show successful outcomes for all pupils and especially our pupils that are disadvantaged. We are still working on raising the attainment of pupils for their phonics scores in Year 1 and this is a priority with support of the English Hub.

Intended outcome 2: Improve attendance for disadvantaged pupils.

Our overall attendance rate is above the national average and above the local authority average. Our disadvantaged pupils are 2% behind the school average but 2% above the national average for similar pupils. There is a 7% attendance gap in persistent absence although this is starting to narrow in the 2025-26 year



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We will continue to focus on attendance in our new strategy with the aim of further reducing the gap between the disadvantaged and non-disadvantaged groups, both in terms of overall attendance and persistent absence.

Attendance	2024-25
Local Authority	94.6%
National	94.8%
National disadvantaged	92.1%
National non-disadvantaged	95.7%
Whole school	95.5%
School disadvantaged	93.5%
School non-disadvantaged	95.9%
School disadvantaged Persistent absence	17.6%
School non-disadvantaged Persistent absence	10%

Intended outcome 3: Improve the social and emotional wellbeing of disadvantaged pupils

This is something that continues to improve in school and we are continuing to gauge this with pupil questionnaires. We are offering more support for pupils than ever before with lego therapy, play therapy and Hamish and Milo groups.

Intended outcome 4: To raise engagement and aspiration of disadvantaged pupils and their parents/carers

We now have pupils taking part in wraparound provision after school which is great to see and more pupils taking part in clubs. We also have pupils accessing Rylands Farm alternative provision. 100% of pupils took part in both of our residential last week.



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

<i>This is Year 3 our 3 year strategy however attainment details from the whole school can be found below.</i>	
EYFS Good Levels of Development	69%
Year 1 Phonics Check	58%
KS1 Reading Expected Standard	70%
KS1 Writing Expected Standard	70%
KS1 Maths Expected Standard	100%
KS1 RWM Combined	70%
KS2 Reading Expected Standard	88%
KS2 Writing Expected Standard	71%
KS2 Maths Expected Standard	100%
KS2 RWM Combined	71%

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

Service pupil premium funding (optional)

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

Measure	Details
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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



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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.