

## Pupil premium strategy statement



This statement details **Buglawton Primary 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
School name: <b>Buglawton Primary School</b>
Number of pupils in school: <b>207</b>
Proportion (%) of pupil premium eligible pupils: <b>23%</b>
Academic year/years that our current pupil premium strategy plan covers: <b>2019-2021</b>
Date this statement was published: <b>September 2021</b>
Date on which it will be reviewed: <b>September 2022</b>
Statement authorised by: <b>A Kennerley, Headteacher</b>
Pupil premium lead: <b>R Jervis, Deputy Headteacher</b>
Governor / Trustee lead: <b>G Hayes, Chair of Governors</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,145
Recovery premium funding allocation this academic year	£16,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4330
<b>Total budget for this academic year</b>	£82,035
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>Actual: £88,655</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Objectives of spending PPG

In addition to the key principles of Buglawton Primary School we intend to do the following:

- Reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths
- Ensure stretch and challenge opportunities for the high ability PPG pupils
- Ensure pupils are fully engaged in school life and enrichment opportunities
- Ensure that parents understand their role in supporting their child's learning
- Ensure that pupils have the resources and support to aid home learning
- Increase targeted extended school opportunities for PPG pupils
- Increase the range of services available to support the wellbeing of PPG pupils particularly in 'recovery'
- Increase the aspirations of pupils for future education and career paths
- Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families.

### Challenges

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

Challenge number	Detail of challenge
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lower Levels of attainment in reading writing, maths, grammar and spelling
4	Low self-esteem
5	Accessing extra-curricular activities
6	Additional Needs support to meet the individual's needs
7	Difficulty making friendships
8	Lower attendance rates
9	Limited access to a wide range of life experiences due to limited social mobility
10	Provision of equipment for school
11	Parental support/engagement/aspirations
12	Personal, Social, Behavioural and Emotional issues, which are likely to be heightened through the long period of lockdown.
13	Gaps in knowledge from prior stages of education from other education providers and/or lack of education through lockdown
14	In year transfer pupils from other schools. Gaps in knowledge
15	The ability or desire to access to peripatetic music lessons
16	Lower numeracy and literacy levels at home on arrival from other education providers
17	Support at home with homework tasks
18	Not having a breakfast/healthy breakfast in the morning
19	Poor punctuality record
20	COVID implications of lockdown on pupils' learning
21	Access to, and equipment for, online learning

## 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
Improve the reading of all pupils specifically disadvantaged pupils and those pupils whose chronological reading age is below their actual age	Pupils are reading daily to an adult Good progress is evident from baseline to assessment. Reading Ages show progress from Autumn to Spring, and Spring to Summer in line with whole class progress or better.	<ul style="list-style-type: none"> <li>Pupils' planners checked for reading and rewarded for regular reading at home.</li> <li>Reception, Y1, Y2: Pupils listened to 1-2-1 at least 3 times a week; Y3, Y4, Y5: Pupils listened to 1-2-1 at least 2 times a week.</li> <li><b>June 22:</b> Reading: 14 pupils 2 steps progress; 18 pupils 1 step progress (since September).</li> <li><b>July 22:</b></li> <li><b>Y1</b> – Average 2 book bands progress per pupil &amp; 6 months increase in reading age</li> <li><b>Y2</b> - Average 3 book bands progress per pupil &amp; 5 months increase in reading age</li> <li><b>Y3</b> - Average 3 book bands progress per pupil &amp; 15 months increase in reading age</li> <li><b>Y4</b> - Average 4 months increase in reading age</li> <li><b>Y5</b> - Average 9 months increase in reading age</li> <li><b>Y6</b> - Average 4 months increase in reading age</li> </ul> <p>Achieved ARE in Reading:</p> <ul style="list-style-type: none"> <li>Year 1 2/8 25%</li> <li>Year 2 2/8 25%</li> <li>Year 3 3/6 50%</li> <li>Year 4 4/8 50%</li> <li>Year 5 4/6 67%</li> <li>Year 6 9/12 75%</li> </ul> <p>Achieved Year target in Reading:</p> <p>Year 1 4/8 50%</p> <p>Year 2 3 (1+)/7 43% (1 surpassed target)</p> <p>Year 3 6 (3+)/6 100% (3 surpassed target)</p> <p>Year 4 8/8 100%</p> <p>Year 5 8/8 100%</p> <ul style="list-style-type: none"> <li>Year 6 7 (+5)/11 64% (5 surpassed target)</li> </ul>
Staff CPD is delivered to upskill and support using different teaching strategies	Teaching staff are confident in using a range of strategies to deliver to pupils Pupils' learning progress is at least good. Emotion Coaching used to inform behaviour management strategies.	<ul style="list-style-type: none"> <li>Staff given different strategies to adopt in class:</li> <li>Seating plan – where best for PPG pupils to sit</li> <li>First questions of the lesson to PPG pupils</li> <li>Emotion Coaching Training for all staff – how we coach children through scripted responses to support behaviour management.</li> <li><b>July 22:</b> Learning walks showed staff have a clear understanding of pupils' needs and adopted different strategies to support.</li> </ul>
Staff CPD being linked to evidence in pupil books, in pupil voice, and Progress Check Data so that there is an improved approach to delivering and organising learning for our disadvantaged pupils.	Staff are confident in supporting disadvantaged pupils Disadvantaged pupils' progress is at least good	<ul style="list-style-type: none"> <li>Pupil Progress Meetings carried out with part of the discussion focused on PPG pupil performance and discussion of resources and interventions that may be beneficial to support.</li> <li><b>June 22:</b> Academic Mentor and Tutor-focused groups organised: 26/42 pupils have had small group sessions</li> <li><b>July 22: Pupil progress</b></li> </ul>
All disadvantaged pupils participate in curriculum trips and school residential to broaden experiences.	100% attendance on trips and residential	<ul style="list-style-type: none"> <li>100% attendance on school day trips</li> <li>Y2 residential – 6/7 attended</li> <li>Y3 residential – 4/6 attended</li> <li>Y4 residential – 8/9 attended</li> <li>Y5 residential – 5/7 attended</li> <li>Y6 residential – 6/9 attended</li> </ul>
Disadvantaged pupils given the opportunity to experience music lessons	Disadvantaged pupils participate in music lessons	<ul style="list-style-type: none"> <li>1 KS2 pupil attended music lessons throughout the year that was supported by PEP</li> </ul>
Booster small group tuition in both KS1 and KS2 will support pupils in 'keeping up' then 'catching up'	Disadvantaged pupils participate in additional sessions with Academic Mentor/Teaching staff Good progress is evident from baseline to assessment	<ul style="list-style-type: none"> <li><b>Y1:</b> 3/6 attended Phonics session (4 days a week): 1 pupil now working at GD; 1 pupil now more confident in working independently in the classroom</li> <li>4/6 attended daily Reading Recovery (see Reading data above)</li> <li><b>Y2:</b> 6/7 attended Literacy session (3 days a week)</li> </ul>

		<ul style="list-style-type: none"> <li>5/7 attended Maths session (2 days a week) 25% achieved ARE; 29% achieved target</li> <li>2/7 attended Numicon sessions and were able to show increased confidence through applying in class learning.</li> <li>4/7 attended Phonics session (4 days a week)</li> <li>1/7 attended spelling session (2 days a week)</li> <li>Y1 &amp; Y2 pupils are now more willing to take risks and are more confident in making mistakes in maths than in the Autumn term recognising that it is ok to make mistakes and to learn from them</li> <li>Y3: 3/6 attended Phonics session (5 days a week) all 3 passed the Phonics Screening retest.</li> <li>These pupils now demonstrate greater confidence in reading – 1 pupil now asks to be heard read by adults as his confidence and enthusiasm for reading has grown</li> <li>Y4: 2/9 attended Literacy AS session (1 day a week)</li> <li>6/9 attended Maths sessions (2 days a week) 38% achieved ARE; 88% achieved target grade</li> <li>Y5: 4/7 attended Maths &amp; Literacy (2 days a week) 67% achieved ARE</li> <li>Y6: 7/10 attended 1-2-1 SATs preparation (1 day a week) 75% achieved ARE Reading; 58% achieved ARE Maths</li> </ul>
Pupils' aspirations widened and self-confidence increased	Pupil Aspiration meetings carried out Pupils can explain their different aspirations for the future	Aspirations meetings held with each pupil, which discussed career interests, subject strengths, and interests in and out of school. This allowed direction for further experiences, clubs, and resources to support within the classroom and informed extra-curricular clubs for Summer term. 5 pupils signed up for extra-curricular clubs as a result of these conversations.
Pupils' emotional wellbeing, self-confidence and ability to make good relationships with others will be improved	Pupil participation in additional support group Baseline to programme end Pupil Voice will evidence the impact on the pupil	<ul style="list-style-type: none"> <li>'Great to be Me' – self-esteem – attended by 7 KS1 PPG pupils</li> <li>'Think Good, Feel Good' – emotional wellbeing – attended by 2 KS2 PPG pupils</li> <li>'Socially Speaking' – making good relationships – 1 KS2 PPG pupil</li> <li>'ACORNS' – positive relationships following home experiences – 2 KS2 PPG pupils</li> <li>ELKlan delivered to 6 KS2 PPG pupils and 5 KS1 PPG pupils</li> <li>Forest Schools: 15 KS2 PPG pupils and 8 KS1 PPG pupils have participated in Forest Schools sessions</li> </ul> <p>*Boxall surveys used to measure progress – these are completed in Autumn Term</p>
Pupils will feel a sense of belonging to the school as well as being prepared and equipped for learning	All pupils wear correct school uniform All pupils have equipment and learning resources	<ul style="list-style-type: none"> <li>5 pupils had uniform items purchased to date (Y4,5,6)</li> </ul>
Families supported in helping their child's learning / needs at home	Home visits to new starters Regular communication between home and school through a range of sources Families attend Family Learning Sessions in school	<ul style="list-style-type: none"> <li>Reception Parent meeting – all PPG parents attended</li> <li>Year 1 Parent Phonics meeting – 0 parents of PPG children</li> <li>Year 2 Parent SATs meeting – 2 parents of PPG children</li> <li>Year 6 Parent SATs meeting – 2 parents of PPG children</li> </ul>
All pupils have a healthy start to the day and are fit and ready to learn	Disadvantaged pupils attend Breakfast Club	<ul style="list-style-type: none"> <li>1 family used this in Autumn 2 to improve attendance.</li> <li>1 family used this to support home conditions</li> </ul>
Pupils learn strategies and approaches to improve resilience, teamwork and problem solving that will support them in their learning and beyond school life	Teaching staff explicitly teach strategies and approaches within the classroom Pupils show greater confidence and resilience in problem solving	<ul style="list-style-type: none"> <li>MyHappyMind programme purchased and delivered by staff every Monday morning alongside PSHE sessions and assemblies on Resilience, Teamwork and problem solving. Pupils are now able to use 'Happy Breathing' and talk more confidently about how their brains work and affect their feelings.</li> <li>School residential this year have focused on resilience, teamwork and problem solving to further support. Pupils on the residential have shown a greater ability to interact, discuss and problem solve with other pupils than before.</li> </ul>
Pupils are able to access learning in school and at home remotely	100% engagement in the event of a class isolating All pupils have the necessary equipment to access learning	Google Classroom further promoted and parents supported in accessing throughout the year. Special events, trips and photograph opportunities are shared on GC to encourage more parent participation. Parent survey (May 2022) shows that 96% of parents surveyed (88 responses) look at Google Classroom often.

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning</i>	Knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>	6
<i>Staff Training: Reading, Writing, Maths, Grammar &amp; Spelling</i>	Staff training to ensure that all teaching staff are upskilled to support pupils' learning using a range of strategies. Literacy Counts Training.	3
<i>Emotion Coaching</i>	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>	2,4,6,12

## Targeted academic support

Budgeted cost: £33,735

**Actual spend: £34,586**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentor</i>	Small Group Tuition in English and Maths: 4 Months additional progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1, 3, 11, 14, 20
<i>Pupil Progress Meetings</i>	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>	3, 6, 10, 11, 13, 14
<i>Reading Support</i>	Reading Comprehension Strategies: additional 6 months progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	1, 3, 13, 14, 16, 20
<i>Online Learning Apps &amp; electronic devices</i>	Teaching primary pupils strategies to support their working memory and getting them to practise these by playing online games can boost their maths results by the equivalent of an additional three mont <a href="https://educationendowmentfoundation.org.uk/news/new-eef-trial-3-months-boost-maths-results-from-improving-working-memory/">https://educationendowmentfoundation.org.uk/news/new-eef-trial-3-months-boost-maths-results-from-improving-working-memory/</a>	3, 9, 21
<i>SWANS Counselling</i>	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>	2, 4, 6, 7, 11, 12, 20
<i>Play Therapy</i>	Behaviour Interventions: 3 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>	2, 4, 7, 12, 20

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

Budgeted cost: £36,800

Actual spend: £34,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics	Parental Engagement Strategies: 3 Months additional progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	8, 19
Forest Schools	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> Outdoor Learning: 4 months additional progress when successful	2, 4, 7, 12
Extra-curricular clubs, Trips and Residentials	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> Outdoor Learning: 4 months additional progress when successful	5, 9
Music lessons	Arts Participation: 2 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	9, 15
Nurture Groups	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	2, 4, 7, 12, 20
Family Learning Sessions	Parental Engagement Strategies: 3 Months additional progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	2, 3, 13, 17
Breakfast/After School Club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/</a>	18

**Total budgeted cost: £82,035**

**Actual Spend:**

**Actual Funds received: £88,655**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### Teacher Assessment 2021-22:

Reading:

72% PPG pupils achieved their target for the year

49% PPG pupils achieved the national ARE

Writing:

60% PPG pupils achieved their target for the year

34% PPG pupils achieved the national ARE

Maths:

72% PPG pupils achieved their target for the year

42% PPG pupils achieved the national ARE

### 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?	Service Pupil Premium Funding was used in the same as PPG funding (above) to ensure that pupils were given the same opportunities and experiences.
What was the impact of that spending on service pupil premium eligible pupils?	2 eligible pupils participated in all events and activities. 2 eligible pupils achieved at least EXS in all subject areas.