



Thomas Buxton
Primary School
Learning Together

Pupil Premium Statement for 2024 - 2025



This statement details our school's use of pupil premium for the 2023 - 2024 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and the effect that last year's spending of pupil premium for disadvantaged pupils last year.

School overview

Detail	Data
School name	Thomas Buxton Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	15.09.25
Date on which it will be reviewed	15.09.26
Statement authorised by	Headteacher and Chair of Governors
Pupil premium lead	Deputy Headteacher
Governor	George Maxwell/Jenni Borg

Funding overview

Detail	Amount (Academic Year 2024 - 2025)
Pupil premium funding allocation this academic year	£ 266 400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 266 400

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- To ensure that pupils from economically or socially disadvantaged backgrounds are provided with effective support to allow them to make good or better progress when compared to those affected by similar circumstances locally and nationally.
- To close the attainment gap for eligible pupils.

Continuity of PPG Provision

- The additional support provided by skilled teachers to work with smaller groups is a core part of the provision at this school.
- Effective use of assessment is essential to help identify gaps in knowledge and understanding for children and to address them.

Key Principles

- The use of targeted intervention for children where there are gaps in understanding is the key driver for the pupil premium strategy.
- The use of effective assessment (PiXL) to inform the gaps in knowledge for children and the interventions to bridge those gaps is key to effective use of the premium and catch up grant.

Challenges

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

Challenge number	Detail of challenge
1	The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of the EYFS.
2	At other points of entry to the school, children often enter the school with low levels of spoken English and language skills well below those expected for their age.
3	97% of children have English as an additional language. Parental support for their children's learning is sometimes inconsistent.

4	Parents may be unable to support their children's learning at home for a range of reasons, including high levels of EAL in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.
5	Most of the children live close to the school or in adjacent wards with over 60% of households being overcrowded (2011 Census).

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
Disadvantaged pupils access the curriculum and achieve their age-related expectations.	To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
To ensure that children who have gaps in learning receive targeted high-quality intervention monitored by Senior Leaders.	End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or health needs are well supported by the school so that the needs are alleviated and do not form a barrier to children's learning	A challenge curriculum will provide pupils with exciting and varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.

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: £ 3200

Activity	Evidence that supports this approach <u>Sutton Trust-EEF Toolkit (2020)</u>	Challenge number(s) addressed
PiXL Subscription £2700	"Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning." (+8 months) EEF Feedback Guidance	1,2
PiXL Training £1500	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF EEF Feedback Guidance	1,2

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

Budgeted cost: £ 307247

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>X 3Additional Teachers * reflects full employment costs £ 254 523</i>	"Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact." (+4months) EEF Language	1,2,3

x 2 Additional Support staff for interventions & pastoral work <i>* reflects full employment costs</i> £52 724	“Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.” (+2 months) EEF Teaching Assistants	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enrichment £12 000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Arts	5
Art Therapist (0.4) £21 000	Supporting pupils’ social, emotional, and behavioural needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	All

Total budgeted cost: £ 313 747

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.

Year Group - Group Data - % on track to achieve or exceed age related

Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	60%	77%	81%	67%	75%	84%
PP	48%	75%	72%	65%	67%	84%
PP (no SEN)	63%	95%	78%	83%	83%	95%
Boys	54%	72%	77%	61%	67%	78%
Girls	67%	83%	85%	76%	87%	92%

Writing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	62%	71%	77%	60%	70%	84%
PP	52%	64%	68%	55%	59%	84%
PP (no SEN)	69%	86%	74%	70%	2%	95%
Boys	54%	56%	67%	49%	58%	78%
Girls	72%	87%	85%	76%	87%	92%

Maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	68%	79%	83%	60%	71%	86%
PP	56%	9%	76%	55%	56%	87%
PP (no SEN)	75%	5%	83%	65%	67%	100%
Boys	62%	76%	77%	64%	70%	81%
Girls	76%	83%	89%	56%	74%	92%

Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	70%	83%	81%	83%	88%	84%
PP	60%	82%	72%	81%	85%	81%
PP (no SEN)	81%	100%	78%	96%	95%	95%
Boys	65%	76%	77%	79%	88%	78%
Girls	76%	91%	85%	88%	87%	92%

Externally provided programmes

Programme	Provider
Not financially viable	N/A

Further information (optional)

There is significant investment in therapeutic support offered through an Art Therapist for 2 days per week as well as investment in staff training for Mental Health First Aid.

- The Play Therapist has a full two-day timetable to see vulnerable children.
- The Senior Teaching Assistant Team have undertaken a 5 week training programme delivered by a Play Therapist. They are now equipped to support children who feel anxious, suffered loss or bereavement.
- All teachers are delivering Art and Personal, Social and Emotional sessions to provide children opportunities to share and discuss their Lockdown experiences.
- Food parcels continue to be delivered to vulnerable families every week via Felix Food Project and Spitalfields Farm.