

Pupil premium strategy statement Buxworth Primary

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	Buxworth Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	September 2022
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	£28,190
Recovery premium funding allocation this academic year	£1740
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	£29,930

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.

Following the guidance from the EEF; 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 Teachers and teaching assistants.
- 1-1 support where required to enhance progress and outcomes.
- Additional teaching and learning opportunities provided through trained external agencies such as Family Support.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

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 post lock downs
2	Narrowing the attainment and progress gap across Reading, Writing, Maths
3	Improving progress and attainment in early phonics

4	Mental health challenges following multiple lock downs
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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
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. Behaviour log review and Pupil voice demonstrates achievement.
Progress and attainment in phonics	Achieve national average attainment in phonics
Improvement in children's mental health	Children can self-regulate better and 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

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: £ 4,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training for all staff (DFE recommended scheme)</i>	EEF research. Consistent approach to be used across early years and KS1 in particular. Allowing children to experience the same methods, techniques and support year on year.	2,3
<i>Accelerated Reading training for all staff</i>	EEF research. Consistent approach to be used across early years and KS2 in particular. Allowing children to experience the same methods, techniques and support year on year.	2
<i>Education books and reading books</i>	EEF research, Improving Literacy at KS1. Books to develop early reading and phonics. A more modern scheme at this stage of education will allow for better targeted and levelled reading books, developing children's confidence and desire to enjoy reading. Also, books to support topics and diversity work, supporting the children's academic growth. Better quality resources enthuse the children to learn more and remember more. They excite children to read a book rather than pick up a laptop or iPad. 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 bring on 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. (e.g Behaviour box and Art Therapy)	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. This further supports development into middle management and senior management roles.	2,3

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

Budgeted cost: £20,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Led Tutoring addressing where there is a need directed by regular assessments</i>	EEF research demonstrates the significant impact of tutoring. We target children specifically so they achieve maximum progress. This tutoring allows children to be split into groups with teacher and teaching assistant included. Our analysis of data from the previous academic year demonstrates the positive impact this tutoring has had on the children.	2,3
<i>Targeted support for EYFS phonics – tutoring weekly. Spring and summer term</i>	EEF research demonstrates the positive impact of small group work with tutoring. This funding allows us to specifically highlight and target smaller groups and individuals who need high focus support to improve early phonics. Data from last academic year demonstrates huge impact from this highly focussed phonics work.	3
<i>Targeted support in reading catch-up – Success with Accelerated Reader</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 support. Furthermore, the impact on not only reading, but other areas of the curriculum, confidence and overall progress was positively impacted.	2,3
<i>Targeted support for Maths intervention – regularly and weekly across classes</i>	Smaller group work has 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

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

Budgeted cost: £4555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School Sessions 3 trained teacher tutors</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 lunch targeted support 5hrs a week 39 weeks</i>	We put in place targeted support for a group of PP and behaviourally challenged children during unstructured lunches. The introduction of a sports coach at lunchtime for structured sessions. The pupil voice and reduction in behavioural incidents have clearly demonstrated the positive effects on these children mental health and wellbeing.	1,4
<i>Art Therapy support group 2hrs a week</i>	We started this group in the first part of Covid and has continued. The impact on the group was measured through soft data – we obtained the views of children and adults. Progress could be seen in friendships, worries and concerns and how to talk and work with others.	1,4
<i>Behaviour Box 2hrs a week</i>	This group is starting in 2021 -22 to support those children who have found lock down and returning to school challenging. Or are just struggling with life and school in general. We used teachers professional judgement to carefully select children who we feel will benefit from small, nurture group support to develop their mental health and wellbeing. Previous Nurture Groups have had positive impacts on children at Buxworth	1,4

<i>Increase in the number of range of after school clubs to help with well being</i>	Extra staff to run after school clubs, led by pupil voice implementation. We expect to see improvements in children's management of behaviours, especially in children who were struggling during Covid, SEN and pupil premium.	1,4
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Total budgeted cost: £29,930

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.

Target - Staff use IEPs effectively to support PP pupils. Staff trained in writing IEPs. Pupils involved in writing IEPs.

Impact – Pupils involved in writing IEPs responded well and data analysis shows that it had a positive impact in accelerating their progress from their previous rate of progress. Parents reported better relationships with teachers. This collaborative approach should be continued across the whole staff, use of staff meetings..

Target - Rate of progress to be at least in-line with non-PP children 50% of PP children made age-related expectations or better in all areas and their progress was at least in-line with non-PP children. Employ 0.1 teacher to release Y6 staff for support work.

Impact – 50% of PP children made age-related expectations or better in all areas and their progress was at least in-line with non-PP children This provision started well, but was affected by unexpected staffing issues. TA interventions were used to replace intended provision. Nurture was provided, including extra transition events (albeit online) that had a significant impact

Target Effective behaviour management and positive learning behaviours. Behaviour Support, Behaviour Box, and Art intervention.

Impact – High level of success in this area. Their confidence and engagement with their work improved, and progress has accelerated so that they are closing the gap for 71% of pupils.. Behaviour Support, to be continued. The Solihull Group to be offered to support parents. Behaviour Support, to be continued. The Solihull Group to be offered to support parents.

Target -Pupils ready for learning and punctual. Breakfast Club subsidy

Impact – Feedback from pupils is positive and the targeted pupils arrive in class on time and ready to learn.

Target-Pupils are supported quickly when they exhibit challenging behaviour.

Impact – Behaviour exits is now rarely needed, although still available, and, through this, teachers have developed more effective strategies for maintaining calm in the classroom. Two teachers also attended CPD on managing challenging behaviour.

Target-Pupils integrated and provided with quality off-site education; Subsidy for school trips, visits and educational experiences

Impact – All PP pupils accessed all curriculum activities on and off-site, including residential. When able the children have used this to great effect, e.g increasing life experiences on residential trips. And the underpinning of Forest School Education has led to improved experiences for children.