

# Pupil Premium Strategy Statement – Buxton Junior 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	Buxton Junior School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (Year 3 of 3)
Date this statement was published	December 2024
Date(s) on which it will be reviewed	July '24, July '25, July '26
Statement authorised by	Ros Carter, Headteacher
Pupil premium lead	Andy Williamson, Deputy
Governor / Trustee lead	Donna Elwis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£120,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,700

## Part A: Pupil premium strategy plan - Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At Buxton Junior School, we offer a rich, relevant, broad and balanced curriculum to all of our pupils – it is the sum of a child’s experiences at school and will prepare them for life in a diverse, ever-changing and exciting world. Our job is to educate our children so that they can make the world a better place.

It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background, so that all children develop academically, culturally, physically, socially and creatively. Furthermore, in the 23-26 cycle we also plan to embed oracy into the heart of the school curriculum, in order to ensure our disadvantaged pupils are able to speak confidently and eloquently and can clearly articulate their ideas and thoughts in a range of contexts.

Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our disadvantaged pupils. Variation of need is determined by analysis of pupil data and tracking alongside a discussion with parents, pupils and staff and informed by research information on how to maximise the use of pupil premium funding and impact on pupil progress.

Ambition Institute found that the progress gap between persistently disadvantaged students and the non-disadvantaged national average has grown from 11.8 months in 2010 to 20.1 months in 2015 – a drop of 8.3 months, which has been further exacerbated due to the impact of the global pandemic. While the Government’s data for the 2024 SATS indicates that the attainment gap between disadvantaged primary school pupils and their better-off peers has fallen slightly to 3.12 (from 3.21 which represents its largest level in a decade), it remains greater than the pre-pandemic rating of 2.91.

A significant proportion of our school is classed as disadvantaged (35.3%, up from 19% in 2018), therefore constructing a school that closes the disadvantaged gap is fundamental to our goal of ensuring all our children leave our school meeting their full potential with:

- an ability to reflect, discuss, evaluate and think critically
- an ability to be an engaged and effective life-long learner
- respect and tolerance for themselves and others
- enhanced understanding and knowledge of the world, both locally and globally
- an understanding of how one’s own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society.

Following the guidance of the Education Endowment Foundation we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class and that every teacher is supported with appropriate CPD to keep on improving. Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support to ensure disadvantaged pupils move back on track. Furthermore, a range of wider strategies (informed by an array of research, including Gross' 'Reaching the Unseen Children' and Mannion and McAllister's 'Fear Is The Mind Killer') are implemented to identify and overcome non-academic barriers to success in school. Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge: Our assessments, observations and discussions with pupils, parents and staff, parents show that:
1	<p><b>A large proportion of disadvantaged pupils enter key stage 2 working towards or below the expected standard</b> at the end of key stage 1, and enter the foundation stage at our main feeder infant school well below age related expectations. The most recent official KS1 SATS data shows that 62% of disadvantaged pupils arrived in school having not met the expected KS1 standard in reading, writing and maths meaning that, in order to meet KS2 age related expectations, these pupils will need to make accelerated progress throughout KS2.</p> <p><b>2025 Update:</b> Recent Autumn assessment data shows that just 10.5% of the year 3 pupil premium cohort are in line with age related expectations in reading, writing and maths.</p> <p>Attainment at greater depth is also significantly lower for disadvantaged pupils than for all pupils.</p>
2	<p><b>Children enter school with a variety of social and emotional needs requiring additional support</b> - A higher proportion of our disadvantaged pupils have suffered from Adverse Childhood Experiences (ACES). As a result, many of our pupils and families are affected by a range of social and emotional issues, including medical and mental health problems. Furthermore, these pupils may have heightened social, emotional, and behavioural needs and may be involved with other external agencies including social care, health, police, CAMHS, Crossroads etc. These factors can result in low attendance or persistent absenteeism.</p>
3	<p><b>A deficit in metacognitive and self-regulation strategies</b> - A higher proportion of our disadvantaged pupils have difficulties in at least one of these areas, impacting potential progress and attainment due to:</p> <ul style="list-style-type: none"> <li>• a lack of understanding about what they know and do about their learning,</li> <li>• difficulty to feel positive about themselves, remain calm, cope with emotions, adapt, or respond appropriately to the school environment,</li> <li>• a lack of key skills such as resilience and teamwork.</li> </ul>
4	<p><b>Cultural capital deficit, leading to narrow vocabulary knowledge in speaking, reading comprehension and writing</b> - Children's experiences and understanding of the world (including other cultures and beliefs) are limited due to our school context and other environmental factors. This has the potential to limit academic progress across the curriculum, limiting the acquisition of a broader range of vocabulary and reducing the availability of high-quality texts and opportunities to engage with texts and language outside of the school.</p>
5	<p><b>Parental engagement</b> - Many of our parents of pupils in receipt of the pupil premium have reported they have negative experiences of their own of schooling, which has made it more difficult to engage in their children's education. At Buxton Junior School, we encourage all of our families to hold a strong motivation and commitment for learning, so parents/carers have strong aspirations for their child's future.</p>

## 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 attainment across the curriculum for disadvantaged pupils.	100% of pupil premium pupils make better or expected progress from their KS1 starting points and achieve in line with their peers. Pupil Premium pupils at Buxton Junior School will outperform national average data for attainment and progress both at the expected and at the higher standard.
Pupils and families with identified social, emotional, mental health or health needs are supported by school staff and relevant agencies so that needs are alleviated and/or removed.	Provision of family support worker is impacting positively upon the attendance of disadvantaged pupils and reducing rates of persistent absenteeism. 'TalkAbout' sessions ensure pupils with SEMH needs are supported. Parent sessions are effective in providing guidance on how to support their children.
<p>Pupils receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature.</p> <p>Pupils will benefit from an enriched English, SMSC, RE and PSHE curriculum pertinent to the identified needs of our context and community, ensuring the maximum possible exposure to, and develop understanding and acceptance of, cultures and beliefs that are different to their own.</p> <p>Schools' focus on embedding oracy across the curriculum ensures disadvantaged pupils are able to speak confidently and eloquently, clearly articulating ideas and thoughts in a range of contexts.</p> <p>Pupils become more confident and competent users of the written language and use this to access more challenging texts. They use this knowledge to develop their control of language and content in writing, their confidence in reasoning and problem-solving in maths and their inference skills in reading.</p>	<p>Pupil voice shows that pupil premium pupils are accessing a broad range of curriculum enrichment opportunities.</p> <p>Disadvantaged pupils benefit from a wide range of in-school opportunities to enable them to learn and understand about other cultures and beliefs.</p> <p>Disadvantaged pupils visit places in and beyond their immediate locality to enable them to gain first-hand experience of other cultures and beliefs.</p> <p>The deliberate, explicit and systematic teaching of the four strands of oracy, as outlined in the Oracy Framework, enables disadvantaged pupils to speak confidently in formal and informal settings.</p> <p>Curriculum monitoring shows disadvantaged pupils have a wide range of opportunities to write and read across the school curriculum, demonstrating standards that are at least in line with age related expectations.</p>
Metacognitive strategies are embedded in all teaching, across the curriculum, supported by the explicit teaching and modelling of these strategies.	Monitoring shows a range of metacognitive strategies are embedded within class teaching.

<p>Pupils are able to self-regulate emotions and develop effective learning strategies, allowing them to be independent learners who are resilient and relish a challenge.</p> <p>Pupils are able to apply a range of collaborative skills with confidence in order to work towards a collective goal.</p>	<p>Pupil Premium pupils at Buxton Junior School will outperform national average data for attainment and progress both at the expected and at the higher standard.</p> <p>Pupil voice indicates that disadvantaged pupils have a clear understanding of metacognitive strategies they can draw upon.</p> <p>Attitudes to learning amongst pupil premium children are positive.</p> <p>Pupils can identify strategies to use when faced with difficulties and can use them with confidence.</p> <p>When compared with non-disadvantaged pupils, the behaviour logging system shows fewer behaviour incidents are recorded for pupil premium pupils when compared to all pupils.</p> <p>Pupil premium children are well represented in the rewards system.</p>
<p>All pupils achieve attendance at 95% or above (unless an exceptional circumstance) and, where above 95%, pupil premium attendance is at least in line with all pupils.</p>	<p>Termly analysis of attendance data shows disadvantaged pupils are in line with this target.</p> <p>A pro-active and personalised approach is implemented with the family support worker, ensuring attendance is brought back into line where targets have not been met.</p>
<p>Our parental engagement initiatives build trust and develop strong relationships with the school community, including for our most vulnerable families.</p> <p>Parents feel encouraged and supported to help their children.</p> <p>Disadvantaged pupils have knowledge of a broad range of career options, with good awareness of the qualifications and training required to achieve potential career aspirations, driving the desire and motivation to achieve personal academic goals.</p>	<p>Parents will be supported by class teachers, family resource workers and wider school staff in academic areas as well as attendance.</p> <p>Where needed, school provides parents/carers of Pupil Premium pupils an increased opportunity to discuss progress throughout the school year.</p> <p>The school team work closely with pupil premium pupils and their parents/carers to ensure the full range of barriers to learning and trust with the school partnership are identified and tackled together as a team.</p> <p>The removal of barriers to learning allows for accelerated progress, in order to close the attainment gap between Pupil Premium and non-Pupil Premium pupils.</p> <p>Pupil and parent voice indicates that all disadvantaged families feel a strong sense of trust and have a positive relationship with the school.</p> <p>School provides (and gathers feedback from) a range of events to support parents (e.g. showcase events and mouthwatering maths sessions, which are well attended by families of pupils in receipt of the Pupil Premium).</p> <p>Use of online services (eg class emails and ParentHub) ensure direct contact from teachers to parents of disadvantaged pupils.</p> <p>Wrap around care provision and Holiday clubs will ensure families are supported with PP pupils gaining access to a range of quality activities.</p>

## 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: £38,657

Activity	Link with School Improvement Plan	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific training on adaptive teaching, metacognition, high participation, hard thinking and dialogic teaching to enhance quality first teaching.</p> <p>CPD on formative assessment and generative learning to create effective learning environments.</p>	<p>Area 1, Priority Development 4</p> <p>Priority Area 1 Development 1 + English Action Plan</p> <p>Area 1, Priority Development 3</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium)</p> <p><u>Rosenshine’s 10 principles of instruction</u>, ‘Ask Questions’ and ‘Provide Models for difficult tasks,’ confirm that these are fundamentally important areas to focus our CPD upon.</p> <p>The EEF state that <u>metacognition, self-regulation and feedback</u> approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress and that evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. Furthermore, the EEF state interventions which target <u>social and emotional learning (SEL)</u> seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, have an average overall impact of four months’ additional progress on attainment.</p> <p>Mannion and McAllister’s ‘Fear is the Mind Killer’ expands on all of these concepts in far greater detail, outlining and providing clear guidance on how to harness the common elements in order to bring greater coherence to learning. Jean Gross’s book Reaching the Unseen Children has also been a useful resource to ensure our offer is evidence-based and research-driven.</p> <p>The PINS project (Partnerships for Inclusion of Neurodiversity in Schools) is a national project with the goal of agencies working together to understand and improve support for neurodivergent children. Since many of our PP pupils are neurodivergent, and many who aren’t who struggle with self-regulation, we believe that specialist training around a wider range of learning styles and best practice in adjusting teaching practice to facilitate the engagement of all learners will enhance quality first teaching for all.</p>	<p>1,3,4</p>

		<p>The <u>EEF</u> state that embedding formative assessment practices can have a positive impact on progress (2 months) with a greater impact on pupils with low prior attainment.</p> <p><u>Tom Sherington</u> writes extensively about generative learning, ensuring learning engages all pupils and involves the retrieval of their existing schema, consciously exploring mental models and making connections, to enable new knowledge to be assimilated into the overall schema.</p> <p>Furthermore, effective use of feedback has been measured by <u>the EEF</u> to have a strong impact on pupil progress (6 months).</p>	
Design and implementation of BJS Writing Framework	Area 1, Priority Development 1 and English Action Plan	<p><u>Ofsted</u> report that where curriculum's for writing are less effective the 'curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these'.</p> <p>The BJS Writing Framework, designed in conjunction with <u>Whiston Worrygoose English Hub</u>, ensures that all pupils can become successful writers, ensuring the knowledge they need has been built over time so that complex ideas can be embedded and complex tasks increasingly undertaken.</p> <p><u>Ofsted report</u> that KS1 schools' curriculums for English, beyond the teaching of phonics, are often weak and that schools introduce complex reading and writing tasks too early. Without giving children enough teaching and practice for them to become fluent in foundational knowledge and skills. Therefore Buxton Junior School need to ensure careful sequencing of the writing curriculum in order to backfill some of these skills (see embedding writing CPD and the implantation and refinement of the BJS writing ages and stages below).</p>	1,3,4
Implementation and refinement of the of BJS Writing Ages and Stages Intervention Framework	Area 1, Priority Development 1 and English Action Plan	<p>The <u>EEF report</u> 'Improving Literacy in Key Stage 2' states that there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy, with the first step being the accurate diagnosis of capabilities and difficulties. The intention of the BJS Writing Ages and Stages Framework is to plug this gap, in the absence of suitable programmes with secure evidence for effectiveness, school have taken into consideration <u>the EEF guidance</u> for the elements of effective interventions.</p>	1,3,4
Embedding the writing CPD from Derby Research School.	Area 1, Priority Development 1 and English Action Plan	<p><u>Derby Research School</u> offer bespoke training based on the <u>EEF's Improving Literacy in KS2</u>, the use of grammar and punctuation for effect and the implementation of strong sentence starter sessions to plug gaps for pupils working outside of age related expectations and accelerate progress.</p>	1,3,4

<p>Phonics, reading comprehension and fluency strategies training.</p> <p>Specific phonics training for all staff and an ongoing investment resources to embed the BJS Graded Reading Profile.</p>	<p>Area 1, Priority Development 1 and English Action Plan</p>	<p>The <u>EEF state</u> that reading comprehension strategies, focusing on the learners’ understanding of written text, have a high impact on average (+6 months), and that alongside phonics it is a crucial component of early reading instruction.</p> <p>Art and Science of Reading by Christopher Such analyses the acquisition of reading skills, providing an overview of the key technical and practical aspects of how children read, linking theory to classroom practice.</p> <p>The Mega Book of Fluency by Ted Rasinski recognises the pivotal relationship between comprehension and word recognition. It also offers an assessment scale to identify individual and class gaps in understanding and fluency.</p> <p>Our graded reading profile drills down into specific need including words per minute data, PM Benchmarking information so that all reading targets are bespoke to individuals and classes.</p> <p>We use a government approved phonics provider, <u>Little Wandle</u>. This is the same provider as our main infant feeder to ensure fidelity to one programme. Little Wandle offers comprehensive training for all staff, support in matching children’s phonic knowledge to decodable books and a 7+ programme for children who are not yet phonically secure.</p> <p>The <u>EEF reports</u> phonics interventions have a high impact for very low cost based on very extensive evidence. Little Wandle’s 7+ catchup programme has supported schools to develop a love of reading, ensure decodable texts are well-matched to children’s developing phonics knowledge.</p>	<p>1,3,4</p>
<p>Wider experiences built into the whole school curriculum to address the cultural capital deficit.</p>	<p>Area 1, Priority Development 1 and English Action Plan Area 3, Priority Development 5</p>	<p><u>The Sutton Trust report</u> that parents play a significant role in the educational development of their children and that these influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore, they also report that better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through after school activities such as music tuition and are significantly more likely to pay for private tuition.</p> <p>The <u>EEF</u> reported that impact evaluations of their trials did not deliver evidence of statistically significant improvements in the measures of pupils’ academic attainment used in their projects, but state that we should also measure what we value, rather than risk valuing only what we can (currently) measure, and continue to state that they believe that all children should have access to arts education opportunities for their own sake and the wider enrichment and enjoyment that they can bring.</p> <p>Reaching the Unseen Children by Jean Gross further reinforces the importance of wider experiences in the development of children.</p>	<p>4</p>

<p>The Buxton Junior School curriculum is underpinned with a high quality oracy education, with pupils learning through talk and to talk including a focus on vocabulary learning. Investment in high quality resources and training support this (eg CUSP).</p>	<p>Area 1, Priority Development 2</p>	<p>The <u>APPG Speak for Change</u> inquiry heard compelling and wide-ranging evidence as to why oracy is vital for children and young people’s educational progress and life prospects, and about the detrimental impact for those who miss out. The report finds that the development of spoken language skills requires purposeful and intentional teaching and learning throughout children’s schooling, calling for a shift in educational culture and values, policy and practice in order to raise the status and priority of oracy in education, set out shared expectations for oracy across schools and equip and empower teachers and schools to develop their students oracy skills.</p> <p>The <u>Development of Oracy Skills in School-aged Learners</u> and Voice 21’s <u>Oracy Benchmarks</u> link closely to the APPG’s findings, outlining approaches towards the delivery of high quality oracy education.</p> <p>The <u>Oxford Language report</u> that vocabulary development has a significant impact on a child’s academic potential, and that a vocabulary deficit in the primary has negative implications on outcomes, self-esteem, behaviour and staying in education.</p> <p><u>Ebbinghaus’s Forgetting Curve</u> (a model which demonstrates how memories are lost over time and what we can do to reinforce things that we learn so that we can remember them more effectively) has been used for CPD and prompted the introduction of Leitner boxes for spaced repetition and retrieval practice.</p>	<p>1,3,4</p>
<p>Access to high quality texts with book for every child.</p>	<p>Reference English Action Plan. Curriculum Visions.</p>	<p>In <u>Improving Literacy in KS2</u>, the <u>EEF report</u> that reading books aloud and discussing them is a purposeful speaking and listening activity to develop pupils’ language capability to support their reading and writing.</p>	<p>1,3,4</p>
<p>Increased Teaching Assistants hours to support delivery of pre-teaching and overlearning.</p>		<p>The <u>ATM report</u> an action-research project around pre-teaching supported vulnerable children to be active and influential participants in mathematics lessons. Pre-teaching and overlearning with small groups has noticeable effect on children by assigning competence later in the lesson, allowing a boost of confidence and self-concept, preventing/minimising experiences of ‘failure’ in the lesson.</p> <p>Furthermore, the <u>EEF report</u> that flexible grouping, such as pre-teaching groups, have strong evidence for their effectiveness in supporting pupils with SEND (in which a significant proportion of our Pupil Premium pupils are also categorised as).</p>	<p>1,3,4</p>
<p>Engagement with the Turing Maths Hub to provide targeted interventions focussed on developing fluency with number.</p>	<p>Area 1, Priority Development 5 and Maths Action Plan</p>	<p>The <u>EEF’s Improving Mathematics in Key Stages 2 and 3</u> states pupils need to develop a rich network of mathematical knowledge underpinned by the use of structured interventions to provide additional support.</p> <p>The <u>Turing Maths Hub</u> have developed training around a number of programmes to secure firm foundations in the development of good number sense, focussed on fluency in calculation and a confidence and flexibility with number.</p>	<p>1,3,4</p>

		<p>Designed for key stage 1, our implementation of <u>Number Sense Maths</u> provides our year 3 pupils with a deeper understanding of number and number relationships, developing fluency in addition, subtraction, multiplication and division facts and concepts on arrival at the school.</p> <p>The comprehensive training supports teachers to implement the programmes and to achieve the best outcomes for their children. The <u>Times Tables Fluency Programme</u> is a fully resourced scheme of work focused entirely on times tables, designed to achieve fluency for every child without exception.</p> <p><u>Mastering number</u> focusses on the knowledge of multiplication and division, where its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.</p>	
Implementation of a robust handwriting scheme of work.	Area 1, Priority Development 1 and English Action Plan	<p>The <u>EEF report</u> 'Improving Literacy in Key Stage 2' states the need to develop pupils' transcription and sentence construction skills through extensive practice, with the development and monitoring of pupils' handwriting to ensure accurate letter formation habits in order to free up cognitive resources.</p> <p><u>Letter-join</u> is a whole school handwriting scheme offering a combination of traditional and digital resources which covers and extends the full range of requirements of the National Curriculum. This allows progression and a continuation of approach from our main Infant feeder school along with a targeted Handwriting Recovery Programme, specifically aimed at older pupils who need extra support in order to improve their handwriting.</p>	1,3,4
Implementation of a behaviour curriculum	Area 1, Priority Developments 1,2 and 3.	<p><u>Ofsted state</u> that good behaviour is a necessary condition for learning, while the <u>EEF report</u> that consistency and coherence at a whole-school level are paramount and behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.</p>	2 & 3

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

Budgeted cost: £43,265

Activity	Links with School Improvement Plan	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teaching Assistant support delivery of quality first teaching in maths.	Area 2, Priority Development 2 and 6	Following the <u>recommendations of the EEF</u> , targeted TA support is provided in two year groups to support the <u>adaptive teaching</u> of mathematics via the NCETM's <u>specialist trained TA</u> programme.	1,3,4
123 Maths	Area 2, Priority Development 6	123maths.co.uk is based on the principle that some people benefit from more practice than others. This links to a number of areas from the <u>EEF advice on Improving Mathematics in Key Stages 2 and 3</u> : Use assessment to build on pupils' existing knowledge and understanding, enable pupils to develop a rich network of mathematical knowledge, use structured interventions to provide additional support, and the use of manipulatives and representations.	1,3,4
IDL	Area 2, Priority Development 6	IDL was designed to increase reading and spelling ages, confidence and self-esteem for those pupils with dyslexia or dyslexic tendencies. Following trial in primary schools in the North West, results showed an average increase in reading and spelling ages of 11 months after 26 hours use.	1,3,4
Phonics support	Area 2, Priority Development 4	The <u>EEF report</u> that extensive evidence shows the teaching of phonics has a positive impact overall (+5 months), and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,3,4
Year 6 Maths and English low ratio tutoring	Area 2, Priority Developments 1 and 7	The <u>DfE report</u> positive outcomes for interventions in English and Maths prior to transition to KS3.	1,3,4
Additional targeted reading and writing support	Reference English Action Plan	The <u>DfE state</u> that there is a body of evidence which illustrates the importance of reading for pleasure for educational purposes and personal development. Furthermore evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. The <u>EEF state</u> that pupils should build sentence construction skills through extensive practice.	1,3,4
Ages and Stages Writing Intervention	Area 2, Priority Development 8	The <u>EEF state</u> that the use of high quality structured interventions can help pupils who are struggling with their literacy, and while schools should focus first on developing core classroom	1,3,4

		<p>teaching strategies that improve the literacy capabilities of the whole class, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.</p> <p><u>The school psychology service's 'What Works Well for Literacy Difficulties'</u> states that Write Away Together has been successfully implemented across many schools and is focused on individual children who are not making expected gains in writing or are working below national expectations. As Write Away Together involves a dialogue between the child and the trained partner about independent writing produced at the first point of teaching, the programme develops writing skills through discussions and links strongly into and reinforces Quality First Teaching. Data provided in the study of efficacy showed a remarkable gain for those who participated.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,778

Activity	Links with School Improvement Plan	Evidence that supports this approach	Challenge number(s) addressed
Increased contact with the parents/carers of Pupil Premium children	Area 3, Priority Developments 10 and 11	<p>The <u>EEF Guide to Pupil Premium</u> states that by identifying specific features of the community and individual families we can better serve their needs. Therefore, school will make more regular and individualised contact made with PP families, to identify barriers to learning and what emotional and social support may be required. Staff receive appropriate training to fulfil role.</p> <p>The <u>NSPCC state</u> that early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (<u>EIF, 2018</u>). Furthermore, the EIF state that early intervention shows evidence of improving outcomes for children and young people.</p> <p>The <u>Sutton Trust</u> report that parents play a significant role in the educational development of their children, in a variety of ways, through organising and managing their route through the school system, supporting them academically and with advice, and through providing them with the financial resources to maximise the impact of their education. These influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore, the <u>EEF state that</u> parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes, with learning gains of +3 months over the course of a year.</p>	1,2,3,4,5
Increased Family Resource Worker hours	Area 3, Priority Developments 10 and 11	<p>FRW and SLT contact parents of children with poor attendance directly to identify and remove barriers. Support personalised – eg directed activities before school to support transition, supervised sports activities before school</p> <p>The <u>EEF's Pupil Premium strategy guidance</u> states that PP initiatives are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour, which are seen as the most significant non-academic barriers to success in school.</p>	2,5

Forest School Nurture provision.  Forest School sessions for all year groups.	Area 3, Priority Developments 10 and 11	The <u>EEF report</u> that social and emotional learning has a moderate impact (+ 4 months) to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Furthermore, they report that children benefit from <u>outdoor learning activities</u> through the structured opportunities to regulate behaviour and manage themselves in a supportive environment.	2,3,5
TalkAbout		The <u>EEF report</u> that social and emotional learning has a moderate impact (+ 4 months) to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Talkabout is a complete programme for developing self-esteem, social and friendship skills, where pupils benefit from structured opportunities to regulate their behaviour and manage themselves in a supportive environment	2,3,5
The Attachment and Relationship Aware programme (ARAS) positive relationship policy	Area 3, Priority Development 3	Stoke Virtual School's <u>Research</u> on the Attachment Aware pilot reported a significant improvement in reading, English, and maths achievement and a positive impact on behaviour and self-regulation.	1,2,3,5
Breakfast club	Area 3	School to provide breakfast club, free to children in receipt of FSM, in order to provide an effective 'bridge' into school for those children who struggle with this transition. The <u>EEF have found</u> that Breakfast Club has significantly improved attendance for some children.	2,5
Arguing Better course for parents	Area 3	Action for parents provides the arguing better course, which is designed for parents who want to learn healthy ways to deal with stress and conflict.	2,5
Homework club	Area 3	School provides opportunities for pupils to complete homework inside of school where this is a barrier.	1,2,5
Support with access to: The Me2/Elm Foundation, Derbyshire Recovery Project Drug and Alcohol Support Project, High Peak Food Bank (Zinc) and the Household Support Fund services.	Area 3	The <u>Mental Health Foundation</u> report that 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age. The <u>British Association for Counselling and Psychotherapy</u> state that School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, based on a study, led by the University of Roehampton in the first large-scale research into the effectiveness of school counselling in the UK. The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.	2,5

Uniform support	Area 3	The <u>EEF</u> state the need to consider how to support families that may not be able to afford uniform, as pupils from lower socioeconomic households are less likely to be able to afford the cost. We are committed that this cost should never be a barrier to pupils attending school.	2,3,5
Music lessons via the Wider Opportunities programme and cultural capital experiences from external providers.	Area 3	The <u>EEF</u> report that participation in the Arts can have a positive impact on academic outcomes in other areas of the curriculum and may offer a positive benefit in terms of engagement in learning. Furthermore, the positive impact of <u>music learning on academic achievement</u> has been widely documented.	1,4,5
Introduction of a quiet space for pupils who find self regulation difficult during extended outdoor play.	Area 3	<u>Quiet spaces</u> are known to provide benefit for pupils when they feel overwhelmed and overloaded by the sensory input from the immediate environment, giving time and space to calm sensory systems and take control of their emotions again.	1,3

**Total budgeted cost: £120, 700**

## 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 2024 to 2025 academic year.

Our 2023-26 Pupil Premium Strategy is an evolution of the previous strategy, intended to build upon the successes of the previous strategy while providing further targeted support for the areas which, while progressing well, may not have reached their fully intended outcomes. Following is a review of the second year of the current cycle using supporting data from 2024-25 school year, which represents the completion of the second year in the three-year cycle.

As reported in the Challenges section, outcomes in KS2 assessments for disadvantaged pupils show that they do not attain as well as the whole Buxton Junior School cohort in reading (-12%) writing (-11%) and maths (-8%). When compared against national data our disadvantaged pupils were below in reading (-17%), writing (-13%) and maths (-9%).

However, this particular cohort (of disadvantaged pupils) was affected by a large proportion of pupils with an additional SEND need (47%). When removing the SEND group of pupils from the data, outcomes for disadvantaged pupils are much more positive, with outcomes for disadvantaged pupils without a SEND need above the rest of their cohort in reading (+18%) and maths (+37% with 100% of pupils making ARE) and above in writing (+30% with 100% of pupils making ARE). When comparing this group to the National outcomes for all pupils, outcomes were also positive across the board, up 13% in reading, 28% in writing and 27% in maths.

Schools internal progress data gives us further evidence to analyse the effectiveness of our Pupil Premium strategy:

- In reading 94% of our full Pupil Premium cohort (ie inclusive of those with both PP and SEND) made at least expected progress in this area while 30% made more than expected progress.
- In writing 100% of the cohort made at least expected progress with 24% making greater than expected progress.
- In maths 100% of the cohort made at least expected progress with 30% making greater than expected progress.

In summary, the above percentages represent one pupil making less than expected progress across all three subject areas. While school are obviously disappointed this pupil missed out on making expected progress, it is notable that this pupil had significant SEND and that school failed in their application for a review of the one mark that separated the pupil from meeting the standard due to a spelling error.

The combined attainment, the percentage of disadvantaged pupils who achieved the expected standard in reading, writing & maths, rose to 47% (from 35%), representing a gap of 26%. However, when removing those disadvantaged pupils who also had SEND, outcomes were up to 88%, representing a positive gain of 28% on the 60% of all pupils making the combined standard, 27% above the national outcome for all pupils.

Combined outcomes for disadvantaged pupils were below that of all pupils in their cohort at greater depth, with no disadvantaged pupils reaching the combined greater depth outcome. This is because there were no pupils gaining the greater depth standard in writing (as opposed to 29% and 18% for reading and maths respectively). This was also the case for those pupils who were disadvantaged and without a SEND need.

Writing has been the area of greatest challenge for our disadvantaged pupils post-pandemic, with it being the area of lowest attainment in three years that followed, with outcomes of 46% (compared with 58% reading and 50% maths), 47% (compared with 75% reading and 76% maths) and 60% (compared with 86% reading and 60% maths). In last years' data, writing outcomes were in line with reading, with 59% of pupils making the standard. When removing the send pupils from the group, 100% of pupils made the expected standard. Our 2023-36 strategy represents the need to improve outcomes for pupils in writing, while building on successes in reading and maths and accelerating progress across the curriculum.

Attendance for our Pupil Premium pupils in the 24/25 school year was 92.87% compared with 95.73% for all pupils and 97.2% for non-PP. The overall national absence rate in 23/24 was set at 7.1% (24/25 data currently unpublished) and when compared to this data, the attendance of our PP pupils is in line. However, the attendance of PP pupils has decreased by 3.17% on the previous school year's attendance data. Furthermore, persistent absence disadvantaged pupils rose (by 4.4%) to 7.4%, with the persistent absence of all pupils was 8.7%. While this remains below the current published national figure of 20%, when measuring as a percentage of disadvantaged pupils 23.3% of the 24-25 disadvantaged pupil cohort were persistent absentees. There are a range of complex (and often interwoven) contributory factors to this, with medical, SEMH and transition issues prevalent. It should also be noted that of this cohort of persistently absent disadvantaged pupils, 59% of them are no longer with Buxton Junior School.

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A