

Pupil premium strategy statement – Buckingham Park CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------|
| Number of pupils in school | 440 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/23 |
| Date this statement was published | 30.12.23 |
| Date on which it will be reviewed | 01.12.24 |
| Statement authorised by | Daniel Fell |
| Pupil premium lead | School SLT |
| Governor / Trustee lead | Nikki Norman |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £126,585 |
| Recovery premium funding allocation this academic year | £13,812 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £140,397 |

Part A: Pupil premium strategy plan

Statement of intent

Buckingham Park is committed to closing the gap between vulnerable pupils and other pupils. The pupil premium forms a vital part of that process. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that children's lived experiences shape who they are, but do not define them. We strive to develop our children to believe that irrespective of their background, they can find their own success, by exhibiting the correct determination, resilience, passion and dedication to their life and learning. We are determined to ensure that our children are given every opportunity to realise their full potential.

We aim to develop a culture where children are seen as more than just 'learners', where their mental health, stability, safety and enjoyment of school provide the foundation for them to flourish academically and in line with our vision, become 'Excellent'. We believe that by investing heavily in our in school relationships, staff will know the children as individuals and will therefore be able to make well informed decisions on how best to offer support that will lead to improved outcomes.

We believe in an entitlement to Quality First Teaching for all children, which identifies their own individual gaps and challenges and addresses them to allow all children to flourish within our school. Our whole school team are committed to an open culture of support and challenge, where children remain central to decision making and operation on a daily basis.

Our approach

We have planned the way we use our funds carefully to ensure that it is used to maximum effect. This includes:

- Ensuring that spending is directly linked to gaps in progress and attainment;
- Making use of our own termly data to create appropriate interventions;
- Making sure there is good and better teaching on a day to day basis;
- Reviewing existing interventions and considering the implementation of new interventions.
- Making sure that children are ready to learn through receiving extensive pastoral support.

We recognise that not all pupils who receive pupil premium will be disadvantaged or underachieving. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being disadvantaged.

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 needs Our behaviour records, observations and interactions with pupils indicate that disadvantaged pupils are more likely than their peers to experience difficulties with their social, emotional and mental health. |
| 2 | Early Years Many PP children come into school (EYFS) below expectations and, despite making expected progress or better, may not meet the expectation for GLD by the end of EYFS and require further support into KS1 |
| 3 | Parental ability to support children's learning is limited for some children eligible for PP – this is often linked to parents own experience of education, ability to support home learning, social issues, financial issues, parenting capacity, parental engagement with school etc. |
| 4 | Attendance for children eligible for FSM is lower than other pupils, and persistent absenteeism is higher. |
| 5 | Speech and Language Issues Due to the deficits that PP children present with upon entry to our Early Years and wider school, many children require extensive support with Speech and Language. |
| 6 | Phonics and Early Reading/Writing Significant evidence that children's early writing and reading skills, underpinned by their phonic knowledge, is an area of weakness for PP children upon entry to the school. |
| 7 | Gaps in knowledge and understanding of curriculum content Through formal assessment, observations and discussion with the children it is apparent that a lack of life experiences can impact negatively on disadvantaged pupils and can make it more challenging for them to access and engage with the National Curriculum. |
| 8 | Multiple barriers to learning. Including low self-worth. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need. |

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 progress in English and mathematics for children in KS1/KS2 | <ul style="list-style-type: none"> KS2 outcomes in 2023/23 show that the % of disadvantaged pupils who met the |

| | |
|---|--|
| | <p>expected standard is moving in line with non-disadvantaged pupils</p> <ul style="list-style-type: none"> • Phonics check outcomes in Years 1 and 2 show a sustained improvement year-on-year |
| Children identified with SEMH issues will make accelerated progress | <ul style="list-style-type: none"> • Progress measures (steps assessment and statutory assessment) indicate an improved progress rate for PP compared to previous year |
| PP children make accelerated progress across EYFS and KS1 | <ul style="list-style-type: none"> • Progress measures (steps assessment and statutory assessment) indicate an improved progress rate for PP compared to previous year |
| Parents have more opportunities to understand their child's attainment and progress, and to engage in their child's learning (at school and home), and children have increased opportunities to meet the expectations of home learning. | <ul style="list-style-type: none"> • Increased parental engagement in home learning and school based activities. • Parents report that communication regarding attainment and progress is effective • Improved completion rates for home learning activities and impact on learning within school |
| Increased attendance rates for pupils eligible for PP | <ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for PP. The difference between overall PP attendance, compared to 'other' pupils is diminishing. |
| Improved phonic and early reading skills among disadvantaged pupils | <ul style="list-style-type: none"> • Assessments and observations indicate high quality phonics teaching and engagement in this from the children. • Evidence of improving phonics and early language skills among disadvantaged pupils. This is evident when triangulated with learning in children's books, and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • through observations, children will demonstrate greater resilience and take more risks in their learning. • an increase in participation in enrichment activities, particularly among disadvantaged pupils |

| | |
|---|---|
| <p>To provide a curriculum that actively meets the needs of all of our children. For our disadvantaged children, our curriculum will address a lack of life experiences</p> | <ul style="list-style-type: none"> • All children are in receipt of Quality First Teaching across the curriculum • All children are in receipt of our full curriculum offer and are supported where there are individual barriers to them accessing this • All children receive a curriculum which is exciting, challenging and provides a wealth of engaging learning experiences such as experience days and trips |
|---|---|

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: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Phonics CPD and further Implementation of Lesley Clarke's Synthetic Phonics, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> | <p>2 5 6 7</p> |
| <p>To improve the planning of Maths to ensure clear coverage and progression of skills throughout the school</p> | <p>There is evidence to support the use of a mastery approach to teaching maths supports pupils to become fluent in the fundamentals of mathematics, to be able to reason and to solve problems</p> | <p>2 7</p> |

| | | |
|--|--|---------|
| White Rose aligned Power Maths resources | https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/primary-curriculum/power-maths/Power-Maths-Case-Study.pdf | |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ | 5 6 7 8 |
| Subsidised trips, residential and enrichment activities | The NEU states that educational visits can be of substantial benefit to the education and development of students. They offer opportunities to broaden their horizons and enrich their experiences. | 1 3 7 8 |
| Investment in engaging and accessible home learning platforms. Emile TTRS Maths Whizz | Substantial evidence that online platforms have impacted the provision for the children in our school. They are engaging and increase uptake. Online platforms provide gap analysis for teachers to direct in school teaching. | 3 6 7 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonic and speech and language sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be effective. Speech and Language link sessions support children's developing knowledge. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ | 2 5 6 7 |
| <i>Transition support for vulnerable children at the</i> | Secondary Transition Adjustment Research Tool (START_ research shows that A successful transition involved functioning well in two areas: 1) being academically and behaviourally involved in school and 2) feeling a sense of belonging to | 1 3 |

| | | |
|---|---|---------|
| <i>end of KS2 into Year 7.</i> | school. Purchase of 627 transfer support enables vulnerable children a high level of additional support. https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf | |
| <i>Providing available 'PPA' time for our Teaching assistants to resource, prepare and deliver high quality interventions.</i> | EEF report highlights the importance of high quality TA support. Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Providing ringfenced preparation time support the structures nature of delivered interventions. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1686644641 | 2 5 6 7 |
| <i>To develop our ELSA support offer for children requiring support with emotional literacy. Additional Training for staff.</i> | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1 2 7 |

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

Budgeted cost: £ 100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| To instruct a Counsellor and Play therapist for 1 day a week to | There is evidence that play therapy improves outcomes for children by: Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. | 1 7 8 |

| | | |
|---|--|-----------|
| support identified children | https://www.bapt.info/wordpress/wpcontent/uploads/2021/07/Play-Therapy-inSchools.pdf | |
| <i>To offer funded Breakfast Club provision for eligible children to support attendance, engagement and enable children to learn.</i> | EEF toolkit shows clubs participation has positive outcomes on academic attainment, as well as being valuable in itself. Social Mobility report shows range of benefits https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res | 1 2 4 8 |
| <i>Contribution towards extra curricular trips and activities</i> | EEF toolkit shows clubs participation has positive outcomes on academic attainment, as well as being valuable in itself. Social Mobility report shows range of benefits. | 1 3 7 |
| <i>To provide a Uniform Allowance for children and families who require this</i> | To promote a sense of belonging for families where this financial barrier can limit social engagement and interaction within the school. | 1 3 |
| <i>To increase our Young Carers Provision to support a group with a large percentage of children eligible for PP funding.</i> | Running of support and information groups for children enables a sense of their own belonging and support their involvement with similar peers. These experiences, alongside Bucks Young Carers, provide security, emotional support and peer support for these children, enabling them to learn. | 1 7 |
| To provide a non-class based Pastoral and Wellbeing Team to support learners to | Having a well-resourced and well-trained team of professionals making up the school's on-site Pastoral and wellbeing team, children will receive immediate support and intervention when needed. By effectively addressing children's emotional needs, behavioural challenging, safeguarding concerns we will be able to minimise any disruption and lost learning time, ensuring children are emotionally regulated, resilient and ready to learn. | 1 2 4 7 8 |

| | | |
|-----------------------------------|---|--|
| engage fully in their education | https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel This team also support attendance monitoring following Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance guidance | |
| Contingency fund for acute issues | Based on our experience, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

Total budgeted cost: £ 140,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal and external assessments during 2022/23 indicate that our strategy has had some demonstrable impact during its first year of implementation.

Outcomes for our Reception children show that our percentage of children achieving a Good Level of Development is broadly in line with local and national averages which, given their lower starting points (which are again lower for disadvantaged pupils), demonstrates good progress. It is clear that the spend we had committed to support transition, counselling provision, additional release time for our Deputy Head and EY lead and wider projects has ensured these children are reading for learning and has had a significant impact already. These supports will be continued in 2023-24 along with further work to develop phonics and early reading and work to develop the children's gross and fine motor control as well as targeted work to develop children's social and emotional learning.

By the end of the children's time in KS2, disadvantaged children achieve less favourably than their peers, although this is most noticeable in writing, a barrier to our further development with disadvantaged children even in Early Years. We have seen an increase in engagement by parents following the purchase of online learning platforms and this is due to expand to cover spelling this year as a result of this analysis. Further focus on phonic development in KS1 and into KS2 will aim to support this, with spelling and handwriting being particular areas of focus.

It is worth noting the challenge with a high level of SEND / PP dual disadvantage factors. We are also a school that due to context, has high rates of mobility which are often negatively affected within our PP children due to the housing situation around the school.

Generally, behaviour, wellbeing and mental health issues, although still very prevalent, have decreased in severity and are better managed by staff across the school. Supported spend in previous years focusing on Breakfast club, young carer support, a newly appointed CFSW and counselling provision have impacted this alongside STEPS training for all of our staff. Further spend around ELSA provision will be important this year to expand our offer to the children we serve. We will continue to provide additional and targeted support for those who are most vulnerable. Our priority regarding attendance and persistent absence has had some success on an individual pupil level.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
|-----------|----------|

| | |
|------------------|------------------|
| Talk for Writing | Talk for Writing |
| TT Rockstars | Maths Circle Ltd |
| Maths Whizz | Whizz Education |
| Emile | Webskape |