

Pupil premium strategy statement Buxworth Primary

This statement details our school's use of pupil premium 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.

SEE MENU OF APPROACHES ON THIS PAGE for next write up <https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders#menu>

School overview

Detail	Data
School name	Buxworth Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Current Review Date	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Paul Bertram Headteacher
Pupil premium lead	Paul Bertram Headteacher
Governor / Trustee lead	Gordon Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,970
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	£50,970

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Buxworth Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We support each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and put them on the path to being 'well rounded' citizens of the future. We will ensure that effective teaching, learning and assessment meets the needs of **all** pupils through the rigorous analysis of hard and soft data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

The range of provision the school leadership consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress – through use of teaching assistants.
- 1-1 support where required to enhance progress and outcomes.
- Additional teaching and learning opportunities provided through trained external agencies.
- Additional learning support such as Therapeutic Forest School.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through professional organisations as well as unstructured play and lunch times.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional behavioural challenges, due to lack of support and funding in associated services exacerbated by Covid and continued after the children's return.
2	Narrowing the attainment and progress gap across Reading, Writing, Maths throughout the school.
3	Improving progress and attainment in phonics in early years and key stage 1 ensuring all children are supported to achieve the best they can.
4	Mental health challenges due to the impact of split parents, rising costs and home life pressure.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Observations indicate significantly improved oral language among disadvantaged pupils.
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Children are happier at unstructured times, playing in a safe and secure manner	Less low-level incidents of behaviour and friendships during unstructured times. Pupil voice demonstrates achievement, supported by analysis of behaviour trends.
Progress and attainment in phonics	Achieve national average attainment in phonics in reception and year 1 results
Improvement in children's mental health	Children feel more supported and understood. They can manage their own mental health better as they progress through primary and into secondary school, fully utilising methods taught. Pupil voice demonstrates achievement along with soft data from nurture and socially speaking groups.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training for new staff, additional support for 1:1 small group work</i>	Utilise Education Endowment Fund (EEF) research. Consistent approach to be used across early years and KS1 in particular using approved scheme. Additional TA time and adult support to ensure children achieve the best they can, with a focus in early years so the impact is as early as possible.	2, 3
<i>Educational books and reading books</i>	EEF research, Improving Literacy at KS1. Books to develop early reading and phonics. A rolling programme of new fiction and non-fiction books to support exciting opportunities for English lessons. Also, books to support topics and diversity work, supporting the children's academic growth. Teaching professionals have seen the excitement and joy these books bring to class to motivate learning. EEF research into Improving Literacy clearly demonstrates the importance of quality texts to develop vocabulary in children.	2,3
<i>Additional teaching assistant time</i>	Based on EEF research, 'using high quality interventions to support children with their literacy'. Extra hours given to staff to allow more interventions for further small group and 1:1 support for highly targeted groups. Additional hours in most classes to allow increased targeted support based on data.	2,3
<i>CPD for staff – supply costs</i>	Developing teaching staff knowledge, skills and subject leadership to ensure quality first teaching. Visiting of other schools to learn, cascade ideas and learning and develop. Cross school work through PEGS to support CPD. Also, PEGS INSET for STEM.	2,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support in reading catch-up – Reading Plus online programme</i>	EEF research demonstrates the positive impact of small group and 1:1 work. The data from last academic year clearly demonstrated the improvements in children who received this online support. Furthermore, the impact on not only reading, but other areas of the curriculum, confidence and overall progress were positively impacted. Focus on years 5 and 6, rolling programme.	2,3
<i>Power of 1/2 maths intervention – regularly and weekly across classes</i>	We have utilised this catch-up programme for some time and hard and soft data clearly demonstrates strong academic progress, with gaps being 'filled' in children's prior learning and self-confidence improvements.	2
<i>Targeted reading 1:1</i>	EEF demonstrates importance of daily reading and comprehension activities. Previous work in school using TA's and trained parent helpers has demonstrated a clear impact on reading confidence and skills.	2,3
<i>Targeted interventions for phonics/reading</i>	Utilising TA to support the children who can make good progress where support is lacking at home or due to SEND challenges.	1,2,3,4

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

Budgeted cost: £23,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Woodland learning 3 hours a week trained teacher</i>	The Forest School Association make clear the impact of such activities on mental health. This has been supported by the government post lock downs to <i>get children outside more</i> . Forest school allows children the time and space to discover who they are and where they fit into the world. Children develop life skills and interests at their own pace, making discoveries about the world around them in a natural environment. Leaders facilitate this holistic learning by providing experiences and practical activities that enrich the learning and development of individuals, catering to different learning styles.	1,4
<i>Additional play and lunch targeted support 5hrs a week 39 weeks</i>	We put in place targeted support for high level SEND children during unstructured lunches to ensure safe and successful outcomes for all children in school.	1,4
<i>Mental health support 1:1 4hrs a week</i>	1:1 weekly support for a growing number of children with mental health needs (often SEND). Utilising the Chimp Paradox and a skilled member of staff to offer a safe environment to develop a growth mindset.	1,4
<i>Nurture support</i>	1:1 support for children who just find school hard due to home life and day to day challenges that presents.	1,4
<i>Sensory support 1:1 room 2 hours a week</i>	Utilising a TA for additional who has been trained in sensory support. Creating a room that can be used in school to support children who are 'overloaded' or SEND – specifically targeted children with a guaranteed time every week.	1,4
<i>Speech and language group 1 hr pw</i>	Supporting children to develop good practice with speech and language in small group work as required, depending on speech therapist advice.	1,4
<i>PEGS vulnerable groups work</i>	Targeted individuals given opportunities to complete activities with other children in local schools to improve social skills, low self esteem, support mental health and resilience. .	1,4

Total budgeted cost: £50,970

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 **2024 to 2025** academic year.

1. Target - Social and emotional behavioural challenges, exacerbated by lock downs and continued after the children's return.

Impact –Ongoing nurture and behaviour box /individual work and day to day support by teachers and TA have ensured a positive outcome emotionally and academically for these children. Sessions of Chimp cognitive development by a trained staff member with vulnerable children has seen positive outcomes in self-esteem and self-awareness of feelings. The children look forward to these sessions where they feel happy, safe and secure. Forest school continues to be used to promote mental health and wellbeing. It also helps resilience, motivates independence and problem solving. The needs of children are increasing with demands on split families, pressures of modern life, and technology.

2. Target - Narrowing the attainment and progress gap across Reading, Writing, Maths

Impact – PP children have been part of catch-up intervention programmes with TA's and teachers. Data is demonstrating good progress for these groups. Staff continue to have PP as a core focus of data and are part of pupil progress meeting discussions. Progress scores - Y1 phonics 87% pass..

3. Improving progress and attainment in early phonics.

Impact – 87% of our pupil premium children passed the phonics check in 2025.

4. Mental health challenges following Covid, lack of external support, challenges with split families – and ongoing impact

Impact – We have continued to increase our offer of mental health and wellbeing systems in school to ensure all children feel supported and listened to. Significant investment goes into staffing this necessary support. Through these supportive and developmental measures we have seen an improvement in mental health and wellbeing (including resilience, friendships, emotional wellbeing) and children happier and more settled in school. However, this is an ongoing intervention for the foreseeable future as children continue to need mental health support. We have never seen so many children struggling with 'life' with pressures mounting on families for mental health support, SEND diagnosis, split families etc. We also continue to support children through bereavement with these interventions, giving them care and understanding and a point of contact who is confidential and trusted

