

Pupil Premium Strategy for Buckfastleigh Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Buckfastleigh Primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	30% (inc CLA and Service)
Proportion (%) of pupils in care	1.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Eddie Brown Headteacher
Pupil premium lead	Eddie Brown Headteacher
Governor / Trustee lead	Celia Stringer – Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,488
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,361
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	£82,504

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 have a social worker and young carers.

The activity we have outlined in this statement is also intended to support pupil's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure high quality teaching for all in all subjects (wave 1). All subjects will *inspire* children to achieve the highest outcomes.
- Ensure disadvantaged pupils *believe* in their ability to learn and are always challenged in their learning.
- A broad and balanced curriculum that encourages children to *discover* a range of knowledge that will commit to their learning journey through the school and in to secondary school.
- Act early to intervene at the point need is identified, ensuring all children will *achieve*.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Therefore, reinforcing the importance of *belonging* to a community that is inclusive for all and as a team we will achieve the best outcomes for all our pupils- *Putting children and Learning at the heart of everything we do*.

Challenges

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

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Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as they move into KS2.
3	End of Reception Assessments indicate that not a high enough proportion of disadvantaged children are reaching GLD.
4	End of Key Stage Assessments indicate that not a high enough proportion of disadvantaged children reach the expected standard in Reading, Writing and Maths
5	Experiences outside school that reduce children's capacity to learn.
6	Attendance of a small group of children lead to missed learning time

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.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All children will achieve well in reading by the end of KS1 having made at least good progress from their starting points.	<ul style="list-style-type: none"> Phonic Screening to achieve above national average. Children in year 1 can apply their phonetical knowledge in reading, spelling and writing. At the end of KS1, children are achieving at least national average in Reading. All children are able to read well enough to access the curriculum in Year 3 unless there is a specific reason why they are unable to. Disadvantaged children perform in line with their peers or better. Observations show that children have a love for reading All the school community understand the importance of reading and how this impacts learning across the curriculum. Close tracking of our lowest readers ensures intervention is implemented at point of concern.
Improved outcomes at the end of KS1 in Reading, Writing and Maths	<ul style="list-style-type: none"> Children achieve at least national average in RWM. Children have made at least good progress from their starting points. Disadvantaged children perform in line with their peers or better.

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Improved outcomes at the end of KS2 in Reading, Writing and Maths	<ul style="list-style-type: none"> • Children achieve at least national average in RWM. • Children have made at least good progress from their starting points. • Disadvantaged children perform in line with their peers or better. • Observations and pupil conferencing show children are confident in their learning and are able to talk about it. • Children’s knowledge builds through the curriculum and they are able to building on existing knowledge to learn new content.
Children are ready to learn in school.	<ul style="list-style-type: none"> • Adverse experiences outside of school are reduced • The school continues to work with Virtual school so that all CLA or children with a social worker are well supported. • Disadvantaged children enjoy attending school and they value education. • Families of disadvantaged children are supported by the school effectively and are able to help their children learn. E.g. Through Early Help. • Children’s social and emotional needs are met through effective support in school. E.g. Nurture
Disadvantaged children attend well at school	<ul style="list-style-type: none"> • Attendance data shows an improvement in attendance of disadvantaged children over time. • Attendance of disadvantaged children is in line with their peers. • The school monitors the attendance of all children closely and takes action to support families where attendance needs to improve.

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: £55,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to invest in a high quality systematic synthetic phonics program (RWI). This will be by ensuring that we have all the necessary materials and staff are up to date and have received the latest training.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Our school uses a programme called Read Write Inc. This scheme not only improves the accuracy of word reading but also builds on vocabulary and comprehension knowledge.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
The school will invest time in ensuring that teacher adapt the curriculum to meet the needs	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific	1, 2, 3, 4

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<p>of all children with a particular focus on SEND and disadvantaged children. Training will focus in on metacognitive strategies, high quality modelling and scaffolding based around the latest DfE and EEF research.</p>	<p>strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Rosenshine’s Principles of Instruction provide a strong evidence based approach to strategies to help develop effective teaching and learning.</p>	
<p>Prioritising our whole school Oracy Project (2 years implementation)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>The school will put a focus on improving spelling by using RWI spelling. This is to support writing outcomes.</p> <p>Time will be spent ensuring staff are fully trained and the school has the resources it needs.</p>	<p>RWI Spelling is a respected program used across the country. It will follow on from our RWI Phonics program and support the development of spelling across KS2.</p>	3, 4
<p>Continue using Accelerated Reader to monitor engagement, progress and achievement in reading.</p>	<p>EEF – reading comprehension strategies Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet based software assesses reading age, and suggests books that match pupils’ needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. https://www.educationendowmentfoundation.org.uk/projects-andevaluation/projects/accelerated-reader</p>	1, 3, 4
<p>Keep enhancing our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1, 3, 4

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access Maths resources such as the Right to Progress	Improving Mathematics in Key Stages 2 and 3	
<p>Continue to develop our Broad Balance Curriculum to ensure every subject has a clear progression of knowledge, which always builds on prior learning.</p> <p>We will fund subject leader time to review their long term plan and to amend/change to ensure clear progression of knowledge throughout out the subject.</p>	<p>EFF research shows Knowledge, or more specifically prior knowledge, is one of the most crucial factors influencing a person’s ability to learn. When pupils are introduced to new ideas and concepts, they try to make sense of them by relating back to what they already know. The ability to recall previously learnt facts from memory assists the acquisition of new knowledge, allowing pupils to connect more complex ideas with their existing understanding. The weaker prior knowledge is, the more likely pupils are to develop misconceptions.</p> <p>Furthermore, in all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions</p>	1, 2, 3, 4
Every Day Readers and Comprehension Activities for children which are scaffolded to support children are all levels.	<p>EEF – Reading comprehension strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>A number of studies exploring the outcomes of reading for pleasure on the general population have found a strong association with emotional and personal development. Studies have found that reading for pleasure enhances empathy, understanding of the self and the ability to understand one’s own and others’ identities.</p> <p>https://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf</p>	2,3 & 6
Classes with high number of PP. The funding will enable the school to employ TAs to support these children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3, 4

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alongside the teacher with quality first teaching in class.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Investing in high quality texts for our school library.	Reading is the key to learning for all children and developing a love of reading for life is crucial. We want our children to have the opportunity to read the best possible books purchasing new and up to date books for our library will support this.	2, 4
Update some of our school technology to give more children access to high quality resources to support learning. We will buy additional iPads to replace existing technology.	When used effectively, technology can support and accelerate children's progress and support teachers in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3, 4, and 5

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

Budgeted cost: **£20,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In EYFS, children starting school with low Sp&L are identified and supported with the Infant Language Link. Time will be spent ensuring staff delivering the intervention are properly trained.	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. Infant Language Link is a well respected intervention that is used across the country as an assessment tool as well as support for those children who need to make accelerated progress.	1, 2
Children who are not fluent enough readers in Upper KS2 will receive interventions through Fresh Start.	The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on <i>Read Write Inc.</i> Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	4

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	Fresh Start EEF (educationendowmentfoundation.org.uk)	
<p>Introduction of Mastering Number maths to support children's acquisition of early number.</p> <p>Staff will receive training and the program implemented with teaching outside of the usual maths lessons.</p>	<p>Mastering Number is backed up by research from NCETM and supports the Ready to Progress criteria. The acquisition of early number is vitally important if children are going to be able to think mathematically in KS2.</p> <p>https://numbersensematics.com/blog-and-research</p>	
<p>Additional phonics support through 'pinny time' targeted at disadvantaged pupils who require further phonics support.</p>	<p>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 more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>Small group intervention for targeted KS2 children each week.</p> <p>Staff delivering interventions will have received appropriate training with regular coaching to support.</p>	<p>EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4
<p>Rainbow Room Provision to be offered to pupils that have social and emotional need.</p> <p>SEL approaches will also be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4, 5, 6

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Widen the experiences of disadvantaged children so they have greater contextual knowledge of the world and have opportunities to develop their talents and interests. For instance:</p> <ul style="list-style-type: none"> • Subsidised trips • Inter-school sports events • Subsidised after school clubs • Residential • Wild Tribe 	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning</p>	1, 2, 3, 4, 5, 6
<p>Develop children's confidence and desire to be in school by working alongside our school gardener through the year.</p>	<p>The RHS' own research and practical programmes support these findings. In fact, four in five teachers who signed up to the RHS Campaign for School Gardening reported that gardening has had a significant positive impact on pupil health and wellbeing.</p> <p>Why gardening makes us feel better / RHS Gardening</p>	1, 2, 3, 4, 5, 6
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of continuing to develop our outstanding practice.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Pupil progress meeting x 4 per year</p>	<p>By discussing every child as an individual, barriers to learning can be swiftly pinpointed and appropriate action taken.</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-the-impact-of-covid-19-and-catching-up</p>	1, 2, 3, 4, 5, 6
<p>Communicating with and supporting parents to ensure their children have a high percentage of school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p>	1, 2, 3, 4, 5, 6

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	<p>Involving parent in education can boost progress by 3 months according to EEF. By engaging parents in help of this nature we aim to bring them closer to the work of the school and enhance the lives of the whole family. The school has a range of ways to communicate with parents including the following: Text message Emails Facebook, TEAMS, Newsletters</p>	
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Total budgeted cost: £61,339

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 2021 to 2022 academic year.

Aim	Outcome (what was done)
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reception children completed Infant Language Link program • Anecdotal improvements in use of vocabulary in classes but this needs continued work in the coming 2 years to embed oral language skills in all children.
<p>All children will achieve well in reading by the end of KS1 having made at least good progress from their starting points.</p>	<ul style="list-style-type: none"> • Phonic Screening was 80% for all children in Year 1. 50% of disadvantaged children passed the check. • Children across KS1 have made good progress from their starting points in reading. This is the result of quality phonics teaching using RWI and focused interventions for those children who are making slower progress. • Children in year 1 can apply their phonetical knowledge in reading, spelling and writing. • Children in Year 2 have made good progress from their starting points. They are still not achieving as well as the school would like and this work needs to continue over the next two year.
<p>Improved outcomes at the end of KS1 in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • Some children have made good progress and achieved well but not enough children in KS1 are yet to achieve the outcomes the school aspires to. Focused support through quality first teaching and high quality interventions is required through KS2 for the children to reach their potential when they leave KS2.
<p>Improved outcomes at the end of KS2 in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • Disadvantaged children haven't performed in line with their peers. • Some children have made good progress from their starting points at the beginning to the year but overall progress from KS1 has been slower.
<p>Children are ready to learn in school.</p>	<ul style="list-style-type: none"> • Incidents of poor behaviour have greatly reduced over the last two years. Children behave well and are ready to learn. • Intervention through nurture, well-being interventions and a relational approach from staff have supported the children well.

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	<ul style="list-style-type: none"> • Some children need high levels of support and this is given through focused intervention from the school who have taken advice from external professionals. • The school works hard through Early Help to support a number of disadvantaged families. This means that children's home environment is more stable and they are more ready to learn back in school.
Disadvantaged children attend well at school	<ul style="list-style-type: none"> • The school has been rigorous in monitoring attendance and supporting those children whose is lower to improve their attendance. E.g. through free access to breakfast clubs, welcome meets at school. • Over the last two years, there has been an improvement in the attendance of children in school, including the attendance of disadvantaged children.

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance learning
Jigsaw PSHE	Jigsaw
Doodle Maths	EZ Education
Read Write INC	Ruth Miskin Phonics Training
Mastering Number	NCETM
Rethink Reading	Devon Education Services
RWI Spelling	Ruth Miskin Phonics
Infant Language Link	Speech Link Multi Media

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