



Pupil Premium Strategy Statement 2023-2024

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Old Buckenham Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Mitchell, Headteacher
Pupil Premium Lead	Helen Mitchell, Headteacher
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,725.00
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,725.00

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Vision

To inspire a community of life-long learners, knowing who they are, how they can flourish, having experienced a broad and balanced curriculum.

We are an inclusive school who puts community at its centre, working to help it grow and thrive by feeding into it, giving our pupils the best possible outcomes and opportunities as they develop and learn.

At Old Buckenham Primary School, we believe that by having the highest expectations of all learners the highest possible standards can be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. We ensure pupils have access to high quality teaching providing a good education through our carefully sequenced knowledge-enriched curriculum and an exceptional range of personal development opportunities to enrich their schema of the world and life experiences.

We aim to support pupils in receipt of Pupil Premium to overcome the varied and complex barriers and challenges that they might face. In particular we want to allocate funding for three key areas:

- Raising the attainment of disadvantaged pupils and diminishing the difference with their peers
- Providing funding for LAC and previously LAC (PLAC) pupils
- Supporting pupils with parents in the Armed Forces to help mitigate the negative impact on service children of family mobility or parental deployment

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence- based sources of information:

- ❖ The EEF Guide to Pupil Premium
- ❖ Pupil Premium Tiered Model and Menu
- ❖ The EEF Moving Forward, Making a Difference
- ❖ Education Endowment Foundation Teaching and Learning Toolkit
- ❖ Our professional experience of what works best
- ❖ Our knowledge of our school's context

From these sources we have identified the following priority areas for spending:

High Quality Teaching

- Continuous professional development to develop high quality teaching and learning
- Curriculum development and reviews with a focus on meeting the needs of disadvantaged pupils

Targeted Academic Support

- Embedding assess/plan/do/review systematic approaches to the delivery of intervention programmes to support diminishing the difference in attainment gaps in core subjects
- Activities and resources that support the needs of disadvantaged pupils

Wider Strategies

- Develop systems and processes to support high attendance
- Financial support to access all elements of the curriculum e.g. trips, workshops
- Pastoral support linked to high expectations on behaviour, routines and school culture to support pupils' sense of belonging, wellbeing and relationships
- Provide rich and varied experiences by enabling access to after school clubs where appropriate through financial support

Challenges

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

Challenge number	Detail of challenge
1	To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on developing knowledge, skills and understanding in the core subjects of Mathematics and English
2	The attendance of our pupil premium children as a group is lower than that of the whole school; therefore, we want to diminish the difference in gap.
3	Limited life experiences and opportunities to join in enrichment opportunities, thus, to ensure Pupil Premium pupils have fair access to extracurricular activities and after-school clubs.
4	Many of our Pupil Premium children also fit into another vulnerable group such as having an additional special educational need, in particular SEMH needs.
5	To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers, closing gaps in subject knowledge - pupils' ability to retain knowledge over 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
To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on English and Maths	<ul style="list-style-type: none"> the gap between PPPs results of summative assessments in the core subjects will close over time compared to non-PPPs PPPs will make accelerated progress to ensure they are making the same rates of progress compared to non-PPPs
To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers	<ul style="list-style-type: none"> tracking of PPPs phonics results and/or reading ages and/or reading scaled scores and/or comprehension results will show a closing in the gap compared to non-PPP
To ensure Pupil Premium pupils have fair access to extracurricular activities and after-school clubs	<ul style="list-style-type: none"> PPPs attending activities, after school clubs, residential and trips is proportionate to non-PPPs Pupil voice reflects enjoyment in school and improved attitudes to learning. Extra-curricular activities will be offered to tap into our children's passions.
A strong professional dialogue will be kept open between all vulnerable group leaders so that there is early identification of needs of pupil premium pupils with appropriate strategies implemented where necessary.	<ul style="list-style-type: none"> Termly meetings with the SENCO, PP lead and DSLs, as well as any external professionals support early identification of need and in turn the appropriate targeted support. The number of PPP's major behaviour incidences compared to non-PPPs diminishes.
To narrow the gap between attendance of Pupil Premium pupils and non-Pupil Premium pupils.	<ul style="list-style-type: none"> The number of PPP persistent absentees compared to non-PPPs diminishes. The gap between PPP attendance compared to non-PPP diminishes.

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: £26,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribute to the cost of raising achievement in the curriculum through training of all staff (including Teaching Assistants) and the purchase of resources to support improvements in standards of teaching and learning</p> <ul style="list-style-type: none"> * Little Wandle phonics * The Write Stuff approach to teaching writing * White Rose Maths * Jane Considine Spelling * Letterjoin Handwriting 	<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>DfE Focus on high quality teaching, especially for disadvantaged pupils found here</p>	<p>1</p> <p>5</p>
<p>Retention and recruitment of Teaching Assistants to support teaching and learning</p>	<p>Effective use of teaching assistants and the impact they can have in schools.</p> <p>The positive impact of TAs on outcomes can be evidenced in the following publications EEF Unison Gov</p> <p>‘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. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	<p>1</p> <p>4</p> <p>5</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of assessments to baseline, intervene and assess progress in core subjects</p> <p>Times Table Rockstars & Numbots: resources to aid the retention of number facts to improve pupils' fluency in Mathematics</p> <p>Assess Fluency in Reading</p> <p>Wellcom</p> <p>Boxall Profile</p>	<p>Activities and resources that support the needs of disadvantaged pupils</p> <p>Assessments allow schools to baseline pupils and also gives teachers an understanding of the starting point of pupils.</p>	<p>1</p> <p>2</p>
<p>Booster sessions after and/or school for Y6 in reading, maths and SPAG.</p> <p>Resources purchased to support these groups delivery including Test base, CGP materials.</p> <p>Booster sessions after school for Y5 pupils in maths</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p>
<p>Purchase web-based programs to be used at home and in school.</p> <p>Little Wandle</p> <p>Times Table Rockstars and Numbots</p> <p>Letterjoin Handwriting</p> <p>Devices are available for pupils to 'loan' to be able to access web-based programs at home</p>	<p>EEF toolkit-parental engagement</p> <p>EEF guide to pupil premium- targeted academic support</p> <p>EEF- digital technology-clear evidence technology approaches are beneficial for writing and maths practice</p>	<p>1</p> <p>5</p>
<p>HLTA timetabled daily every morning for sensory sessions.</p> <p>HLTA timetabled for Nurture sessions 3 days a week (1 hour)</p> <p>HLTA (small group teaching) with Y6 every morning each week in Maths and English</p>	<p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>EEF-social and emotional learning-improves interaction with others and self-management of emotions-impacts on attitudes to learning and social relationships in school which increases progress in attainment</p>	<p>1</p> <p>4</p> <p>5</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchases and financial support for Pupil Premium Pupils in order to access:</p> <ul style="list-style-type: none"> * equipment * uniform * trips * residentials * clubs delivered by external (paid) providers *instrumental music lessons *external sports events including competitions 	<p>Equipment to enrich and enhance curriculum activities, after school clubs, including sports, outdoor activities, arts experiences, culture and trips</p> <p>School uniform assistant details from EEF found here Arts participation and extra-curricular activities are included to enhance the learning and aspirations of pupils more information found here</p> <p>Contribution to trips and visits ensure PP pupils can engage and take part in the schools offer.</p>	<p>3</p> <p>4</p>
<p>Identified Teaching Assistants to check in with pupils/parents according to vulnerability</p>	<p>EEF toolkit- Parental Engagement</p>	<p>2</p> <p>4</p>
<p>Teaching Assistants to contact parents in the first instance if pupil not in school.</p> <p>Attendance Lead to make contact where there is a concern.</p>	<p>Attendance Data</p> <p>EEF toolkit-Parental Engagement</p>	<p>2</p> <p>4</p>
<p>Support monitoring and supporting progress in pupils mental health and wellbeing</p>	<p>Embed the use of resources and approaches to support Pupil Premium pupils with maintaining and improving mental health</p> <p>Information provided from assessments, resources and approaches adopted improves teacher-understanding of specific pupils' needs, strengths, weaknesses, emotions and behaviours. More information can be found here and here</p>	<p>3</p> <p>4</p>

Total budgeted cost: £44,725.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our non-disadvantaged pupils.

Challenge 1: Gaps in subject knowledge – pupils' ability to retain knowledge over time

- * Assessment information shared with parents through parents evening meetings (Autumn and Spring term) and in summer, through the annual report.
- * CPD sessions with staff were delivered each term.
- * Observed embedded practice in classroom lessons and for home learning activities.
- * Use of MyMark to support analysis of pupil gaps in knowledge within maths and reading, informing planning for learning and adaptation of curriculum being taught to plug gaps identified.
- * Pupils identified for small group intervention, including tuition using catch up funding. Progress of those pupils accessing this intervention evident within the subjects targeted.
- * Booster groups delivered for Y6 pupils after school in reading and maths (weekly) in Autumn and Spring terms, with all PP pupils invited to attend. Where there was non-attendance, this was because of parental choice. 64% of PP pupils made expected progress in both reading and maths from KS1.
- * Our approach to the teaching of reading refined and communicated with parents.

Challenge 2: Diminish the gap in attendance of our pupil premium children and non-pupil premium children

- * Cumulative whole school attendance for Sept 2022-July 2023 -please see information below:

FSM6			All	R	1	2	3	4	5	6
FSM6	32	School	92.0%	95.8%	76.1%	92.7%	88.9%	99.2%	90.9%	93.5%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+0.8%	+6.3%	-14.5%	+1.3%	-2.8%	+7.5%	-0.8%	+1.9%
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	155	School	95.7%	96.0%	96.0%	95.5%	94.9%	97.9%	95.3%	94.4%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+1.0%	+2.8%	+1.7%	+0.6%	-0.3%	+2.7%	+0.1%	-0.6%

Whilst there is still a gap between whole school data between PPP and non-PPP, attendance was better for PPP than non-PPP in Year 4, with the gap nearly diminished in Reception class.

As a school, our data for PPP is better than national data.

- * Our % of persistent absentees had reduced to 12.9% by July 2023, from 20.3% in December 2022. For PPP in Dec 2022, 33.3% were persistently absent (non-PPP-17.5%). This had reduced to 27.8% (non-PPP 9%). There is still a gap to diminish between PPP and non-PPP pupils despite the improvements seen overall.

Challenge 3: Limited life experiences and opportunities to join in enrichment opportunities

- *100% of Year 6 pupils attended the residential to Kingswood; funding supported the 12 PP pupils accessing this opportunity.
- *All places for the Premier Sports after school club were free for one term. PP pupils were prioritised in the first instance.
- *Subsidised place provided to one PP pupil for access to weekly Rocksteady Music lessons provided.
- * 100% of PP pupils able to attend the trips planned throughout the academic year with school funding used to support where necessary.

Challenge 4: Many of our pupil premium also fit into another vulnerable group such as having an additional special educational need

- * Weekly DSL meetings support identification of needs and strategies to support pp pupils. As the SENCO is also DDSL, professional dialogue is consistent and supports early identification of needs.
- *Pupil progress meetings provide opportunities for discussing PP pupils, interventions implemented to address specific needs and impact.
- *Improvements observed in the involvement of external professionals, in particular, NCC Inclusion Team when identifying strategies to support specific pupils displaying need.
- * TA roles and responsibilities have been restructured to better support needs being met across the whole school.
- *An accurate SEND register which identifies those pupils who are PP is in place, which is regularly reviewed by the SENCO with staff.
- *Increase in use of Alternative Provision has been observed where appropriate. This has been a great support for pupils with SEMH needs in particular.

Challenge 5: Access to high quality adult targeted support via targeted interventions

- * Statutory Assessment in Year 1 Phonics: 80% of the cohort were successful in meeting the expected standard in phonics. 100% of PP pupils met the expected standard in phonics in Year 1 and Year 2. All PP pupils received catch up tuition in phonics and/or reading.
- *PP pupils targeted for extra reading sessions with volunteer in Year 1 and Year 2.
- * PP pupils targeted for catch up tuition groups in Year 6 in maths and reading.
- *Monitoring of teaching, assessments and pupil voice show good progress

Based on all the information above, the performance of our disadvantaged pupils partly met expectations, and we are at present partly on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the school has started to implement aspects this year which if embedded should result in effective outcomes by 2023/24.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider