

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (including 2023-2024 catch up 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 | 203 (+ 20 in nursery) |
| Proportion (%) of pupil premium eligible pupils | (71 pupils) 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 - 2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Sarah Price |
| Pupil premium lead | Ikram Albustany |
| Governor / Trustee lead | John McAndrew |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £99,140 but this is based on financial year 23/24 |
| Recovery premium funding allocation this academic year | 65 pupils = £9425 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £108,565 |

Part A: Pupil premium strategy plan

Statement of intent

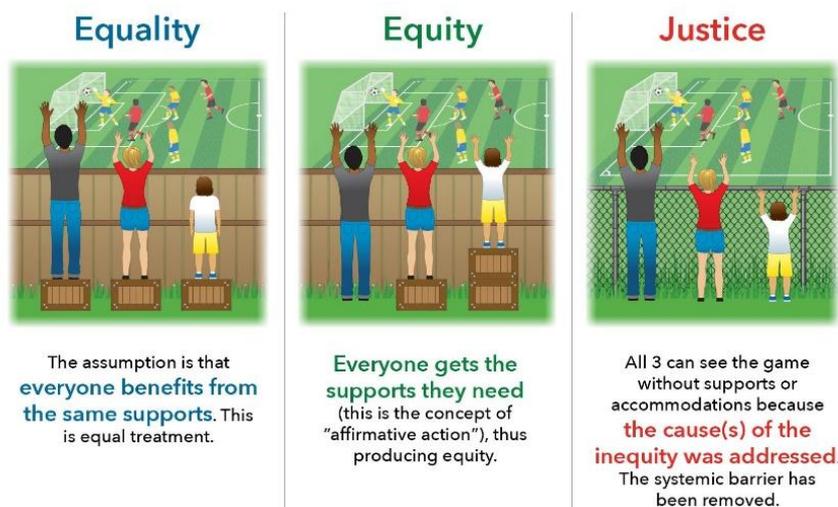
At Buckshaw, our intention is that all pupils, irrespective of their background or the challenges they may face, make a good level of progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who may be looked after and in foster care, those that have been previously looked after and placed on a Special Guardianship Order (SGO), those that may have been adopted or those who may be looked after by family members.

High-quality teaching will be at the heart of our approach, with a focus on subject areas that disadvantaged pupils require the most support. This will support our approach to close any attainment gaps and at the same time benefit the non-disadvantaged pupils. Outlined below will be CPD opportunities in ensuring that high-quality teaching is evenly spread throughout the school.

To ensure that our intentions are successful we will:

- *Be proactive in ensuring we identify challenges and needs and put into place what is needed.*
- *We will take the Equity approach.*



Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments suggest that disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers. Assessment show that (41/71) 58% of disadvantaged pupils are NOT working at age related expectations for reading. |
| 2 | Assessment suggests that disadvantaged pupils have greater difficulty with writing than their peers. This negatively impacts their development as writers. Assessment shows that (51/71) 72% of disadvantaged pupils are NOT working at age related expectations for writing. |
| 3 | Assessment suggests that disadvantaged pupils have greater difficulty with maths than their peers. This negatively impacts their development as mathematicians. Assessment shows that (39/71) 55% of disadvantaged pupils are NOT working at age related expectations for maths. |
| 4 | We have identified that (17/71) 24% of disadvantaged pupils also have significant SEND needs. |
| 5 | Through observations and discussions with pupils and their families we have identified social and emotional issues for a number of our disadvantaged pupils. This may be due to adverse childhood experiences (ACEs) or the mental health of their parents/carers/family members. |
| 6 | Through discussion with pupils it is clear that our disadvantaged pupils have fewer enrichment opportunities than those of their peers. |
| 7 | 41% (29/71) of disadvantaged pupils have an attendance less than 96% which is classed as a persistent absence. |

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>For children in receipt of pupil premium to make accelerated progress in reading:</p> <ul style="list-style-type: none"> • Daily reading • Red rose phonics • SALT support from NHS SLT and our external SLT. • Assessment | <p>44% (31/71) of disadvantaged pupils will make accelerated progress in reading. The children identified DO NOT have any additional SEND needs and are not working at age related expectations. However, a consideration to be noted is that 39% of those children also have poor attendance.</p> |

| | |
|--|---|
| <p>For children in receipt of pupil premium to make accelerated progress in writing:</p> <ul style="list-style-type: none"> • Talk training for teachers. | <p>52% (37/71) of disadvantaged pupils will make accelerated progress in writing. The children identified DO NOT have any additional SEND needs. However, a consideration is that 41% of those children also have poor attendance.</p> |
| <p>For children in receipt of pupil premium to make accelerated progress in maths:</p> <ul style="list-style-type: none"> • Red rose maths scheme • Easy access to manipulatives and resources (toolkits / toolboxes). | <p>38% (27/71) of disadvantaged pupils will make accelerated progress in maths. The children identified DO NOT have any additional SEND needs. However, a consideration to be noted is that 16% of those children also have poor attendance.</p> |
| <p>For children to recognise their strengths and build on their difficulties:</p> <ul style="list-style-type: none"> • Children will know where to get support and develop self-help techniques. • Improved self-esteem. • ELSA | <p>We are aiming for 100% of disadvantaged pupils who also have social and emotional needs to make at least one step of progress. E.g from PIVATS ONE-1d to ONE-1c. Using the PSED toolkit.</p> |
| <p>For children who are also on the SEND register to continue to make small step progress:</p> <ul style="list-style-type: none"> • An inclusive curriculum. • The FIVE a day principle. • Involvement in sporting clubs and competitions. • Use of PIVATS for assessment. | <p>Progress will be measured individually using assessment dates set. Progress will be in the form of small steps using PIVATS as an assessment tool.</p> <p>We are aiming for 100% of disadvantaged pupils who also have SEND needs to make at least one step of progress. E.g from PIVATS ONE-1d to ONE-1c.</p> |
| <p>To offer children life experiences and skills to accompany their learning:</p> <ul style="list-style-type: none"> • Visits to the local community. • Life skills such as cooking and safely crossing the road. • Swimming lessons. • Affordable trips such as Tower Wood and the theatre. | <p>Many life experiences and opportunities planned within the curriculum. To ensure they are accessible we use pupil premium funding to financially support disadvantaged pupils to access enrichment activities. E.g. Music lessons.</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: From alternative cost centres.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD – Talk Programme for teachers | The Education Endowment Foundation (EEF) guide to pupil premium stipulates that following approaches to be most effective: 1. High quality teaching. 2. Assessment 3. Professional Development 4. Mentoring and coaching for teachers. 5. Recruitment and retention of staff. 6. Technology and other resources. | 1 and 2 |
| CPD – Steph Johnson working directly with class teachers and delivering training to staff. | | 1, 2 and 3 |
| Recruitment of support staff with experience of working with children with SEND. | | 4 |

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

Budgeted cost: £67,265.

Cost of teaching assistants to deliver targeted interventions.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Daily reading for children who are not at ARE. | EEF Targeted academic support: 1. Targeted interventions to support language development, literacy and numeracy. 2. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. | 1,2,3 and 4 |
| Talk Boost twice weekly for those identified as having speech and language difficulties. | | |

| | | |
|--|---|--------------|
| | 3. Teaching assistant deployment and interventions. | |
| <p>No glass ceiling approach but offering pupils additional support through high quality provision in the classroom (toolkits etc).</p> <p>Children with an EHCP working 2-3 academic years behind ARE (and that have complex needs) accessing different provision (The Hive).</p> | <p>High quality teaching benefits pupils with SEND The Five-a-day' principle</p>  | |
| <p>Targeted intervention for children who are working below the expected standard in reading, writing and maths.</p> | <p>EEF Targeted academic support:</p> <ol style="list-style-type: none"> 1. Targeted interventions to support language development, literacy and numeracy. | 1,2,3 and 4. |

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

Budgeted cost: £ 41,300

£20,000 Family support worker.

£20,000 Learning Mentor.

£500 attendance strategies.

£300 parent reading workshop.

£500 incentives for reading at home.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Children to gain experiences that develop cultural capital such as, theatre and residential trips. | EEF Wider strategies: Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips | 6 |
| Emotional Literacy Support Assistant (ELSA) training for staff. | EEF Wider strategies: 1. Supporting pupils' social, emotional, | 5 & 7 |

| | | |
|--|--|-------|
| | and behavioural needs. | |
| <ul style="list-style-type: none"> • Group counselling • 1:1 counselling • Parent programmes • Time to talk programme with family support worker and/or learning mentor. • Group activities with learning mentor. | <ol style="list-style-type: none"> 2. Supporting attendance. 3. Communicating with and supporting parents. | 5 & 7 |
| To promote reading at home. | Parent workshop and incentives for reading at home. | 1 |
| To improve attendance with a whole school target of 96%. | Incentives for pupils who reach an improved level of attendance taking into consideration absence for illness. | 7 |

Total budgeted cost: £ 108,565

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 2023 to 2024 academic year.

During the 2023–2024 academic year, our strategy aimed to improve attainment and wellbeing for our disadvantaged pupils across reading, writing, maths, attendance, and emotional development. The outcomes below reflect the impact of our approach and guide the refinements for the upcoming academic year.

Reading

- Daily reading routines, Red Rose Phonics, and additional SALT support contributed to improved phonics fluency across EYFS and KS1.
- Attendance challenges for this group (39% with PA) significantly impacted consistency in intervention.
- Children accessing daily reading with an adult made the most progress; this has informed our new daily fluency focus.

Writing

- The introduction of Talk Training supported sentence development and vocabulary use in writing.
- Progress was strongest where Talk for Writing principles were embedded in daily routines.
- Continued variation in staff confidence and application of strategies remains a development point for 2024–2025.

Maths

- Implementation of Red Rose Maths and wider use of manipulatives supported concept understanding.
- CPD from Steph Johnson had measurable impact on pedagogy and pupil engagement in lower KS2.

SEND & Vulnerable Pupils

- The Hive provision successfully offered a personalised curriculum for pupils with complex needs and secured improved engagement.
- EHCP pupils accessed small group provision tailored to SEMH or communication profiles, contributing to improved regulation and engagement.

Social, Emotional & Behavioural

- ELSA-led interventions and group mentoring (Time to Talk, Play Talk, and Zones check-ins) improved classroom readiness.

- Carry out a pupil voice survey to indicate sense of belonging and support.

Enrichment & Cultural Capital

- Pupil Premium funding enabled subsidised access to enrichment activities including music tuition, local visits and theatre trips.
- These experiences increased engagement and vocabulary development, particularly in writing and speaking outcomes.

Attendance

- Attendance improvement strategies showed early impact when combined with pastoral support, home visits, and personalised incentives.

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 |
|-----------|----------|
| | |
| | |
| | |

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? | |
|--|--|

2025 – 2026

At Buckshaw Primary School, we are committed to ensuring that all pupils, regardless of background or barriers to learning, reach their full potential. As the attainment gap for our disadvantaged pupils is widening, this strategy prioritises high-impact, *low-burden* interventions embedded into day-to-day classroom practice.

Our focus is on:

- Building daily routines that boost core skills
- Streamlining teacher CPD that directly improves classroom provision
- Providing access to enrichment experiences
- Minimising barriers caused by attendance, wellbeing, and language delays

We adopt an **equity-based approach**, ensuring disadvantaged pupils receive what they need to achieve equality of outcome.

Key Targets for 2024–2025

| Focus Area | Target | Rationale |
|-------------------|---|---|
| Reading | At least 60% of disadvantaged pupils currently below ARE will make accelerated progress | Focused, short-burst reading built into daily routines to build fluency |
| Writing | At least 55% of disadvantaged pupils currently below ARE will make accelerated progress | Explicit sentence-level modelling during class instruction |
| Maths | At least 50% of disadvantaged pupils currently below ARE will make accelerated progress | Fluency starters, daily retrieval, and manipulatives in all lessons |
| Attendance | Reduce persistent absence to below 25% for PP pupils | Consistent follow-up, proactive family engagement, reward focus |

| Focus Area | Target | Rationale |
|-------------------------------|--|--|
| Social & Emotional | 100% of identified pupils to make a progress step using PSED toolkit | Daily emotional check-ins, access to Learning Mentor or ELSA |

Day-to-Day Discrete Interventions

These interventions are designed to be practical, sustainable and embedded in teaching routines.

Reading

- **Daily Fluency Boost (10 mins):** Targeted pupils read with an adult or peer daily to practise decoding and expression.
- **Retrieval (5 mins):** One retrieval/inference question daily from class texts (oral or written).
- **Home Reading Tracker:** Sticker chart or class leaderboard updated during morning work.

Writing

- **Model–Mimic–Master (MMM):** Teacher models 1–2 sentence structures daily; children mimic in writing books before using independently.
- **Tier 2 Vocab Wall:** High-utility words taught in context weekly and applied across subjects.
- **Talk Before Writing:** Pupils rehearse oral sentences before writing them down (1–2 mins of paired talk).

Maths

- **Fluency Starters:** 5–10 mins of daily number fact or times tables practice.
- **Maths Manipulatives on Desks:** Ready access to number lines, counters, base ten for all learners.
- **Daily Review Question:** 1 previous-topic retrieval Q embedded in each maths lesson (e.g. last week/last term).

Social & Emotional

- **Feelings Check-In:** 30-second check-in using coloured emojis or a chart at morning registration.
- **'5-a-Day' Inclusion Principles:** All children have 5 moments of positive reinforcement or success daily (praise, jobs, peer support, roles, shout-outs).
- **Time-to-Talk Slot:** Identified pupils scheduled for weekly 10–15 minute check-in with mentor/ELSA.

Attendance

- **'On-Time Champs' Certificates:** Weekly recognition for those with 100% punctuality.
 - **Text Message / Dojo Positivity:** Class teachers send 1 positive message to each PP family per term (linked to learning or behaviour).
 - **Fast-Track Follow-Up:** Same-day contact and mini action plan for any PP pupil with 3+ absences in a half-term.
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Monitoring & Impact Review

| Area | How We'll Monitor |
|------------------|---|
| Reading Progress | Fluency assessments, PM Benchmarking, teacher judgement |
| Writing Progress | Cold vs. hot writes comparison, sentence structure use |
| Maths Progress | Red Rose termly assessments, in-class teacher records |
| Attendance | SIMS/CPOMs tracking, review meetings, fast-track logs |
| Social/Emotional | PSED Toolkit, SDQ screening, mentor/ELSA records |