



Pupil premium strategy statement

This statement details Buglawton Primary School's use of pupil premium (and recovery premium) funding for the 2025-26 academic year 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	205
Proportion (%) of pupil premium eligible pupils	30%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	A. Ross / J. Abraham
Governor / Trustee lead	R. Terry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,412
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£92,415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve the very best outcomes regardless of their starting points or barriers to learning. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal.

Our approach is responsive to the individual needs of our disadvantaged pupils and is rooted in robust diagnostic assessment, informed by pupils' own voices and aspirations for their learning and future pathways. We do not make assumptions about the impact of disadvantage, and we use complementary approaches to ensure that all pupils have the opportunity to excel.

To achieve this, we will deliver a comprehensive programme of evidence-informed interventions, with a particular focus on oracy, phonics and early reading.

In addition, we will continue to provide a wide-ranging pathway of referral and a programme of SEMH (Social, Emotional and Mental Health) interventions and teaching strategies to address the wellbeing needs of all pupils, with a particular focus on those whose social, emotional or mental health needs present as barriers to learning.

We will also take account of pupils' interests beyond the academic curriculum and, where possible, provide them with experiences that broaden their horizons and enrich their personal development.

As part of our strategy this year, we are embedding the principles of the RADY (Raising Attainment for Disadvantaged Youngsters) approach to ensure that all pupils, particularly those from disadvantaged backgrounds, are supported to realise their full potential. Through RADY, we will actively challenge low expectations and ensure that disadvantaged pupils are set aspirational targets aligned with their potential rather than their prior attainment.

Embedding RADY will strengthen our culture of high expectations and equity, ensuring that every child's future is defined by their potential, not their circumstances. By combining RADY principles with our evidence-based strategies, we aim to accelerate progress, narrow attainment gaps, and empower our disadvantaged pupils to thrive academically, socially, and personally

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attainment in reading, writing, maths, grammar and spelling
2	Additional needs support to meet the individual needs
3	Limited access to a wide range of life experiences due to limited social mobility
4	Personal, social, behavioural and emotional issues
5	Social skills and difficulties with making friendships
6	The ability to access peripatetic music lessons
7	Not having breakfast/healthy breakfast in the morning
8	Parental support/ engagement/ aspirations/ mental health
9	Poor oracy skills
10	Poor punctuality and lower attendance rates

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
Pupil premium children's outcomes improve and the gap between pp and non-pp children narrows	Children will make more progress points in KS1 and KS2 than they did previously The outcomes for children in all end of Key Stage assessments and the phonics screen and multiplication check will be closer to that of outcomes for non-pp children
All PP children below ARE making accelerated progress in all areas	Through accelerated progression, the gap in attainment between PP and non-PP will begin to close
Quality First Teaching is delivered to all children	A cycle of CPD planned to ensure that all children receive QFT Timetabled training sessions Use of staff meeting/ INSET days
Opportunities for enrichment are provided for all disadvantaged children	All children are able to attend enrichment opportunities provided by school including: extra-curricular activities, residentials, day trips, workshops and visitors with financial support provided by school

	All pupils will have access to a wide, rich set of experiences including learning a musical instrument, cadet Children feel inspired by the opportunities presented to them and are encouraged to pursue their interests and talents
Targeted intervention available for all children working below ARE or in need of nurture support	Specialist teacher employed to deliver interventions to year 6 Smaller class sizes in year 6 Wide range of interventions delivered by experienced and well-trained TAs ELSA TA
Speech, language and communication needs will not limit children's capacity to meet their expected academic attainment	The speech, language and communication needs of identified pupils will be diagnostically assessed throughout the academic year and progress closely monitored There is a strong focus on developing a rigorous and structured approach towards developing our children's oracy
Families supported with providing healthy breakfasts and snacks for their child	Free places at breakfast club offered Free healthy snacks provided by school and offered to the children

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

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning	Knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	1, 2, 9
Staff Training: Reading, Writing, Maths, Grammar & Spelling	Staff training to ensure that all teaching staff are upskilled to support pupils' learning using a range of strategies. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/readingcomprehension-strategies/	1, 2, 9

Whole school staff training on improving standards in grammar, spelling and writing	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2, 9
Behaviour Management Training	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions EEF	2, 4, 5

Targeted academic support

Budgeted cost: £ 34,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One Tutor	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 8, 9
Pupil Progress Meetings	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	1, 2, 4, 9
Year 2 and 4 in class keep up or catch-up interventions (RADY)	In line with the RADY (Raising Attainment of Disadvantaged Youngsters) approach, targeted Year 2 and 4 in-class keep-up and catch-up interventions ensure disadvantaged pupils receive equitable support and ambitious expectations, helping to close attainment gaps and accelerate progress. Evidence from the Education Endowment Foundation (EEF) shows that small group tuition and teaching assistant interventions can lead to up to +4 months' additional progress, particularly when structured and closely aligned with classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Challenging Education – Education consultancy, training and monitoring to maintained and academy schools across all phases	1, 2, 3, 8, 9, 10
Phonics	Teaching phonics and delivering phonic interventions has a very positive impact of 5 months Phonics EEF (educationendowmentfoundation.org.uk)	1, 8
Wellcomm	WELLCOMM– language and communication toolkit to be used to screen all children in EYFS to establish small group interventions on entry to school following baseline assessments https://www.gi-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-yearAdditional/s/	2, 5, 9

Online Learning Apps & electronic devices	Teaching primary pupils strategies to support their working memory and getting them to practise these by playing online games can boost their maths results by the equivalent of an additional three months. https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improvingworking-memory/	1, 2, 4, 8, 9
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Wider strategies

Budgeted cost: £38,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Clinics	Parental Engagement Strategies: 3 Months additional progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/	10
Peer mediators	Social and emotional learning (SEL): The EEF Toolkit finds that SEL approaches have an average impact of +4 months' additional progress over a year, by helping pupils manage emotions, set goals, and show empathy—key outcomes of anti-bullying and peer support programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Diana Award Anti-Bullying Ambassador Programme	Behaviour interventions: These approaches show an average impact of +3 months' progress, improving self-regulation, relationships, and classroom climate—all relevant to the aims of the Diana Award programme. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5, 10
Outdoor learning	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/ Outdoor Learning: 4 months additional progress when successful	2, 4, 5
Extra-curricular clubs, Trips and Residential	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/ Outdoor Learning: 4 months additional progress when successful	3, 4, 5
Nurture Groups including ELSA & ELKLAN	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning	2, 3, 4, 5
Family Learning Sessions	Parental Engagement Strategies: 3 Months additional progress https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/	8
Breakfast/After School Club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writingand-maths-res/	4, 5, 7

SWANS Counselling	knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspirationinterventions/	2, 3, 4, 5
Play Therapy	Behaviour Interventions: 3 months additional progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/	2, 4, 5, 9
Lego Therapy	Behaviour Interventions: 3 months additional progress when successful https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/behaviourinterventions/	2, 4, 5, 9
Peripatetic Music Lessons	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, adding 3 months progress when successful Arts participation EEF (educationendowmentfoundation.org.uk)	3, 6

Total budgeted cost: £ 92,415

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year group overview:

Expectation Level: Expected & Above	Pupil Premium								Non Pupil Premium								Difference			
	Combined		Reading		Writing		Mathematics		Combined		Reading		Writing		Mathematics		Combined	Reading	Writing	Mathematics
Year 1	5 / 6	83.3%	6 / 6	100%	5 / 6	83.3%	6 / 6	100%	14 / 19	73.7%	16 / 19	84.2%	15 / 19	78.9%	17 / 19	89.5%	9.6%	15.8%	4.4%	10.5%
Year 2	6 / 10	60%	8 / 10	80%	7 / 10	70%	8 / 10	80%	12 / 17	70.6%	12 / 17	70.6%	12 / 17	70.6%	15 / 17	88.2%	10.6%	9.4%	0.6%	8.2%
Year 3	3 / 11	27.3%	5 / 11	45.5%	5 / 11	45.5%	4 / 11	36.4%	14 / 19	73.7%	17 / 19	89.5%	15 / 19	78.9%	18 / 19	94.7%	46.4%	44%	33.4%	58.3%
Year 4	4 / 11	36.4%	6 / 11	54.5%	4 / 9	44.4%	5 / 11	45.5%	15 / 18	83.3%	17 / 18	94.4%	15 / 18	83.3%	16 / 18	88.9%	46.9%	39.9%	38.9%	43.4%
Year 5	3 / 10	30%	4 / 10	40%	3 / 10	30%	3 / 10	30%	7 / 17	41.2%	12 / 17	70.6%	8 / 17	47.1%	13 / 17	76.5%	11.2%	30.6%	17.1%	46.5%
Year 6	4 / 8	50%	7 / 8	87.5%	5 / 8	62.5%	5 / 8	62.5%	14 / 22	63.6%	18 / 22	81.8%	15 / 21	71.4%	17 / 22	77.3%	13.6%	5.7%	8.9%	14.8%

Impact on Pupil Progress:

The attainment gap between disadvantaged and non-disadvantaged pupils has either narrowed or remained stable across most classes in core subjects over the past year. However, this gap remains significant overall. Targeted support has been implemented to ensure all pupils make the progress they deserve, with a particular focus on the strategies and guidance provided through RADY. Year 1 and Year 3 (now Year 2 and Year 4) and been identified as focus year groups for RADY intervention and support during the academic year 2025-26.

Nature of Support for 2024-25 school year

100% paid for educational visits

50% paid for residentials

Lightning Squad comprehension intervention

Tuition for year 6 children in reading and maths

Reading champion employed 3 days a week

Staff training – reading, writing, maths and SPAG

Emotion coaching, behaviour support and positive handling

Behaviour management training

Purchase of apps to support online learning

Attendance clinics

Forest Schools

Music lessons

Nurture and Elsa

Breakfast and afterschool clubs offered free of charge

SWANs counselling offered for those children who need it

Play therapy

Attendance at after school clubs – in autumn term 29 PP children attended at least one afterschool club, in spring term

28 children attended and in summer term 30 children attended

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