



Pupil premium strategy statement

This statement details Buglawton Primary School's use of pupil premium (and recovery premium) funding for the 2026-27 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	206
Proportion (%) of pupil premium eligible pupils	31.5%
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)	2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	
Pupil premium lead	A Ross
Governor / Trustee lead	R. Terry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,750
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£100,750

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 and provide equitable strategies to narrow the gap in areas across school life.

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 attendance, 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 continuing to embed 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 attendance rates than the general school population
2	Lower levels of attainment in reading, writing, maths, grammar and spelling
3	Additional needs support to meet the individual needs
4	Limited access to a wide range of life experiences due to limited social mobility
5	Personal, social, behavioural and emotional issues
6	The 'double disadvantage' of pupils identified as having SEND.
7	The ability to access peripatetic music lessons
8	Not having breakfast/healthy breakfast in the morning
9	Parental support/ engagement/ aspirations/ mental health
10	Poor oracy skills

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 attendance and punctuality improves.	<p>The gap between pupil premium and non-pupil premium attendance narrows.</p> <p>The proportion of persistent absentees that are pupil premium decreases.</p> <p>The proportion of pupil premium pupils who have persistent lateness decreases, in-line with whole school expectations.</p>
Pupil premium children's outcomes improve, and the gap between PP and non-PP children narrows, including for those with SEND.	<p>Children will make more progress points in KS1 and KS2 than they did previously.</p> <p>The outcomes for children in end of Key Stage assessments, the phonics screening check and multiplication check will be closer to that outcomes for non-pp children.</p>
All PP children below ARE making accelerated progress in all areas. Children with SEND in addition to Pupil Premium funding should make rapid progress.	<p>Pupil premium pupils will be tracked termly, with progress monitored in-line with expectations.</p> <p>Up-lifts will be applied to pupil premium pupils to apply high expectations throughout the school.</p> <p>Through accelerated progression, the gap in attainment between PP and non-PP will begin to close.</p>

	Pupils with SEND have clear, small-step targets alongside a longer term vision.
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 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 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: £ 21,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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, 6, 9
Embed, monitor and review whole school approaches to RADY, ensuring it is a 'Golden Thread' through our school and is aspired by everyone.	In coordination with the local authority, a whole school approach to RADY impacts disadvantaged students across their school life. https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	1, 2, 3, 5, 6, 9, 10
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, 6

Targeted academic support

Budgeted cost: £ 37,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a One-to-One Tutor for targeted PP students.	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
Effective Pupil Progress Meetings identify and establish key interventions within classes.	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, 6, 9
Deploy in-class keep up interventions in line with the RADY principles.	In line with the RADY (Raising Attainment of Disadvantaged Youngsters) approach, targeted 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	1, 2, 3, 6, 8, 9, 10

	<p>to +4 months' additional progress, particularly when structured and closely aligned with classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Challenging Education – Education consultancy, training and monitoring to maintained and academy schools across all phases</p>	
Embedding of a DfE validated phonics scheme.	<p>Teaching phonics and delivering phonic interventions has a very positive impact of 5 months</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 6, 8
Delivery of a Wellcomm intervention within the EYFS.	<p>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</p> <p>https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-yearAdditional s/</p>	2, 5, 6, 9
Deployment of online Learning apps & electronic devices.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/news/neweef-trial-3-months-boost-maths-results-from-improvingworking-memory/</p>	1, 2, 4, 8, 9

Wider strategies

Budgeted cost: £41,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in Attendance Clinics with targeted families and students.	<p>Parental Engagement Strategies: 3 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/</p>	10
Development of Peer mediators through a training scheme.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
Embedding the principles of Diana Award Anti-Bullying Ambassador Programme.	<p>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.</p>	4, 5, 10

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
A programme of Outdoor learning developing a range of soft skills.	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/ Outdoor Learning: 4 months additional progress when successful	2, 4, 5, 6
Delivering and supporting a programme of Extra-curricular clubs, Trips and Residentials designed to give students access to a wide range of personal development opportunities and cultural capital designed to impact their academic attainment.	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, 6
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, 5

Total budgeted cost: £ 100,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that gaps in pupil premium attainment is narrowing in certain subject areas while remaining constant in others and widening in some. At KS2, the gap widened in 2026 having narrowed in the previous two (as compared with previous cohorts). When comparing the same cohorts as they progress through school, Reading attainment narrowed year-on-year in two year groups, staying static in two more. Writing attainment narrowed in two year groups. Maths attainment narrowed in three year groups and remained constant in another.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there was a slight reduction in the gap in attendance between pupil premium students and non-PP students. There was also a similar sight reduction in the proportion of persistently absent pupils, again when compared with their non-PP pupils.

Our evaluation of the approaches delivered last academic year indicates that the first year of the RADY programme is having a positive impact on the high expectations of disadvantaged pupils. The school now needs to further embed this to impact pupil attainment consistently across both subjects and year groups.

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

