

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	55
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2025 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Sherratt
Pupil premium lead	Laura Sherratt
Governor / Trustee lead	Ian Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
Post LAC funding allocation this academic year	£2630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£11,720

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.

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.
6	Attendance and Punctuality

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 statement in writing.
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils.	The Academy will adhere to the guidance, 'Working together to improve school attendance, DfE 2022'. Attendance structures are rigorously implemented and monitored in line with the Attendance Policy Whole School Attendance will improve so that it is >96%. There will be a focus on persistent absence of disadvantaged pupils so that it is less than the proportion of enrolments nationally who are persistently absent.

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: £1,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised and diagnostic assessments. Training for staff to ensure assessments	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment	1, 4, 5

are interpreted and administered correctly £720		
Ongoing Investment in Little Wandle to provide in-school coaching to upskill all staff delivering the phonics programme. £300	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
Invest in new whole school handwriting scheme Including whole school training and implementation. £243	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1761295808 Practice should be extensive—a large amount of regular practice is required for pupils to achieve fluency in these skills. Achieving the necessary quantity of practice requires pupils to be motivated and fully engaged in improving their writing. Ensure practice is purposeful by targeting letters which are frequently formed inaccurately	1, 5

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

Budgeted cost: £9592.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in additional support staff and targeted resources, in order to develop impact of 1:1 intervention Extra Adult in KS2. £8422.05	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
Continued purchase of Little Wandle updated resources and online portal. Invest in	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having	1, 5

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. £1170	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	
--	--	--

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

Budgeted cost: £25,190.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 £20,544)	EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)	1, 2, 4, 5
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 £690	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
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6

<p>that of non-disadvantaged pupils.</p> <p>Attendance Lead EWO links and Meetings £960</p>		
<p>Continued Investment in whole school new PSHE scheme Jigsaw. £1,096.67</p>	<p>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.</p>	2, 5
<p>Subsidised school trips and Residential trips</p> <p>Subsidised after school clubs for PP pupils - £100 PP £150 PP+</p>	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment.</p>	1, 2, 4, 5

Total budgeted cost: £36,045.72

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of the first year of the three year cycle.

The Academy has reviewed the performance of our disadvantaged pupils' performance during the 2024/2025 academic year using internal key stage 2 performance data, assessment information and our own internal assessments.

We compared these outcomes to those for disadvantaged pupils nationally and other pupils (non-disadvantaged) at the Academy and nationally. Throughout the academic year 2024-2025, the Academy had a change in the leadership team.

The impact of school closures for Covid can still be seen on attainment, behaviour and wellbeing and continues to be seen in the readiness of pupils to learn and their ability to socialise with others.

The Summer 2025 outcomes for MTC shows an increase on previous years – but still a number not attaining a higher-level score.

Multiplication Tables Check (MTC)									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	25%	29%	0%	34%	11	27%	~ 38%
Average score (out of 25)	-	19.8	15.4	20.2	16.2	20.6	11	21.2	~ 21.1

Year Six Results show progress being made but they are not yet at National or LA level across the subjects.

Key Stage 2						
Subject	Statistic	2023-2024			2024-2025	
		School	National	Pupil Premium	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	57%	61%	0%	33%	62%
Reading	% of pupils achieving the expected standard	100%	74%	60%	58%	75%
Writing	% of pupils achieving the expected standard	71%	72%	0%	33%	72%
Maths	% of pupils achieving the expected standard	71%	73%	20%	58%	74%
GPS	% of pupils achieving the expected standard	71%	72%	0%	58%	73%
Science	% of pupils achieving the expected standard	57%	81%	20%	58%	82%

Leaders and staff have continued to work tirelessly across the year to settle pupils into routines and help them catch up academically. For some pupils, this has been

successful. However, some pupils are still behind both academically and in terms of wider development, which is impacting on attainment and outcomes.

The majority of disadvantaged pupils across key stage one demonstrated high levels of motivation, perseverance and improved resilience which allowed their learning to progress well and reflects in the data completed.

Key Stage 1		2023-2024		2024-2025		
Subject	Statistic	School	National	Pupil Premium	School	National
		Reading, Writing & Maths combined	50%	~ 58%	67%	70%
Reading	% of pupils achieving the expected standard	67%	~ 71%	67%	70%	~ 72%
Writing	% of pupils achieving the expected standard	50%	~ 63%	67%	70%	~ 64%
Maths	% of pupils achieving the expected standard	67%	~ 72%	100%	80%	~ 73%
Science	% of pupils achieving the expected standard	100%	~ 82%	100%	80%	~ 83%

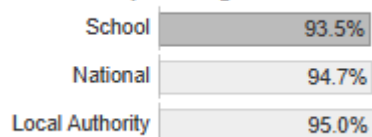
Further support is needed to develop emotional wellbeing through both a universal and targeted PSHE approach particularly in Key Stage two.

Observations across the Academy and particularly throughout year five/six demonstrated that there was disrupted learning as a consequence of other children struggling to manage their emotions and self-regulate, frequently displaying defiant and challenging behaviours. We as staff know that SEND for these pupils was a high contributing factor and support in respect of advice and guidance was taken from the LA regularly and Alternative provision.

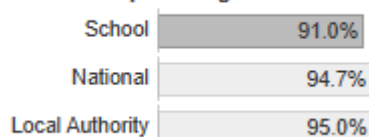
Behaviour was prioritised across the whole school ambition. A review of approaches to inclusive behaviour management to develop a culture of restorative practice. There will be a focus on embedding social norms and systems, together with a review of the Behaviour policy and consequences.

Attendance

Attendance percentage



Attendance percentage



Whole school

Pupil premium pupils

The Academies focus on Attendance and absence is beginning to have impact although disadvantaged pupils are still at the core of the PA absence and this remains a significant priority.

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)

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

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.