

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. More details can be found within our Pupil Premium Strategy.

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	West Buckland Primary School & Nursery
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023 / 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Pupil Premium lead	Cameron Mann

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12105
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£12105</b>

# Part A: Pupil premium strategy plan

## Statement of intent

This funding usage sits alongside our Pupil Premium strategy which can be found on our website.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

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

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Not all children understand the value and importance of schooling. As a result they do not give their full and undivided attention to all lessons or give maximum effort to their learning.
2	Not all children actively engage with work outside of school such as spellings, times tables and other homework activities.
3	In the current economic climate, families are prioritising spend and so some children may miss out on experiences and opportunities as a result.

## 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
To narrow the attainment gap between Pupil Premium children and their peers.	Children in receipt of Pupil Premium funding achieve on average at least as well as those children not in receipt of Pupil Premium funding.
For all disadvantaged pupils to make, or exceed, Nationally expected progress.	Disadvantaged pupils make or exceed nationally expected progress.
To maintain attendance of disadvantaged pupils and ensure they are in line with County expectations.	The attendance of disadvantaged pupils is in line with that of their peers and as a minimum meets local authority expectations.

## 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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Have retrieval practice at the heart of our curriculum planning and as a key part of teaching &amp; learning.</p> <p>Ensure teaching and learning strategies contain feedback that is meaningful and has an impact.</p> <p>Structure support staff timetables to include an element of pre-teaching and over-teaching to meet specific metacognition needs.</p>	<p>EEF – Metacognition (+7 months)  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF – Feedback (+6 months)  <a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF – One-to-one tuition (+5 months)  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost: £10,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium children have additional input and further individual / group time with a teaching assistant each week to ensure they keep up rather than have to catch up.</p>	<p>EEF – one to one tuition (+5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF – collaborative learning approach (+5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>EEF – Teaching Assistant Interventions (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 and 2

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

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children have access to a full time ELSA through drop-in opportunities and structured sessions where necessary.</p> <p>All children have access to a full time Mental Health First Aider. This person will also undertake pupil voice with our PP children.</p>	<p>EEF – Metacognitions and self-regulation (+7 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>EEF – social and emotional learning (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF – behaviour interventions (+3 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>EEF – Parental engagement (+4 months)</p>	2 and 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
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**Total budgeted cost: £12,105**

## 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 2022/2023 academic year.

3 additional families qualified for the PP funding during the academic year.
2 Early Years children were identified as being eligible for the PP grant.
33% PP children reached ARE in Reading
33% PP children reached ARE in Maths
33% PP children reached ARE in Writing
100% PP children had full access to our broad Curriculum offer

Intention	Amount	Impact
Access to Extended Schools	£900	<ul style="list-style-type: none"> <li>This allowed children to access Extended Schools provision at a subsidised rate. This Breakfast club provision allowed them to have a good start to the day including a healthy breakfast. After School Club access allowed children to develop their social skills, their play and unwind from the days learning before going home safely and calmly.</li> </ul>
Subsidising of trips & visitors.	£460	<ul style="list-style-type: none"> <li>This ensured equal access to opportunities to learn beyond the classroom and fully partake in off-site activities. We used this to support access for children to take part in workshops and attend residential.</li> </ul>
Children have access to a trained ELSA.	£250	<ul style="list-style-type: none"> <li>This was to ensure all children had access to a trained ELSA. This proved key in supporting transition and those children who needed additional guidance throughout the year. We were able to ensure Pupil Premium children had additional time where necessary with our ELSA.</li> </ul>
To employ a teaching assistant to support PP children through the recovery model.	£6000	<ul style="list-style-type: none"> <li>This allowed an existing member of staff could do additional hours to give selected child in Years 1, 2 &amp; 5 half a day of additional input each week.</li> </ul>