

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Butts Primary School
Number of pupils in school	207 pupils (Y1 – 6)
Proportion (%) of pupil premium eligible pupils	37% (76 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year
Date this statement was published	September 24
Date on which it will be reviewed	September 27
Statement authorised by	D Marusamy
Pupil premium lead	D Marusamy
Governor / Trustee lead	M Mortiboys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,437
Recovery premium funding allocation this academic year	/
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	£132,437

Part A: Pupil premium strategy plan

Statement of intent

Previous data tracking and analysis shows that there are gaps in achievement between disadvantaged and non-disadvantaged pupils. It is therefore necessary to raise the attainment and achievement of Pupil Premium children to reach at least national expected standard.

We will consider any challenges and identify the barriers in order to increase levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils.

All teaching staff are involved in the analysis of data and identification of pupil who are in need of additional support, interventions or tuition. We know that children learn best when they attend school regularly. In our strategy we focus on encouraging attendance through our Attendance Lead, SMT and outside agencies who actively engage with families to encourage and support good attendance in school.

The impact of the all interventions will be measured and evaluated termly and their provision and progress will be discussed and targets put in place. Pupil premium attendance records for extra-curricular clubs, enrichment opportunities are tracked and analysed to ensure every child is provided for.

Challenges

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

Challenge number	Detail of challenge
1	English as an additional Language and low communication, Language and Literacy skills on entry is very low and additional support is needed from Nursery to Year 1.
2	Attendance data shows that PP families have difficulty maintaining good attendance and punctuality.
3	Pupil's social and emotional needs impact on academic progress/success
4	Lack of access to wider enriching experiences and opportunities
5	Pupils have multiple barriers of disadvantage, including SEND, LAC, EAL, need additional provisions to reach national expectations.

6	Pupils across the school have gaps in their knowledge and skills in reading, writing and maths when compared to their peers and when compared nationally at the end of KS1 and KS2.
---	---

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
Improved attainment in Maths, Reading and Writing of the disadvantaged pupils.	<p>Data shows that the outcomes at KS1 and KS2 of disadvantaged pupils have increased, and therefore the gap with national has decreased.</p> <p>Effective transition to Secondary school</p> <p>Knowledge gained from interventions and tuition is transferred into class. Pupils make progress.</p> <p>Teachers identify and track PP pupils confidently and target support accordingly.</p> <p>High attendance at tuition groups after school and pupils make good progress and able to apply knowledge within class.</p> <p>Additional staffing to provide small teaching groups for early reading/ phonics lessons.</p>
In Early Years, disadvantaged pupils make progress from their baseline and there is improved attainment (GLD).	<p>Disadvantaged pupils have strong and secure foundations for learning. Disadvantaged pupils make progress in line with national expectations (GLD data).</p> <p>Speech and language screening in Early Years. Screening results used to target pupils. Talk Boost programme delivered by EYFS staff supports speech and language progress.</p>
Attendance of disadvantaged pupils improves and in line with peers.	<p>Pupils attendance monitored and procedures in place to ensure attendance improves.</p> <p>Incentive and rewards used to encourage pupils to attend.</p> <p>Attendance Officer provides additional support for identified pupils as required.</p>
Increase the number of disadvantaged pupils accessing free after school enrichment clubs and tuition clubs.	<p>PP pupils access after school enrichment clubs, sometimes with additional support.</p> <p>School reviews the after school clubs and listens to the voice of the pupils, to ensure they have clubs within their interest.</p>

<p>Improved attainment of the disadvantaged pupils in Phonics to be in line with their peers and with national.</p>	<p>Disadvantaged pupils have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.</p>
<p>Disadvantaged pupils attend and participate in enriching opportunities/ events and experiences offered throughout the year e.g. residential trips, theatre trips, workshops, sporting events/competitions.</p>	<p>Disadvantaged pupils will have equitable access to the wider curriculum/ cultural opportunities.</p>
<p>By the time pupils leave Butts Primary in Year 6, the disadvantaged gap has been closed. Children who are eligible for Pupil Premium achieve in line with their peers.</p>	<p>Disadvantaged pupils leave the school completing the curriculum and achieve in line with their peers at both expected levels and greater depth levels.</p>
<p>Disadvantaged pupils have access to outdoor facilities and nurture sessions to support wellbeing.</p>	<p>Teachers will identify pupils who require support and implement the appropriate strategies.</p> <p>Pupils who need support access nurture/ gardening club/ forest school/ art sessions/ weekly nurture sessions.</p> <p>Pupils have weekly well-being sessions to enable them to tackle challenges in a positive way.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led intervention for KS1 phonics (RML Lead) and time given for the RML lead to review and analyse the interventions/ progress.	<p>Early years interventions and pre-school interventions have a positive impact.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,5
Additional HLTA to work with KS1 children for RML, Maths and English to accelerate the progress	<p>Overall, evidence suggests that small group tuition is effective. Tuition in small groups is often provided to support lower attaining learners, but it can also be used as a strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1,5,6
In house coaching and mentoring by SLT to support teachers	<p>Assistant Head and Phase Leaders provide opportunities of sharing, development and support on how to improve quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	5,6
SALT screening annually and intervention programmes. Monitoring and review	<p>External agencies (SALT) assess all pupils and highlight pupils who need additional interventions.</p> <p>Targets and programmes are created for individual pupils to enable accelerated progress.</p>	1,6

meetings from SALT		
Funding of ongoing teacher and TA training	CPD supports staff development and the quality of education offered. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	1,3,4,5,6

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school Maths and English tuition for Years 4 – 6 Year 6 Easter school Beanstalk reading programme (1:1)	Overall, evidence suggests that small group tuition is effective. Tuition in small groups is often provided to support lower attaining learners, but it can also be used as a strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	6,5
Bug club, Times tables Rock Star and Education City online subscriptions	Evidence shows that digital technology has moderate learning gains. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term	6,5
Small group targeted phonics groups in Early Years and KS1 to secure stronger phonics teaching for all children	Overall, evidence suggests that small group tuition is effective. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,6
Additional support staff in Reception to enable small group targeted work.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	1,5

Additional TA to deliver 1:1 SALT interventions		
---	--	--

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

Budgeted cost: £41,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip subsidy	<p>Children are given the opportunities to develop their self-confidence.</p> <p>Studies of adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</p>	5,4
Curriculum enrichment Trips/ visitors/ events/ in school experiences	<p>Pupils enjoy curriculum enrichment and this is recorded through pupil voice.</p> <p>These enriching opportunities offer a range of learning experiences and support the development of a child's character.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4
Breakfast club and free toast provision	The National School Breakfast programme: Research shows a direct link between the breakfast habits of children and their educational attainment.	5,2
Quality external tutor music provision	Forest Arts keyboard tuition programme with Years 4 and 5 supports pupils self-esteem, well-being, creativity.	4,6,5
Attendance Lead and EWO	Children need to be in school to access the full curriculum and make expected progress.	2,5
Attendance prizes and rewards		

Development of wellbeing outdoor areas – school garden, forest school, nurture.	The development of the outdoors will support pupils wellbeing and offer more opportunities for outdoor learning. KS2 nurture groups, KS1 sand play therapy, Forest school, after school well being clubs (gardening and art).	4,3
---	---	-----

Total budgeted cost: £132,437

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024- 2025** academic year.

EYFS GLD

GLD On track %	PP GLD	Non PP GLD	Gap
72%	71% (5/7)	77% (17/22)	-6%

Year 1 Phonics

Phonics Y1 pass	PP	Non PP	Gap
87%	92% (11/12)	83% (15/18)	+9%

Y6 expected + results

		PP (17)	Non PP (14)	Gap
Reading	84%	82% (14)	79% (11)	+3%
Writing	77%	71% (12)	86% (12)	-15%
Spag	90%	88% (15)	93% (13)	-5%
Maths	81%	76% (13)	86% (12)	-10%
RWM	68%	59% (10)	79% (11)	-20%

Please note 9/17 pupils of the PP pupils have multiple barriers to learning and are on the SEND register.

Attendance

Whole school attendance 2024-25	PP	Non PP	Gap
	93.12%	94.18%	-1.06%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Beanstalk Reading Programme (1:1)	Beanstalk
Talk Boost Intervention	Speech and Language UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

--