

# Pupil premium strategy statement – Buildwas Academy

This statement details our school's use of pupil 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	74
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jodie Cooper
Pupil premium lead	Laura Sherratt Senior Leader Teacher
Governor / Trustee lead	David Speakman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Post LAC funding allocation this academic year	£2570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£18,850

## Part A: Pupil premium strategy plan

### Statement of intent

At Buildwas Academy we have high expectations of all pupils whatever their starting point. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of PP funding that are already high attainers.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1.High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this, we invest in high quality CPD for staff.

2.Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have. We provide structured small group and 1:1 intervention in addition to classroom teaching.

3. Wider strategies: Wider strategies target the most significant non-academic challenges to success in school. Specifically including attendance, behaviour and social and emotional support. We recognise that these barriers significantly impact on outcomes, holistically and seek to address barriers to improve all outcomes and attainment.

#### **Our Ultimate Objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When 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.

#### **Our Context:**

Buildwas Primary School opened in 1855.

Buildwas Primary School converted to Academy status in February 2016, following the announcement of Shropshire Councils decision to close the school following it being placed in Special Measures.

Buildwas was inspected in 2019 and was inspected under a section 5 inspection and was graded as good.

Buildwas was inspected in June 2024 and was inspected under a section 5 inspection and was graded as requires improvement.

## **Challenges**

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for Disadvantaged pupils across the school in Reading, Writing, Maths and SPaG
2	Emotional health, well-being and resilience support is needed for most pupils, particularly the disadvantaged due to varying difficulties inside and outside school that then impact on their progress and attainment.
3	Poor handwriting and fine motor control
4	Poor mental arithmetic skills.
5	Many Disadvantaged children have also been identified as having SEN, thus increasing their vulnerability, progress and attainment.

## 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 make accelerated progress in reading, writing and maths.	Gap will close in progress and attainment made between PP and non PP.
Pupils have access to a menu of nurture support with appropriately trained staff in school.	Support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Relational practices promote de-escalation and avoidance of high-level behaviour incidents.
Pupils access a wide range of interventions to meet their SEND needs.	Specific barriers to learning are addressed, which promotes equitable access to a suitable curriculum and appropriate adaptations and scaffolds which seek to remove barriers to progress. As such attainment in R,W, M increase.

Pupils make accelerated progress in their mental maths skills	Gap will close in progress and attainment made between PP and non PP.
Pupils handwriting and presentation within their writing across all subjects sees great improvement.	Increased percentage of disadvantaged pupils achieving at least ARE handwriting standard in writing.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality Teaching:</b> Purchase of standardised and diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly £720	A range of diagnostic tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support. <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a>	1, 4, 5

<b>High Quality Teaching:</b> Ongoing Investment in Little Wandle to provide in-school coaching to upskill all staff delivering the phonics programme. £995	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Particularly for pupils from disadvantaged backgrounds. EEF	1, 5
<b>High Quality Teaching:</b> Invest in new whole school SPAG scheme and Salford reading assessment Including whole school training and implementation. £243		1, 5

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

Budgeted cost: £19,844.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Academic Support:</b> Investment in additional support staff and targeted resources, in order to develop impact of 1:1 intervention Extra Adult in Year 3 and 4. £16,844.10	Targeted small group and one to one interventions have potential for the largest immediate impact on attainment. EEF Additional adults to meet the range of needed in specific year groups.	1, 2, 4, 5

<b>Targeted Academic Support:</b> Continued purchase of Little Wandle updated resources and online portal. Invest in training for all staff and TA's to deliver one to one tutoring in addition to daily phonics lessons. Extra TA to hear PP readers each week. £3,000	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF	1, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,689.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Wider Strategies:</b> Pastoral support for those children who have barriers to learning due to their emotional well-being (Cost of pastoral mentor 5 days a week x 39 weeks £16,352.70)	EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)	1, 2, 4, 5
<b>Wider Strategies:</b> Full time trained nurture worker. Dedicated person who builds a relationship with pupils and their parents. Providing support they require, link from home and school.  ELSA Training for nurture lead and cover	Nurture Groups target social, emotional and behavioural difficulties in school aged children. There is an evidence base underpinning Nurture Groups. Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.	2, 5



£690		
<b>Wider Strategies:</b> Whole school behaviour management and conflict resolution training	There is evidence across a range of different interventions with higher impacts for approaches that focus on self-management. EEF	2, 5
<b>Wider Strategies:</b> Continued Investment in whole school new PSHE scheme Jigsaw. £1,096.67	Knowledge, skills and attributes taught within PSHE education have a positive impact in a number of areas, including emotional wellbeing, academic attainment, and preparation for the world of work. PSHE association.	2, 5
<b>Wider Strategies:</b> Subsidised school trips and Residential trips  Personalised budget (£50 per child/£150 for PP+ pupils), which allows families to access residentials, trips and excursions.	Enrichment activities offer children a context for leaning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment.	1, 2, 4, 5

**Total budgeted cost: £40,491.47**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of three year cycle.

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

*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.*

Maths: At Buildwas 57% of KS2 children made expected or better than expected progress. 100% of Year 6 disadvantaged pupils achieved ARE or above. 75% of disadvantaged pupils across the whole school achieved ARE or above in Maths which is a significant increase from the 50% in the previous year. This Data demonstrates how we have increased the percentage of disadvantaged children achieving ARE in maths and will continue to work on getting All disadvantaged children to achieve.

*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.*

Phonics: National data tells us 80% of pupils met the expected standard in the phonics screening check in year 1, up from 79% in 2023. Disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has remained broadly similar. 68% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, up from 66% in 2023. This compares to 100% of disadvantages children at Buildwas Academy achieving a pass at the end of Year 1 for the second year. This demonstrates that the targeted activity that was put in place during this cycle has worked and will hopefully continue to support All children to achieve.

*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.*

Reading: National data shows 62% of pupils met the expected standard in reading at the end of KS2. At Buildwas Academy 100% of KS2 children made at least expected progress or better than expected progress in reading with 100% of disadvantaged pupils achieving ARE or above. This is a significant improvement compared to previous years, showing the impact of the targeted activities put in place to support those children.

*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.*

Writing: National data shows that 58% of disadvantage pupils achieved the expected standard in writing at the end of KS2 pupils. The amount of Buildwas Academy pupils in year 6 who made at least expected progress or better in writing is 71%, unfortunately this was not met for the disadvantaged pupils in year 6. Writing across the school has seen a big improvement as we progress through the years with new initiatives in place. This will continue to be something we work to achieve.

*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 actively engage with our Tapestry app which informs parents about what their child is doing within school and allows them to also input information about how their child is getting on at home. All children engage in the TTRS and Spelling shed apps within school and a large percentage of children use the apps at home as well.

*Parents of disadvantage children attend parents' evenings.*

All the parents of disadvantaged pupils attend parents evening last year which is always highly encouraged for all pupils.

*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.*

All disadvantaged pupils participated in educational workshops and attended school trips.

*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.*

At the end of EYFS 90% of the children achieved the ELG for Fine Motor with 100% of disadvantaged pupils achieving.

Handwriting across the school continues to be target and new initiatives have been brought into place to support All pupils to achieve this.

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	7	57%	Below	61%	42nd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	7	0%	Below	8%	12th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	6	0%	Below	34%	2nd
Phonics Screening Check	% of pupils passing in Year 1	11	82%	At or above	~ 80%	50th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	10	90%	At or above	68%	98th

## Externally provided programmes

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

Programme	Provider
TTRS	Maths Circle Ltd
Purple Mash	2Simple
Tapestry	The Foundation Stage Forum & Tapestry
Little Wandle	Wandle Learning Trust.

## Service pupil premium funding (optional)

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

## Further information (optional)

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