

Pupil premium strategy statement

This statement details our 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	Data	
School name	Buntingsdale Primary School and Nursery	
Number of pupils in school	74 + 3 nursery	
Proportion (%) of pupil premium eligible pupils	FSM: 17%	SC: 60%
Academic year/years that our current pupil premium strategy plan covers	one	
Date this statement was published	1.12.21	
Date on which it will be reviewed	November 2022	
Statement authorised by	Clare Elkes Head Teacher	
Pupil premium lead	Clare Elkes	
Governor / Trustee lead	Sarah Odle Vice Chair of Governors	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Pupil Premium	£14,260

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

We want pupils to develop a positive attitude towards learning from an early age; to enjoy the challenge of learning, to give of their best; and to develop the essential knowledge and skills that will help them to be successful learners and citizens both now and in the future. This includes developing a clear understanding of appropriate expectations for behaviour; taking responsibility for our actions, respecting others rights and needs and accepting the consequences of inappropriate behaviour.

At Buntingsdale we endeavour to

- Ensure our disadvantaged pupils' academic success is in line with non-disadvantaged pupils.
- Enable all disadvantaged pupils to achieve their full potential.

We do this through:

Knowledge of pupil premium children in each class

Interventions

Additional staffing

ELSA trained Teaching Assistant

SENDCo

Resources

CPD

Pupil progress meetings

Monitoring

Specific resources/support to meet individual needs for those adopted from care

Challenges

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

Challenge number	Detail of challenge
1	Financial impact limits the amount of wider opportunities open to disadvantaged pupils.
2	Sometimes parents do not have the knowledge or understanding to be able to support their children with work at home.
3	Access to technology outside of school is limited.
4	Lack of space in the home environment restricts opportunities for children to study.
5	Some disadvantaged pupils are not working at their full potential in school.

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 ensure progress is at least in line with their peers.	Formative assessment shows children are making progress from their starting points, in line with their peers. Termly summative assessment shows good or accelerated progress.
To close gaps between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils achieve their full potential. They make accelerated progress ensuring gaps are closed and targets are met.

Disadvantaged pupils are confident and resilient learners.	Pupil voice and daily work in class demonstrates confident and resilient learners. Pupils achieve their full potential.
--	---

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Targeted intervention Programmes and Resources	Some pupils need specific interventions to narrow/close gaps in particular areas.	2,3,4,5	£5185
Teaching Assistant support, small group and one to one (Teaching Assistants=6)	Additional adult support sets a high expectation of achievement. Guided practice provides models. Instant support enables misconceptions to be addressed and gaps to be closed.	2,3,4,5	£5750
Appoint a part time TA to: Support well-being (nurture groups; one to one sessions) Support in class Ensuring pupils attend school Ensuring pupils arrive punctually for school Resources to support children's mental well-being.	Children need to feel happy and safe in school to become confident and resilient learners. Good attendance and punctuality are essential to prevent any lost learning.	2,3,4,5	£5750
Free extra-curricular activities	Participating in such activities widen pupils' social circle and enable them to learn new skills.	1	£300

Subsidised trips and residential visits	Pupils benefit from wider life opportunities.	1	£500
Total			£17,285

Expenditure for Service Children

Activity	Budgeted Cost
Teaching Assistant and mental health lead to provide pastoral care and support.	£6000
Transition/Deployment Resource packs including printing, laminating costs, admin time.	£250
Consumables and Resources for Nurture Club	£300
TA support in class for Transition and pastoral care.	£400
Administration/ Assessment/data Analysis for mobile pupils	£100
Interventions: small group and one to one support (Teachers/Teaching Assistants/Learning Support	£6000
Learning resources to aid the closing of gaps	£1200
Total	£14,250

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.

Pupil premium activity in 2020-21 relates to our COVID strategy during lockdowns and periods of remote learning. In the second lockdown 4/1/21-8/3/21, school places were offered to all disadvantaged children and children of key workers, including service personnel. End of year data indicates that these children made progress in line with their peers. Progress data shows that gaps were narrowed for all pupils.

The catch-up premium was used to fund additional support during the Summer term from which disadvantaged children benefitted. This also impacted on positive data.
