



School:	Buckshaw Primary School
Pupil Premium Lead	Ikram Albustany
Date of report:	January 2025
SEND Governor:	John McAndrew

School Context

Number of pupils on roll:	227
Number of PP children:	79
Number of non-PP children:	148
Allocated funding for this academic year:	£109050. This is made up of 65 ever 6 and 5 post LAC. We lost 2 service children in October which is where the 67 differs.
PP Statement publish date:	September 2023
PP Statement review date:	The statement was reviewed in Summer term 2024 and will be due for review in Summer term 2025.

PP by year group

Nursery	7
Reception	9
Y1	5
Y2	13
Y3	9
Y4	11
Y5	11
Y6	14

Attendance

	% Attendance	% Sessions missed
Non PP	96.5	3.4
PP	87.8	12.2
Male PP	87.8	12.2
Female PP	0	0

Assessment

Please note that due to pupils leaving and/or joining assessment date may not reflect actual number of PP children in school.



Reception	Reading % on track for ARE+	Writing % on track for ARE+	Maths % on track for ARE+
Pupil Premium	3/9 33%	3/9 33%	4/9 44%
Non-Pupil Premium	10/13 77%	10/13 77%	10/13 77%



Y2	Reading % on track for ARE+	Writing % on track for ARE+	Maths % on track for ARE+
Pupil Premium	31%	31%	31%
Non-Pupil Premium	69%	69%	69%

Y3	Reading % on track for ARE+	Writing % on track for ARE+	Maths % on track for ARE+
Pupil Premium	22%	22%	56%
Non-Pupil Premium	76%	76%	81%



Y4	Reading	Writing	Maths
	% on track for ARE+	% on track for ARE+	% on track for ARE+
Pupil Premium	3/11	2/11	7/11
	27%	18%	64%
Non-Pupil Premium	7/14	9/14	10/14
	50%	64%	71%

Y5	Reading	Writing	Maths
	% on track for ARE+	% on track for ARE+	% on track for ARE+
Pupil Premium	5/11	5/11	7/11
	45%	45%	64%
Non-Pupil Premium	16/19	13/19	15/19
	84%	68%	79%



Y6	Reading % on track for ARE+	Writing % on track for ARE+	Maths % on track for ARE+
Pupil Premium	6/13 46%	2/13 15%	4/13 31%
Non-Pupil Premium	12/16 75%	9/16 56%	11/16 69%

The main barriers to educational achievement faced by our disadvantaged pupils include:

External Barriers	Support	Internal Barriers	Support
<p>Children are not reading regularly at home / do not have access to reading materials.</p> <p>Parents unable to transport children to and from school. This may be because they are experiencing financial difficulties or are unable to wake up on time due to their own emotional needs.</p> <p>Vulnerable families with social and emotional needs.</p> <p>Lack of cultural capital.</p>	<p>Reading workshops to take place periodically, especially for reception class starters.</p> <p>Support with transporting children to and from school. Gaining support from the LA transport service.</p> <p>School counsellor and Family Support Worker involvement to deliver interventions and access support in the home for parents.</p> <p>School trips for the academic year have been mapped out.</p>	<p>28 pupils who receive PP are also on the SEND register. This means that 35% of pupils in receipt of PP are also facing other challenges.</p> <p>Persistent low attendance impacts negatively on learning with no opportunity to catch up on missed lessons.</p> <p>Negative behaviour that impedes learning.</p> <p>Children may have experienced a range of Adverse Childhood Experiences (ACEs) that impact on their learning.</p>	<p>Family Support Worker Learning Mentor The Hive Talk Boost Additional adult support in the classroom EHCPs IEPs Incentives for good attendance.</p> <p>Strict behaviour plan in place. Attachment and Trauma training for all staff took place in Autumn Term 1.</p>



Funding breakdown

Family Support worker	£20,000
Learning mentor	£20,000
Attendance strategies	£500
Parent reading workshop	£300
Incentives for reading at home	£500
TA's to deliver targeted intervention	£67,750
Total:	£109,050

Steps for the Spring Term:

1. **Addressing Attendance Challenges:**

- Continue to collaborate with the Family Support Worker to implement personalised strategies for families struggling with attendance.
- Develop and monitor the effectiveness of attendance incentives to encourage consistent attendance among pupil premium children.
- Engage with external agencies, where necessary, to provide additional support for families facing complex barriers to regular attendance.

2. **Targeted Academic Support**

- Strengthen the delivery of targeted interventions by teaching assistants, ensuring sessions are sharply focused on addressing gaps in reading, writing and maths. Provide training opportunities for teaching assistants.
- Use assessment data to evaluate the impact of interventions and adjust strategies as required to maximise progress.
- Prioritise support for children on both the pupil premium and SEND registers to address their unique learning challenges effectively.
- Keep track of the interventions taking place across school. See attached log.

3. **Enhancing Reading and Parental Engagement**

- Organise regular reading workshops for parents, focusing on strategies to support reading at home, particularly in the early years and key stage 1.
- Expand the current reading incentive scheme to further encourage regular reading habits among pupil premium children.
- Ensure every pupil has access to high-quality, age-appropriate reading materials, including through library visits and home reading initiatives.



4. **Promoting Cultural and Experiential Learning**

- Offer further enriching experiences linked to the curriculum, ensuring all pupil premium children participate.
- Increase access to extracurricular activities and trips, fully or partially subsidised, to broaden children's horizons and build cultural capital.

5. **Supporting Wellbeing and Behaviour**

- Continue to embed trauma-informed practices following the Autumn term's Attachment and Trauma training, with follow-up workshops to consolidate staff knowledge.
- Provide bespoke interventions through the school's Learning Mentor and Family Support Worker to support pupils with social and emotional needs.
- Monitor and refine the behaviour policy to ensure consistency and effectiveness in promoting a positive learning environment.

6. **Strengthening Governance and Accountability**

- Deliver termly updates to governors, detailing the progress of pupil premium children and the impact of funding allocation.
- Set clear, measurable goals for the remainder of the academic year, ensuring alignment with the school improvement plan.
- Prepare for the Summer 2025 review of the pupil premium strategy by collecting and analysing comprehensive data on attendance, attainment, and wellbeing outcomes.

7. **Parental Support Initiatives**

- Expand support for vulnerable families, including assistance with school uniforms and transport where financial barriers exist.
- Continue home-based interventions by the Family Support Worker to improve family engagement with school life.