Buckingham Primary School Pupil premium strategy statement

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 the next three academic years and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	19.6%
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 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Brewer Headteacher
Pupil premium lead	Sarah Gammon Deputy Head
Governor / Trustee lead	Biddy Howard Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,225
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£114,225

Part A: Pupil premium strategy plan

Statement of intent

At Buckingham Primary School, it is our intention that all pupils and especially children who are socially disadvantaged, have the best education and opportunities in order to prepare them for the next stage of their education and for life.

It is well evidenced that children from disadvantaged backgrounds often face additional challenges to reaching their potential. Our current school development plan has a strong focus on improving provision and outcomes for disadvantaged pupils. This compliments our pupil premium strategy focus, to support disadvantaged pupils to have high aspirations and the resources, skills and personal qualities to achieve their goals, including progress for those who are already high attainers. We recognise the need for consistency and promote the ethos of a collective responsibility amongst all staff at BPS, to ensure a common understanding that every child will fully engage and have the best experience at school.

We pride ourselves on developing strong relationships with the families of our community and getting to know every child, allowing us through knowledge and assessment, to plan and implement actions to support their progress. In addition, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our aim for the next 3 years is to equip all our children, especially the disadvantaged cohort, with the language and vocabulary skills needed to engage and participate fully with classroom learning, with our exciting curriculum and with opportunities beyond school. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1a 1b	**Attainment** As a group, our pupil premium pupils need to reduce the attainment gap compared with non-pupil premium pupils in reading, writing and maths. This continues to be an area of focus.

	Subject	Academic Year	%Pupils reaching expected standard		Difference	%Pupils reaching above expected standard		Difference
			PP	Non-PP		PP	Non-PP	
	Reading	2023-24	49.2%	76.7%	27.49%	12.3%	37.0%	24.72%
	Writing	2023-24	35.4%	72.1%	36.75%	7.7%	9.2%	1.47%
	Maths	2023-24	53.8%	81.0%	26.6%	13.89%	39.7%	25.85%

2

Oral Language Skills

Assessments and observations and discussions with pupils indicate undeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This in turn impacts writing outcomes for our disadvantaged pupils.

3

Social, Emotional and Mental Health Needs

Our assessments, observations, pupil voice and discussions with families have identified social and emotional issues for many of our disadvantaged pupils. This is often influenced by home circumstances (and the high level of support required to support learning in the home) as well as additional Special Educational Needs (SEND). These challenges particularly affect disadvantaged pupils, including their attainment.

33% SEND / PP v 67% SEND / non-PP

69% PP Children's Services involvement v 31 non-PP (PP v non-PP)

4

Attendance

The attendance of disadvantaged pupils is lower than that of the whole school. Attendance is impacted by a variety of reasons, including SEND, challenges within the home environment and often with support from Children's Services.

Despite a significant improvement in persistent absence for children in receipt of Pupil Premium last year, this remains an area to be addressed for a small number of disadvantaged pupils. (Number of PP persistent absent July = 21 / 28% of cohort).

Whole School	Pupil Premium	National Average
94.47%	90.32%	93.7%

5

Low uptake of extra-curricular enrichment opportunities

Many disadvantaged pupils experience barriers to wider opportunities of cultural and social events and experiences, including financial constraints within families.

Despite a number of strategies, including reduced or free cost of attending enrichment clubs and activities, engagement with parents and pupil voice, uptake remains lower for pupils in receipt of Pupil Premium than their peers.

6

Parental Engagement

Parental engagement amongst parents of PP pupils is lower than that of non-PP parents. This is evident through attendance of Parent's Evenings, consultations and workshops, home learning (pupil's engagement in reading and homework) and in wider events.

7

Transition readiness for the next stage of education

Disadvantaged pupils may face additional barriers to being ready and equipped for the next stage of their education or school readiness on entering

	school. This can then lead to a detrimental impact on well-being and academic 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
1a Pupils in receipt of Pupil Premium as a group, will make the same rate of **progress** or better in their reading, writing and maths as non-pupil premium pupils. **1b** Pupils in receipt of Pupil Premium as a group, will reduce the **attainment** gap compared with non-pupil premium pupils, in reading, writing and maths.	• Progress levels for PP and non-PP pupils remain equal as they move through the school. • Forensic teaching in lessons to ensure individual needs of all PP pupils are being met. • Live marking will be used effectively in lessons and verbal feedback given to PP pupils. • Same day interventions to close the gap. • Whole school robust tracking and monitoring used to address barriers in learning and to measure impact. • Quality CPD to ensure quality first teaching strategies for all children provided for teachers and TAs. • The gap will close so that pupil premium attainment shifts closer to that of their peers. • KS2 data will show a reduced gap between the attainment of disadvantaged pupils and non-disadvantaged pupils meeting the expected standard.
2. Improved **oral and language skills** and vocabulary evident among disadvantaged pupils.	• Assessments through Voice 21, NELI and Speech and Language Link as well as observations, indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved levels of **wellbeing and mental health** amongst disadvantaged pupils. Extended opportunities across school to support social, emotional and mental health needs.	• Pupils and parents know who and where to go if they need support with mental health and well-being. • Quality provision throughout the school to improve social, emotional and mental health will be facilitated by MHFA, development of Pupil Mental Health Champions and nurture support • Pupils will have enhanced social skills and be actively engaged in extensive opportunities to play, supported by the OPAL project and team.

	• Pupils will demonstrate enhanced level of resilience, self-regulation through use of taught strategies and support. (Evidenced through observation, behaviour monitoring systems and individual plans). • Pupil voice, pupil and parent surveys evidence high levels of wellbeing.
4. Attendance of disadvantaged pupils is in line with peers and national attendance data. **Persistent absence** is significantly reduced or resolved.	• Attendance protocol is robust and identifies any issues linked to attendance promptly. • The 'risk list' monitored by the safeguarding team will demonstrate an increase in the percentage of attendance by pupil premium pupils. (Involvement of SEND team to work with families to support those children we know who have historical attendance concerns linked to SEND.) • Attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced from a gap of 5% to no more than 2% difference. • Praise and class / individual rewards are in place to promote and encourage good attendance across the school and evidence motivation of pupils and parents. • Parental engagement to address attendance is good and has a positive impact on data.
5. Participation of pupils in receipt of Pupil Premium in **extra-curricular and enrichment** opportunities will increase.	• A wider range of extra-curricular activities will be offered to tap into our children's passions. • Any children who do not choose to join a club that term will be prioritised the following term. • Discounts/ subsidised funding will be available to Pupil Premium families to enable them to take part. (E.g. music lessons, sports clubs, school trips) • An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health. • An increase in % of PP children representing the school in sporting activities. • An increase in the number PP children taking up peripatetic lessons in comparison to last academic year and maintain existing pupils for re-enrolment. • OPAL playtimes will provide our children with enhanced play and learning opportunities.
6. Parental engagement in school life for families of pupils in receipt of pupil premium will increase,	• Higher levels of engagement in Parent Consultation meetings.

supporting the learning of those pupils. Families will be aware of the support network and opportunities available to them.	• Positive feedback from parent voice. • Whole school tracking demonstrates an improvement in engagement with home learning and daily reading. • Through parent feedback more support will be in place to support our more vulnerable families. • Website used effectively to support vulnerable families, offering up to date support and signposting of key events. • Support with uniform (discount available) in liaison with T King Associates. Readily available second-hand uniform facilitated by the PTA and regular provisions to PP families.
7. Disadvantaged pupils are equipped with skills and feel ready to **transition** to the next stage of their education.	• Data and observation show that disadvantaged pupils are at a good stage to transition to their next Key Stage. • Enhanced transition opportunities are available to support those pupils in need of additional support. • BPS engages in Buckinghamshire Challenge Project, focused on transition particularly from KS2 to KS3, providing enhanced support for disadvantaged pupils, to facilitate a smooth and successful transition and readiness for learning.

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: £58,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of CPD to develop pedagogy and subject knowledge and to support and develop subject leaders, teachers and teaching assistants in their roles, to ensure high quality	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://evidencebased.education/great-teaching-toolkit-evidence-review/	1, 2, 7

teaching and learning across school, including for disadvantaged pupils and pupils with SEND. Enhancing opportunities for all our teachers through release time to professionally develop, including through research. This includes release time for mentoring programmes for NQT, ECT and SCITT students. We will fund teacher release time for teachers to develop and lead their subject effectively thus ensuring engagement across the curriculum.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf The EEF Guide to Pupil Premium – tiered approach – identifies teaching as the top priority, including CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium EEF suggests Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants CPD Focus: Rosenshine / Walkthrus Voice 21 Maths Additional National College / Creative Education / NPQs	
Enhancement of our maths teaching in line with DfE and EEF guidance. We will further monitor and release teachers to continue to develop their skills in delivery of a high quality Maths lesson using NCETM Teaching for Mastery and Power Maths, ensuring all lessons include reasoning and problems solving challenges to target all ability levels.	The DfE guidance produced in conjunction with the National Centre for Excellence in Teaching of Mathematics drawing on evidence based approaches. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 NCETM Teaching for Mastery https://www.ncetm.org.uk/classroom-resources/cs-school-sees-better-results-through-teaching-for-mastery/ Same day intervention to support ‘keep-up’ rather than ‘catch-up’. https://www.youtube.com/watch?v=ywYtoqciec4	1, 7

Oracy skills Participation in Voice 21, developing Oracy Champions and providing quality CPD to teachers and teaching assistants, to develop oral and language skills for all pupils, including disadvantaged pupils.	A high-quality oracy education is vital to not only improve academic outcomes of students but also to foster their confidence and wellbeing. Spoken language skills are one of the strongest predictors of a child's future life chances and we need to provide children with the opportunities to develop these crucial skills. https://voice21.org/wp-content/uploads/2024/01/Oracy_APPG_FinalReport_28_04-4.pdf https://assets.publishing.service.gov.uk/media/62416cb5d3bf7f32add7819f/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__print_version_.pdf English White Paper	1, 2, 3, 7
Enhancement of our teaching of writing in line with DfE and EEF guidance We will further monitor and release teachers to continue to develop their skills in delivery of a high quality English writing lesson	Using evidence form the DfE to improve writing in schools. https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf English lead County training English lead moderation training Release time Explicit teaching of grammar – consideration of Shape Coding / Colourful Semantics	1, 7
Embed the DfE validated Systematic Synthetic Phonics programme Time for Phonics, to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation	1, 7

Enhancement of our teaching of reading and curriculum planning in line with DfE reading framework 2023.	The DfE non-statutory guidance to meet expectations for the teaching of reading. https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/educatione	1, 7
Further strengthen the teaching and development of **Social and Emotional Learning Support**. The further professional development of teachers, TAs in the delivery of PSHE curriculum, Ensuring high standards of teaching using the Jigsaw program across the school.	There is extensive evidence linking the development of childhood social and emotional skills with improved outcomes later in life (e.g. improved academic performance, behaviour, relationships with peers etc.) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 3, 7

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

Budgeted cost: £26,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link screening and interventions (Speech and Language Link / NELI) delivered across the school based on need, delivered by a dedicated lead Teaching Assistant.	Speech and Language Link and NELI provide assessment of strengths and weaknesses in a pupils' language development and speech. They offer structured programmes to help develop areas of weakness. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when	1

support across school, delivered by a dedicated lead Teaching Assistant.	delivered as regular sessions over a period up to 12 weeks (EEF Toolkit)	
Teachers and TAs deliver same day **interventions** and small group interventions to pupils identified as in need.	Teachers and TAs run a range of small group intervention sessions weekly to support pupils with individual learning gaps and needs. Pupils are identified by the class teacher and these groups are changed regularly to ensure maximum impact. The EEF toolkit collates studies that conclude that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. It has an average impact of 4 months additional progress over the course of a year.	1
Educational materials for pupils to have access to in and outside school to support progress. TTRockstars, Numbots, Doodle, Lexia, Nessy. £1,450 per year	We want our pupils to be able to continue to support their learning at home and in school, through ensuring digital applications are available for Maths and English. All these platforms are used within school, so pupils are familiar with them. EEF Evidence 'digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,' Additional reading support applications used to develop pupils reading skills are Lexia and Nessy. (EEF) Lexia Evaluation Report on KS1 Struggling Readers: 'Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.'	1
Purchase access to **Widgit Online**, to aid creation of **high quality resources** to support pupils with a range of need (disadvantaged, SEND, EAL, lowest 20%) to access teaching and learning. https://widgitonline.com/en/plans £295 per year (20 users)	Although theories in the past claimed that in order to be literate someone has to acquire specific prerequisite skills, more recent theories suggest that for some aspects of language, symbols can help people to access literacy. The 'Role of symbols in the mainstream to access literacy' paper (Pampoulou & Detheridge 2007), speculates that symbols can help children in schools to cope with their difficulties with print. Widgit Literacy Symbols have been developed over the last 20 years as a means of enhancing access to written communication and curriculum. Through the Symbol Inclusion Project (SIP), Widgit Software has been working closely with teachers in Warwickshire, creating resources for students in schools. Anecdotal evidence from the SIP project suggests that symbols can help children to anticipate their difficulties with literacy as well as to increase their motivation and self-esteem and improve their behaviour. https://www.emerald.com/insight/content/doi/10.1108/17549450200700004/full/html https://symbolsinclusionproject.org/evidence/index.htm	1, 2, 7

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

Budgeted cost: £32550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and Mental Health Needs Approaches that support social and emotional difficulties are to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as OPAL, Socially Speaking, Calming Cat, Lego therapy, Art Nurture, Trauma Informed Approach, transition groups (including with The Buckingham School – Buckinghamshire Challenge Project) and nurture groups.	A growing body of evidence indicates that enhancing social, emotional and behavioural skills (including emotional identification, articulation and regulation; communication skills; conflict resolution skills; behavioural self-regulation; empathy and perspective taking) is a key determinant to young people's mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Development of Pupil Mental Health Champions through One Goal project, working alongside nurture support staff and Mental Health	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.onegoal.co.uk/blog/training-your-pupils-as-mental-health-champions	3

First Aiders. One Goal £499		
Attendance Continue to implement robust attendance procedures and monitoring cycles. Develop strong relationships with families to support attendance. Address persistent absentees with processes set out in the school attendance policy, focusing on pupils with under 90% attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	4, 1
Extra-curricular activities. Costs of extracurricular activities such as; clubs, trips, residentials and peripatetic music lessons, are subsided. Activities are selected to meet the needs/aspirations of individual children.	Disadvantaged children may have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to access our extra-curricular clubs and activities provided by the school and our local community, to close the gap between the experiences of many disadvantaged pupils and their peers.	5
Parental Engagement To support Pupil Premium families with a range of barriers and issues, including attendance, housing, behaviour and well-being, and through this support learning and progress of pupils in school. (Operational DSL, Inclusion lead, Attendance lead, nurture support staff)	Family and home related issues are mitigated in school by sign-posted support and support learning - pupils come to school ready to learn. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=The%20average%20impact%20of%20the,mixed%20and%20much%20less%20conclusive.	6, 4, 5, 1

Total budgeted cost: £118,230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium Strategy and activity had on pupils in the academic year 2024 to 2025.

Intended Outcome	Progress
Improved oral language skills and vocabulary among disadvantaged pupils.	This year the drive to develop oracy and oral language skills has been promoted through engagement in the first year of the Voice 21 Oracy programme. Research has demonstrated the programme has been particularly effective for disadvantaged pupils, with studies showing that pupils who participate in the programme demonstrate improved engagement, critical thinking, and communication skills. This academic year has entailed staff training of Oracy Champions and dissemination to wider staff. Strategies have been implemented and this is beginning to demonstrate impact through greater participation and confidence in speaking and listening. Progress has continued through careful planning of the use of key subject specific vocabulary in all subject areas, alongside rich and broad vocabulary in English and across the curriculum. There is a focus on pre-teaching and explanation of new and subject-specific vocabulary, rehearsal and application using sentence stems and prompts. Teacher feedback, monitoring and observation reports that disadvantaged pupils are utilising a broader range of vocabulary within their spoken and written work. Staffing of a dedicated person to deliver NELI and Speech and Language Link interventions had a positive impact in Reception and Year 1 pupils and for individual pupils in KS2. This is being extended into Nursery through NELI Pre-school.
Improved reading attainment among disadvantaged pupils.	End of KS2 results in Reading: 61% of PP children achieved the expected standard or above compared to 83% of non-PP children. 89% of PP pupils in Reception achieved their Word reading and 67% Comprehension aspects of ELGs compared to 77% Word reading for non-PP and 88% Comprehension. 8 PP children made accelerated progress from their starting points from Autumn to Summer term, above that of non-PP pupils. Year 1 Phonics attainment gap between PP/Non PP diminished with 70% attainment compared to 74% non-PP. Year 1: 70% of PP pupils achieved the expected standard or above in Reading, compared to 68% of non-PP.

	57% of Year 2 PP achieved expected or above levels, compared to 82% of non-PP. In Year 3 65% of PP children achieved expected or above, compared to 68% of non-PP a negative difference of just 3%. In Year 4 58% 0f PP children achieved expected or above, compared to 77% of non-PP. In Year 5 57% of PP children achieved expected or above, compared to 92% of non-PP.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of KS2 results in Maths: 46% of PP children achieved the expected standard or above. There was a negative difference of 46% between the attainment of the PP cohort and other pupils. However this included 23% of the PP cohort who attained a scaled score of 98 or 99 (expected standard 100). In addition, this was a transient cohort with a high percentage of PP combined with EAL, SEND and new to the school within the year. In Reception 67% of PP children achieved GLD vs 70% non PP. Year 1 gap between PP/Non PP diminished over the year. In Autumn 23 there was a 33% difference and by end of Summer there was a 9% difference with 70% of PP children achieving the expected standard or above. In Year 2 71% of PP children achieved expected or above, compared to 95% of non-PP. In Year 3 41% of PP children achieved expected or above, compared to 65% of non-PP. Within the PP group, there was a disproportionately high level of low attendance which improved over the year. In Year 4 57% of PP children achieved expected or above, compared to 78% of non-PP. In Year 5 38% of PP children achieved expected or above, compared to 78% of non-PP. A number of PP children attained just below the expected level.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Wellbeing remains at the heart of our whole school ethos and values, in order for children to have their basic needs met and be ready and able to access teaching and learning consistently. The strategies within this plan form some of the key methods which support all our pupils but especially our disadvantaged pupils. All staff receive training in EMR as well as the Steps approach to positive behaviour management, which has building positive

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<td>relationships and enabling understanding of the child at an individual level, underpinning the strategies.

Zones of Regulation is utilised in every classroom, enabling ongoing modelling of language and strategies to support awareness of emotions and self-regulation.

This year the school has worked alongside the Virtual School, towards the Trauma Informed Schools Award. This has resulted in staff receiving training and the implementation of strategies such as Theraplay.

The school continues to work closely with external agencies, including Children's Services, CAMHS, Psychology4Learning Ltd, School Nursing, to employ strategies and support for children's emotional development.

Our Nurture Support worker facilitates a lunchtime nurture club and supported pupils from across school, including Pupil Premium pupils, with a range of issues, including anxiety, self-esteem, emotional regulation and social skills.

Our specialist art teacher delivers weekly art nurture sessions, with a focus on pupils with Pupil Premium or SEND. She has also undertaken Drawing and Talking training (an attachment based therapeutic intervention) enabling an enhanced offer of therapeutic support for children. Feedback from teachers, parents and pupils has indicated a positive impact on wellbeing and being ready to learn.

An experienced teacher trained in Trauma Informed Schools Approach and delivered 1:1 intervention for targeted pupils, including some disadvantaged, in a dedicated room and through one day release from teaching. Feedback and observation from teachers, parents and pupils evidence a positive impact, with pupils demonstrating new skills and emotional regulation.

Continued CPD supports the use of Calming Cat programme within year groups to develop awareness of interoception and strategies to support regulation amongst pupils.</td>
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<tr>
<td>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</td>
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<table>
<tr><td>Year</td><td>PP</td><td>Non-PP</td><td>Gap</td></tr>
<tr><td>2024-25</td><td>93.3%</td><td>96.8%</td><td>3.5%</td></tr>
<tr><td>2023-24</td><td>90.32%</td><td>95.58%</td><td>5.26%</td></tr>
<tr><td>2022-23</td><td>90.17%</td><td>94.62%</td><td>4.45%</td></tr>
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There was a marked increase in attendance of the PP cohort this year. In September, attendance was 86.96% for PP pupils, compared to 95.37% of non-PP. This gap reduced from 8.41% to 3.5% at the end of the summer term.
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<td>To achieve and sustain improved parental engagement, particularly our disadvantaged pupils.</td>
<td>Following a range of strategies, engagement of pupils in receipt of Pupil Premium was as follows:

<table>
<tr><th></th><th>PP pupil numbers</th><th>Enrichment club places</th></tr>
<tr><td>Period 1</td><td>69</td><td>50</td></tr>
<tr><td>Period 2</td><td>67</td><td>30</td></tr>
<tr><td>Period 3</td><td>69</td><td>28</td></tr>
<tr><td>Period 4</td><td>69</td><td>30</td></tr>
<tr><td>Period 5</td><td>69</td><td>48</td></tr>
<tr><td>Period 6</td><td>69</td><td>16</td></tr>
</table>

There has been increased levels of parental engagement for pupils in receipt of Pupil Premium at curriculum workshops, trips, school events and parent meetings.</td>
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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
Jigsaw	Jigsaw PSHE Ltd
Speech and Language Link	Speechlink Multimedia Ltd
Nuffield Early Language Intervention (NELI)	Nuffield Foundation Education Ltd
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
DoodleLearning	Discovery Education Europe Ltd
OPAL Primary Programme	OPAL
Calming Cat Programme	Psychology4LearningLtd
Trauma Informed Schools Approach	Trauma Informed Schools UK

Service pupil premium funding (optional)

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

All teachers and teaching assistants have a good understanding and awareness of their pupil premium pupils in their class. We use the Establish, Maintain, Restore (EMR) model and Steps approach to develop positive relationships with pupils and their families. Through assessment, observation and knowledge gained through relationships with families and pupils, individual barriers to learning, attendance or full participation of school life, is noted and support provided to address. Individual one page profiles and child and family overviews support monitoring. We use AfL opportunities such as live marking, questionning and previous gap filling during lessons for all pupils, including a focus on Pupil Premium pupils. We continue to raise the profile of Pupil Premium pupils in school life by ensuring that they have key roles and responsibilities within the school and in classes to increase their engagement and self-confidence. Buckingham Primary School is an outward facing school, working with other schools in our area to improve opportunities for disadvantaged children. We are part of the Buckinghamshire Challenge Project within our liaison group, focussing on enhancing transition support amongst our pupils. We hope that collaboration with schools in our area will bring fresh ideas, opportunities to trial, supporting our pupils to be equipped with skills and confidence for the next stage of their education.