

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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.

## School overview

Detail	Data
School name	Buckshaw Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	32
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 21
Date on which it will be reviewed	July 22
Statement authorised by	Katy Brooks
Pupil premium lead	Mark Babcock
Governor / Trustee lead	Zyg Kubacki

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99170
Recovery premium funding allocation this academic year	£ £9280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108450

# Part A: Pupil premium strategy plan

## Statement of intent

*At Buckshaw, through a Quality First Teaching approach, we aim for all children to be provided with the same opportunities to succeed in school.*

*Our curriculum in school includes the National curriculum and refers to the interactive lessons, learning experiences and assessments designed with specific goals, content, strategies, measurement, and resources which reflect the needs of all our children.*

*The desired outcome of our curriculum is successful transfer and/or development of knowledge, skills, and attitudes. We make good use of the outdoors to support our learning and promote reading at every opportunity.*

*High-quality teaching is at the heart of our approach, every class teacher carefully plans seating arrangements, sets individual targets for children, and evaluates the impact of interventions on a termly basis. This ensures everyone is provided with opportunity to succeed.*

*Our approach will meet individual needs using our bespoke assessment system to identify children who need intervention or extra support. The approaches we have adopted complement each other to help children build resilience and raise aspirations.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Through discussions and teacher observations disadvantaged children have been impacted socially and emotionally due to school closures.
2	Based on pupil voice, disadvantaged children do not have the same access to technology therefore do not have the same access to our online reading system, homework platform and the internet.
3	Disadvantaged children's attendance has declined since the pandemic. It can be difficult to engage with parents and when one child in a family is absent, siblings are often also absent from school.
4	Our assessments and observations indicate that disadvantaged children have fallen behind especially children working above age related expectations.
5	Children's behaviour for Learning has been impacted due to an interrupted education

## 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
<p><i>Percentage of disadvantaged children meeting age related expectations in line with National Average.</i></p>	<p>All children accessing online reading and homework therefore percentage of PP children meeting expected standard in line with national average.</p> <p>Children making same or accelerated progress as non-PP children</p> <p>Children develop a love for reading by using the newly built library.</p> <p>Children to develop a love for reading.</p>
<p>Children making same progress as other non-disadvantaged children</p>	<p>Regular PP progress meetings to identify any children who may not be making expected progress.</p> <p>To provide targeted intervention.</p> <p><i>The EEF Toolkit suggests that targeted interventions matched to specific pupils with needs or behaviour issues has the biggest impact. This will be overseen by the PP Lead SENDCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistant will be up skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and high quality provision.</i></p>
<p>PP Children's attendance reverts to pre-pandemic levels through parental engagement.</p>	<p>Structured conversations with disadvantaged families to discuss joint strategies to ensure children attend school.</p> <p>Disadvantaged Children's attendance to be at least 95% by July 24.</p>
<p>To provide children with teaching that is good or better.</p>	<p>Subject Leaders, overseen by SLT, to monitor Teaching and Learning in their subjects and feedback to all staff during staff meetings. Lesson observations, book scrutinies and pupil voice to be regularly conducted.</p>

	<p>To embed sequence of learning in every subject to support meta-cognition.</p> <p><i>Based on EEF research, the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i></p> <p><i>Sutton Trust research suggests: Investing in high-quality teaching is the most effective way to improve the attainment of pupils. Yet schools serving disadvantaged communities are more likely to be staffed by teachers without qualified teacher status, with fewer years of experience and by non-specialist science and maths teachers. The government should monitor social inequalities in teacher recruitment and make sure that schools in poorer communities have well-qualified and experienced staff. School should spend their pupil premium funds on recruiting, retaining and developing their teachers.</i></p>
<p>Children to have a positive attitude towards school and have resilience to overcome challenges they face.</p>	<p>All children attend school ready to learn and interventions put in place to support children with challenges.</p> <p>Staff to identify children in Panic Zone on a termly basis.</p> <p>Identify reasons why children are in the panic zone and then plan interventions accordingly.</p> <p>Staff implementing training on deciphering the language of behaviour.</p> <p><i>Based on EEF research, both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required</i></p>

## 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: £ £38400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure planning is tailored to ensure maximum progress especially children working at higher standard.	Through pupil voice, we have created a bespoke curriculum to meet the needs of all children.	4 and 5
All staff to know who their PP children are and plan lessons to meet the needs of all children.	Termly PP children impact sheets evaluating the effectiveness of provision.	5
To provide opportunities for children to bridge gaps in writing attainment especially boys.	PP writing assessment significantly lower than non-PP children.  Through subject leader monitoring, some children lack stamina writing for sustained periods of time.	4 and 5
New marking policy	Children respond effectively to marking and make accelerated progress.  Children up-level work to a higher standard.  <i>EFF research suggests providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i>	4 and 5
All class teachers plan outdoor activities to enhance learning.	Based on observations, children have higher levels of engagement in outdoor learning.	4 and 5

	<p>Children write for sustained periods of time when they have first hand experiences of the topic.</p> <p><i>Based on EEF research outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Tutoring for Years 4,5 and 6	<p>Based on internal assessment data, children have been impacted more by the pandemic in KS2.</p> <p><i>Based on EEF research, tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i></p>	2 and 4
Structured interventions by TA's based on Skill set	<p>Based on our internal observations and assessment data, disadvantaged children have fallen behind due to the pandemic.</p> <p>There is a significant gap in attainment between non-PP Children and PP children</p> <p><i>Based on EEF research, the high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes</i></p>	2 and 4

PP children with SEND provided access to 'The Den' to support their learning.	SEND and PP impact statements completed by each member of staff each half term.	1, 4 and 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ a school counsellor to support children with Social and emotional issues</i>	CPOMs – number of children requiring emotional support has risen.  Referral system for Family Support Worker if teacher is concerned about children's well-being.	1
<i>To monitor and implement strategies to support attendance.</i>	Attendance data to be reviewed every half term.  Attendance contracts for children whose attendance drops below 95%  Attendance recorded on whole school tracker to inform teachers of potential impact to learning.  Based on EEF research, The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment	3

**Total budgeted cost: £ 108450**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Baseline assessments in March 21 were completed before the children returned to school. Teacher assessments were carried out on their return. Children identified for tutoring. Interventions put in place by class teachers to support children with any gaps in their learning.

PP Impact statements suggest that children have made significant progress and interventions have been effective.

iPads, headphones, and keyboards loaned to PP children who didn't have adequate technology to ensure they could complete online work.

Most PP children engaged in online learning thus limiting the impact Lockdown may have on their learning. Teachers and TA's continued interventions with children during Lockdown.

All PP children were provided with support during Lockdown. Welfare checks were completed 2-3 times a week. More vulnerable PP children were offered places in school during Lockdown.

### 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

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## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	