

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	104
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Pupil Premium lead	Cameron Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,140

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. These decisions are undertaken following research and discussion, seeking external support where required.

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 disadvantaged 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: £3,069.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching raises the standard of our universal offer. This offer is consistent amongst all staff and across all classes.</p> <p>Have retrieval practice at the heart of our curriculum planning and as a key part of teaching & learning.</p> <p>Ensure teaching and learning strategies contain feedback that is meaningful and has an impact.</p>	<p>EEF – Feedback (+6 months) Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – collaborative learning approach (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1 & 2

Structure support staff timetables to include an element of pre-teaching and over-teaching to meet specific metacognition needs.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

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>Small group tutoring in phonics followed by targeted support where required.</p>	<p>EEF – one to one tuition (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF – Teaching Assistant Interventions (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF – Phonics (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 & 2

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

Budgeted cost: £2070.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children have access to a full time Mental Health First Aider.</p> <p>Whole staff training on relational behaviour strategies and an inset day dedicated to disadvantaged identification and support.</p>	<p>EEF – Metacognitions and self-regulation (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF – social and emotional learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF – behaviour interventions (+3 months)</p>	3

<p>Subsidised trips, uniform and priority access given to teacher led clubs to ensure disadvantaged children are always at the forefront of our minds.</p> <p>Creation of information leaflet alongside regular newsletter promotion to increase awareness and break-down barriers / stigma.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF – Parental engagement (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
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Total budgeted cost: £15,140

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 2023/2024 academic year.

Intent	Implementation	Impact
Narrow the attainment gap.	Through a range of teaching and learning techniques and adaptive teaching.	Children are supported in their learning with gaps identified and addressed with support. Confidence and fluency is gained to enable children to succeed. Children are more secure in the basic concepts.
To ensure progress is inline with peers, County and National.	Through the use of highly skilled interventions delivered to groups and individuals via a clear, whole school, timetable.	By following the long-term plan, children's knowledge and vocabulary build year on year. All children can access work at their level, work independently on tasks. Greater independence for each child with more children engaged and completing working.
To ensure attendance is in line with expectations.	Through high quality provision, engaging lessons, available support and subsidised offers.	Families report feeling supported by the school with staff readily available. Monitoring shows fewer CPOM entries, more targeting and successful support, and improved wellbeing. Whole school events and trips are well attended by all.