

# Pupil premium strategy statement – Buildwas Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Laura Sherratt Senior Leader Teacher
Governor / Trustee lead	Rev Debbie Loughran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£2,755
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£1,195.75</p> <p>*Recovery Premium carried forward from 2021-2022</p>
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£28,880.75

# Part A: Pupil premium strategy plan

## Statement of intent

As a school within the Mighty Oaks Academy Trust, Buildwas Academy upholds the ethos and values of our trust to ensure that all pupils receive the highest quality of education enabling them to make outstanding progress and achieve high attainment in all subjects so that they may become active, socially responsible citizens of the future. Buildwas Academy uses the Pupil Premium Grant funding to ensure that all our disadvantaged pupils, including those who are already high attainers, are supported to achieve this objective.

We will consider the barriers faced by vulnerable pupils, such as those with a social worker and young carers, ensuring the high expectations and ambitions we have can be realised by all through the strategy outlined in this plan, irrespective of disadvantage.

This strategy is a central aspect of our overall school response to educational recovery, alongside use of the Recovery Premium and the National Tutoring Programme to provide targeted support to pupils identified in need of catch-up, including non-disadvantaged pupils.

Our Ultimate Objectives are to:

- remove barriers to learning created by poverty, family circumstance and background
- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- enable pupils to look after their social and emotional wellbeing and to develop resilience
- develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- provide access a wide range of opportunities to develop pupils' knowledge and understanding of the world

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. When making decisions about using Pupil Premium funding, we consider the common challenges faced and individual needs of our children. All teaching staff have been involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Alongside these robust assessments and data analysis we use external evidence such as

research conducted by the EEF (<https://educationendowmentfoundation.org.uk/>) to ensure the most effect and impactful approaches are used.

Our strategy will use the tiered approach recommended by the EEF to develop a balanced strategy that will enable all pupils to excel.

- High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to ensure they provide outstanding quality first teaching. Alongside this provide all teachers with high quality CPD.
- Targeted academic support: Provide targeted intervention and support through teacher/ teaching assistant small group work and 1:1 tuition.
- Wider Strategies: Provide non-academic support to combat challenges such as attendance, behaviour and social emotional elements that may impact negatively on academic attainment.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and standardised assessments indicate that 73.3% of our disadvantaged children are working below age related expectations compared to 46.4% non-disadvantage pupils within Maths.
2	Internal assessments data and observations show that across KS1 and KS2, 42% of disadvantaged children have greater difficulty retaining and applying phonics and spelling rules/ patterns which impacts significantly on both their reading in KS1 and writing across school.
3	53.4% of disadvantage children are working towards age related expectations in reading compared to 40.6% of non-disadvantaged pupils. Teacher observation and assessment indicate that within KS1 this is due to challenges with phonics and in KS2, development of comprehension skills.
4	Evidence shows that there is some lack of parental engagement to promote positive attitudes towards learning including engagement with learning supporting reading, learning of phonics/spellings, timetables and homework.
5	Observations in classrooms and discussion with pupils show disadvantaged pupils have reduced enrichment experiences and data analysis shows they are less likely to participate in extra-curricular activities.
6	Observations indicate lack of resources and opportunities along with increased use of ICT during the COVID-19 pandemic have led to poorer fine motor control including handwriting for disadvantaged children within EYFS/ KS1 and into LKS2.

## 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
Pupils will make at least expected progress in line with their peers with a similar starting point in maths.	Increased percentage of disadvantaged children to achieve ARE in maths to close the gap between disadvantage and non-disadvantaged pupils by the end of KS2.
Pupils will make greater than expected progress in knowledge and application of phonics.	Higher percentage of disadvantage pupils will pass the Phonics screening check at the end of Year 1.
Improved reading comprehension skills among disadvantage pupils.	Children will make expected or better than expected progress in reading to close the gap between disadvantaged and non-disadvantage pupils by the end of KS2.
Pupils to make at least expected progress in line with their peers with a similar starting point in writing.	Children to make expected or better than expected progress with spelling application in writing leading to a higher percentage of disadvantage pupils achieving ARE in writing at the end of KS2.
Parents are actively engaged in their children's learning, promoting a positive attitude towards education.	Parents encourage children to complete homework, read daily and learning spellings and timetables. Parents of disadvantage children attend parents' evenings.
All pupils to have access to a breath of experiences including extra-curricular experiences.	All pupils attend educational visits. Higher percentage of disadvantage children attending afterschool clubs and representing the school in art and sporting activities.
Improved fine motor control and letter formation among disadvantaged children.	Disadvantaged pupil attainment in EYFSP Fine Motor control ELG with match that of non-disadvantaged children. Increased percentage of disadvantaged pupils achieving at least ARE handwriting statement in writing. Increased number of children able to write cursively in pen by the end of KS2.

## 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: £2,748.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development in evidence-based approaches towards maths teaching. Maths specialist from local council.	EEF suggests supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers	1
Members of staff from Priorslee supporting and mentoring staff at Buildwas in terms of boosting phonic teaching in relation to new phonic scheme. £261	EEF recommend that using the effective professional development of mentoring and coaching will support building teacher knowledge, Motivation, developing teaching techniques and embedding good practice.	2,3
NFER, Puma and Pira tests purchased for the use of class assessment to support teacher assessment. £929.50	EEF evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments	1,2,3
Members of staff from Priorslee supporting and mentoring staff at Buildwas in terms of boosting Maths teaching. £261	EEF recommend that using the effective professional development of mentoring and coaching will support building teacher knowledge, Motivation, developing teaching techniques and embedding good practice.	1
Phonic resources and additional books to support Phonic	Phonics approaches particularly the use of synthetic phonics, have been consistently found to be effective in	2, 3

teaching and Guided reading. £953.45	supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. There is evidence that phonic approaches also support older readers still struggling with decoding. Disadvantage children receive a slightly greater benefit from phonics interventions and approaches. EEF	
Kinetic letters resources to support fine motor control including handwriting. £344	There is some evidence that physical development approaches improve young children's physical growth, skills and health by three months. This includes activities focused on particular aspects of physical development such as fine motor skills relating to writing.  There is evidence that handwriting needs to become automatic so that pupils can focus on the content of their writing. EEF	6

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

Budgeted cost: £ 22,005.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring Programme to provide small group tuition for children whose education has been impacted by the pandemic. A proportion of the pupils who will receive tutoring will be higher achieving disadvantaged pupils. £7985.80	Small group tuition has shown to provide an average of four months' progress over a year when targeted at specific pupil need.	1,2,3
One-to-one and small group teacher led provision based on termly assessments	EEF evidence suggests that one-to-one tuition can be very effective providing approximately five months progress with small group tuition providing an average impact of four months' progress over a year. This is best	1,2,3

for phonics, spelling, reading and maths. £3,393	delivered in short, regular sessions and is most effective when delivered by experienced and specifically trained teachers whilst being link explicitly to normal teaching.	
Deployment of teaching assistants to support phonics and reading sessions £8,710.65	EEF evidence suggests that one-to-one tuition can be very effective providing approximately five months progress with small group tuition providing an average impact of four months' progress over a year. This is best delivered in short, regular sessions and is most effective when delivered by experienced and specifically trained teachers whilst being link explicitly to normal teaching.	2,3
Electronic apps usage for TTRS, Numberbots, Maths Shed and Spelling shed, parents being able to lend the laptops. £472.60	EEF evidence recommends how Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.	1,2,3,4
Deployment of Teaching assistants to support with small group Talk boost, speaking and listening skills. £1072.08	EEF evidence suggests Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions	2,3
Practical Maths resources to meet the specific needs of the children £371.07	EEF evidence suggests that disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1

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

Budgeted cost: £ 1302.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>'Personal budget' per child to be accessed for subsidised school trips, extra curricula clubs and uniform/ resources. £1000</p>	<p>EEF evidence shows that development of skills such as the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations is important to children's later life. All children, including those from disadvantaged backgrounds should have access to a well-rounded, culturally rich, education which some evidence suggests may also directly improve pupils' attainment particularly if in addition to and not instead of curriculum- linked activities. EEF</p>	<p>5</p>
<p>Dedicated PP lead who builds a relationship with pupils and their parents.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. EEF</p>	<p>4</p>
<p>Communicating with and supporting parent partnership through the use of Tapestry online app for the whole school £302.40</p>	<p>EEF evidence found that levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>4</p>

**Total budgeted cost: £26,056.55**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

In line with DfE guidance we will not be comparing our school's 2021/2022 performance data with data from previous years. The impact of COVID-19 continues to make interpretation of results problematical.

Performance of disadvantage pupils has been assessed using internal assessments made during 2021/22 from both teacher and standardised assessments such as PIRA and PUMA assessments along with use of the

following Statutory Assessments: Year 1 and 2 phonics screening check, KS1 and KS2 SATs.

Phonics: National data shows that 62% of disadvantage children passed the phonics screening check at the end of the 2021/22 academic year. This compares to 50% of disadvantages children at Buildwas Academy achieving a pass at the end of Year 1 and 66.7% in Year 2.

Reading: National data shows that 51% of disadvantage pupils achieved the expected standard in reading at the end of KS1 and 62% of KS2 pupils. All but one pupil at Buildwas Academy made at least expected progress, with 37.5% making better than expected progress. 50% of disadvantaged pupils achieved ARE or above.

Writing: National data shows that 41% of disadvantage pupils achieved the expected standard in reading at the end of KS1 and 55% of KS2 pupils. All pupils made at least expected progress, with 18.8% making better than expected progress. 26.7% of disadvantaged pupils achieved ARE.

Maths: National data shows that 52% of disadvantage pupils achieved the expected standard in reading at the end of KS1 and 56% of KS2 pupils. All pupils made at least expected progress, with 12.5% making better than expected progress. 25% of disadvantaged pupils achieved ARE or above.

Caution must be used with comparisons with National data.

Attendance during the autumn term across school was lower than national average and dipped again during the spring. This increased level of absence is consistent with what happened nationally. Attendance rose to 90% in the summer term. Absence for disadvantaged pupils was slightly lower than non-disadvantaged pupils and where persistent amongst individual disadvantaged pupils, SLT supported by the Educational Welfare Officer actively engaged in parental conversations to support the return to school for these pupils.

With the removal of Covid- 19 restrictions participation in extra-curricular activities rose. All disadvantaged pupils participated in sporting events and intra and inter school competitions supported by our Primary Sports Partnership and attended school trips.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*