

Buttsbury 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 this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Buttsbury Primary School
Proportion (%) of pupil premium eligible pupils	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)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Ann Robinson, Headteacher
Pupil premium leads	Adam Graves
Trustee lead	Pippa Branch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,403
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	£70,403

Part A: Pupil premium strategy plan

Statement of intent

At Buttsbury Primary School we have high expectations of all children, irrespective of their background or the challenges that they may face, and we expect all children to make at least good progress and achieve at least age-related expectations across all areas of the curriculum. The pupil premium strategy is designed to support all disadvantaged children to achieve this goal.

As a school, we rigorously monitor all children to understand the challenges that they face and how their situations could make them vulnerable and impact on learning. When monitoring the children at Buttsbury Primary School we take into consideration (but not limited to) assessment data, staff observations, pupil perceptions, attendance, behaviour and contextual and pastoral information. The data generated from the monitoring activities is used to identify all children who require support, regardless of whether they are disadvantaged or not.

High quality teaching of an ambitious, broad and balanced, mastery-based curriculum for all is at the heart of our approach. We believe that this results in high standards in both progress and attainment for all children and is the main contributor for closing the gap between our disadvantaged and non-disadvantaged children and sustaining it. We do recognise that high quality teaching alone may not be enough to close this gap and additional provision and interventions are also required and are outlined below.

They key principles of our strategy include:

- High expectations for all children, without bias
- Regular and rigorous analysis of all children's needs
- Diagnostic identification of challenges that children face
- Act early in response to identification of need
- Adopt a whole school approach of shared responsibility for disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Attendance

	In line with national trends, there is a difference in attendance levels between our disadvantaged (93.1%) and non-disadvantaged children (97%). A significant proportion (33%) of our disadvantaged children are also being tracked for persistent absenteeism (PA). This indicates that a high proportion of our disadvantaged children missed a significant amount of high-quality education which has negatively impacted pupil progress.
2	Attainment Attainment of disadvantaged children, and the difference between disadvantaged and non-disadvantaged in Reading, Writing and Maths is variable from cohort to cohort, especially given the limited size of the disadvantaged cohort. During the duration of this new strategy, there are some cohorts with significant gaps between disadvantaged and non-disadvantaged that we intend to close. We are also intending to accelerate progress of those children with lower starting points and additional barriers such as SEND or EAL.
3	Social and Emotional Observations and discussions with staff, pupils and parents have identified social and emotional issues for a high proportion of our disadvantaged children including anxiety, self-esteem, confidence, attachment and resilience. These challenges were heightened as a result of COVID-19 school closures which resulted in cohorts of children missing fundamental, early years of learning, reduced peer engagement and enrichment opportunities. This has resulted in an increased number of children seeking reassurance in their learning, less independence, increased reliance on staff and peers to access tasks and decreased levels of active engagement within lessons.
4	Life Beyond the classroom Analysis has identified that uptake of enrichment opportunities beyond the classroom has improved however, for a significant proportion of children, this is for a limited time frame and not sustained throughout the school year. In addition to this, attendance at clubs tends to be at clubs that require no financial commitment. This is potentially limiting children's opportunities. Uptake of support in financing residentials and school trips from disadvantaged families is high and the need for support remains a priority. Efforts to promote life beyond the classroom, contributes to building children's cultural capital.
5	EYFS An increasingly higher proportion of children that are joining us in EYFS each year, have lower starting points in areas (specifically Communication and Language and Fine Motor Skills) than we would expect. The impact of this is that children find it difficult to express themselves, build and maintain positive relationships and follow and engage in instructions.

	Closing these gaps is an important challenge in order for children to achieve GLD.
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Difference in attendance between PPG and non-PPG is within 3.5% Proportion of PPG children who are tracked as persistent absence is below 30%
Improved reading attainment among disadvantaged pupils.	At least 80% of disadvantaged children achieve EXS in reading and 20% GDS.
Improved writing attainment for disadvantaged pupils at the end of KS2.	At least 80% of disadvantaged children achieve EXS in reading and 20% GDS.
Improved maths attainment for disadvantaged pupils at the end of KS2.	At least 80% of disadvantaged children achieve EXS in reading and 20% GDS.
Improved proportion of disadvantaged children achieving GLD in EYFS.	At least 80% of disadvantaged children achieve GLD in EYFS.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing are sustained for all children. This is demonstrated through pupil voice, parent voice and staff observations. All disadvantaged children to attend at least one extra curricular activity. 80% of disadvantaged children to sustain participation in extra-curricular activities across equivalent to two terms.

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: £40,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an additional maths teacher in	Evidence from EEF suggests that 3 months additional progress for pupils, on average, can be achieved when class sizes are	2,

Years 3 and 6. Teaching costs This will enable smaller class sizes of up to 16 children providing greater opportunities for individual feedback and high-quality interaction and modelling between pupil and teacher. This will specifically be valuable relating to use of manipulatives and representations and development of problem solving and reasoning strategies.	between 15 and 20 pupils per class as a result of increased feedback, interaction and modelling between child and teacher. Key recommendations for improving outcomes in maths sets out that using representations, manipulatives and teaching of problem solving are key drivers for improvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	
Develop whole school social and emotional learning (SEL) through enriching the curriculum by offering different workshops such as Basildon Youth Theatre, Anti-Bullying Workshops and First Aid. Enriching the curriculum This will give all children a common message and strategies towards developing SEL. In addition to this it will provide SMSC enrichment opportunities and contribute towards further developing all children's cultural capital.	The Improving Social and Emotional Learning in Primary Schools publication outlines that the development of these behaviours has a profound impact on outcomes at school and in later life. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf A report (Extra Curricular Inequality) from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes therefore reinforcing to us the importance of providing equal opportunities for children in school. https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf	1, 2, 3, 5

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

Budgeted cost: £24,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Support – interventions will be used to close identified gaps for disadvantaged children who are not on track to achieve their target. These will be delivered by Teaching Assistants. The school's Inclusion Manager line managers the Teaching Assistants and monitors the delivery of these interventions. The Teaching Assistants also receive regular CPD.	Evidence from EEF shows that Targeted Teaching Assistant Interventions on average make four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Buttsbury Primary School has previously adopted this approach and the impact of these interventions have been very positive in terms of pupils' outcomes and confidence in their abilities.	2, 3, 5
1:1 and small group tuition will focus on closing gaps and accelerating progress of identified children who are not on track to achieve their end of Key Stage target. This will be delivered by qualified teachers and monitored regularly at pupil progress meetings.	Evidence from EEF shows that small group tuition is effective because it can result in an additional four months of progress. Small group tuition provides opportunities for intensive, targeted input and support to overcome barriers to learning. It also enables greater opportunities for feedback from the teacher and higher levels of sustained engagement from the children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 5

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring will support children's social and emotional wellbeing; helping to improve self-esteem, manage anxieties and reduce incidents of poor behaviour. This will be delivered by the school's Learning Mentor.	Evidence from EEF states that effective Social and Emotional support can have, on average, four months additional progress on attainment as well as valuable impact on attitudes to learning and social relationships in schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5
Extended School Support entitles all disadvantaged children to one paid club per half term and free school visits. Also, this includes a subsidy towards residential trips in Year 4 and Year 6. This ensures that disadvantaged children have equal opportunities to their peers in accessing learning and enrichment beyond the curriculum.	An EEF report recognises the positive benefits of physical activity on health, wellbeing and physical development but it also highlights the positive impact that it can have on academic attainment particularly in Literacy and Mathematics. Academic attainment may improve by an additional month. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity A report (Extra Curricular Inequality) from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes therefore reinforcing to us the importance of providing equal opportunities for children in school. https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf	1, 2, 3, 4
Equipment – support is offered to disadvantaged families for the purchasing of equipment and uniform which may create a barrier to learning. This ensures that disadvantaged children have full and equal access to the curriculum	A report from the Sutton Trust advises that schools should be well resourced and use allocated funding to support families with the 'hidden costs' that may impact their education. https://www.suttontrust.com/our-research/parent-power-2018-schools/	1, 2, 4, 5

and are not excluded from activities.		
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Total budgeted cost: £ 81,973

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

To ensure that EYFS development is in line with National figures for other pupils at the end of each academic year.

	2021 – 2022	2022 – 2023	2023 - 2024	2024 – 2025	2025 - 2026
Buttsbury Primary School	51%	72%	71%	74.3%	77%
Buttsbury Disadvantaged				33%	NA
National*	65%	67%	67%	67.7%	XX%

- The proportion of children that have achieved GLD has increased by over 20% since 2021 - 2022
- Progress in attainment has been sustained and is tracking higher than National average. (We expect this to continue in 2025 - 2026)

Phonics

Improved attainment in the Year One phonics check.

	2021 – 2022	2022 – 2023	2023 - 2024	2024 – 2025	2025 - 2026
Buttsbury Primary School	67%	91%	93%	94%	87%
Buttsbury Disadvantaged			100%	100%	50%
National *	76%	79%	80%	81%	Oct 26
National * Disadvantaged			67%	67%	Oct 26

- Since 2021-2022 we have achieved above national average, and we expect to *maintain* this in 2025 – 2026 despite a dip in outcomes
- Our outcomes are at least 20% higher compared 2021 – 2022, showing sustained improvement
- In 2025-2026 attainment of disadvantaged children dropped. 83% of the children who did not pass their phonics screening also did not achieve GLD in the previous year.

Y4 MTC - % children achieving 25 out of 25

	2024 - 2025	2025 - 2026
Buttsbury Primary School	38%	41%
Buttsbury Disadvantaged	0%	15%
National *	34%	TBC%
National * Disadvantaged	25%	TBC%

- Outcomes have improved for both our whole school and disadvantaged children

SATS

Improved attainment in Year 6 Reading, Writing and Maths.

Reading

	2021 – 2022		2022 – 2023		2023 - 2024		2024 – 2025		2025 - 2026	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Buttsbury Primary School	88%	45%	91%	55%	86%	42%	88%	50%	87%	43%
Buttsbury Disadvantaged	100%	0%	100%	40%	50%	17%	70%	30%	75%	38%
National	75%		73%		74%		75%		75%	
National Disadvantaged	62%		60%		62%		63%		TBC%	

Writing

	2021 – 2022		2022 – 2023		2023 – 2024		2024 – 2025		2025 - 2026	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Buttsbury Primary School	91%	38%	88%	31%	82%	29%	91%	35%	90%	40%
Buttsbury Disadvantaged	80%	0%	80%	20%	17%	0%	86%	14%	63%	13%
National	69%		71%		72%		72%		73%	
National Disadvantaged	55%		58%		58%		59%		TBC%	

Maths

	2021 – 2022		2022 – 2023		2023 - 2024		2024 – 2025		2025 - 2026	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Buttsbury Primary School	89%	37%	88%	43%	87%	36%	87%	39%	87%	39%
Buttsbury Disadvantaged	80%	20%	80%	40%	34%	0%	80%	20%	75%	25%
National	71%		73%		73%		74%		75%	
National Disadvantaged	56%		59%		59%		61%		TBC%	

KS2 outcomes for disadvantaged have been strong, regularly attaining in line or above both the national and disadvantaged national figure. 2023-2024 saw a drop-in attainment across our disadvantaged cohort, this was due to cohort variation (e.g. higher proportion of EAL, more complex SEND needs).

Attendance

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

		2024 – 2025	2025 - 2026
Buttsbury Primary School	Non-Disadvantaged	97%	97%
	Disadvantaged	93.1%	91%
National	Non-Disadvantaged	95.6%	94.7%
	Disadvantaged	90.8%	89.1%

- Our attendance is very positive with both disadvantaged and non-disadvantaged above the national average.

- The gap between our disadvantaged and non-disadvantaged has increased in 2025
 - 26 due to a number complex, individual case-studies

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

To provide emotional support to groups of children and their families who have had difficulties as a result of Covid.

- 94% of parents feel that their child is happy at school and 93% of parents feel that their child is safe at school
- 53% of disadvantaged children have received pastoral support in the form of counselling, mentoring, pyramid club, Lego club, pet therapy, Hub etc.
- 82% of disadvantaged have attended at least one club or represented the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia	Lexia
Times Tables Rock Stars	Math Circle Ltd
Pyramid Club	University of West London
Lego Therapy	
EPS Maths	Essex Local Authority
Bug Club	Pearson
Rocket Phonics	Rising Stars
Talk Boost	Speech and Language UK

Further information

Below sets out additional activities that we are undertaking and that will further supplement the Pupil Premium Strategy:

Daily class reading (KS1) and class novel (KS2) slot

KS1 children will participate in a daily class reading session, led by the class teacher. Alongside this, they have regular comprehension based lessons, teaching children the skills of retrieval and inference.

KS2 has two reading slots a day: comprehension and class novel. We believe that this will give children the opportunity to develop their comprehension strategies and also contribute to creating a love of reading through sharing and modelling high quality texts, reading and discussion of language.

We believe that these have a positive impact on all children.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

Daily Readers

We identify children who would benefit from reading daily to an adult; a teaching assistant or a parent volunteer. This may be a child who has a lower than expected chronological reading age or a child who does not engage in reading regularly outside of school, which does include a significant proportion of our disadvantaged children. All adults who support with daily readers have had CPD in order to optimise impact of this session.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

White Rose Maths

White Rose Maths is used to underpin our maths curriculum from EYFS to Year 6. White Rose Maths supports a mastery approach to teaching maths. We have chosen this as it is well sequenced and progressive scheme with a focus on deepening the learning, varied fluency and delivery via the CPA approach.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

Live Marking and Feedback

We have a Live Marking approach to feedback within class. This enables all children to get live, in the moment feedback about their learning where misconceptions can be addressed or further challenges to progress and deepen learning can be introduced.

This approach benefits all children as it is an opportunity for one-to-one dialogue to be held about a child's learning.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

Metacognition and Self-regulation

All teachers, teaching assistants and learning support assistants have received CPD relating to metacognition and self-regulation. This is invaluable in promoting independent, positive learning behaviours amongst children which helps all children be more resilient. All members of staff carefully and purposefully model, explain and question all children to develop their metacognitive and self-regulation skills.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

Adaptative Learning and Scaffolding

All teachers now plan lessons that apply the principles of adaptive learning and scaffolding. Teachers are expected to adapt the learning to in response to the children's needs and starting point. This may require plugging a gap in the children's prior knowledge, before working towards the age appropriate learning. Equally, this could include accelerating pupils' learning should they be secure and confident with the content. The scaffolding approach intends for all children to achieve the main learning outcome without lowering the expectation of learning. The scaffold is carefully designed to overcome a barrier a child may have in achieving the core learning. This may include an adapted task, additional resources or an adjustment to reduce the cognitive load.

Wise Words

A clear, progressive approach of developing Tier 2 and 3 vocabulary has been introduced. Tier 3 vocabulary is identified within subject progression documents and is included within medium term plans, weekly plans, on display and used within lessons. Tier 2 vocabulary is incrementally taught within each year group across the school. The expectation is that teachers teach and model to children how to use this language which may be transferable between subjects. The aim of this initiative is enhance children's vocabulary, develop their cultural capital and give them the skills and knowledge to better access texts and tests which in turn will make them more successful in the future.

Pyramid Club

Pyramid Club will support a group of up to 12 children's social and emotional wellbeing. Helping to improve self-esteem, emotional intelligence, inter-personal communication skills and reduce incidents of poor behaviour. There are focussed sessions that support children with pending transitions from KS1 to KS2 and KS2 to KS3. This will be delivered by the school's Learning Mentor and additional Teaching Assistants. Evidence suggests that Pyramid club is a cost-effective strategy of

increasing children's academic progress by at least two months. It also has a range of positive impacts on children's social and emotional wellbeing.

<https://guidebook.eif.org.uk/programme/pyramid-club-primary>

Therapy Dog

We offer sessions with a therapy dog for groups of children. Therapy dogs are seen to reduce symptoms of stress, increase positive emotions and promote engagement in learning. Children to access this provision engage positively and can stimulate interactions between children, who otherwise may have found it more challenging. The aim of this initiative is to raise self-esteem, develop confidence and reduce stress and anxieties.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8217446/#:~:text=Therapy%20dogs%20have%20been%20found,avoidance%20and%20aggression%20in%20the>

PPG attendance

EEF set out resources to support schools to improve attendance in their strategy and identified 6 evidence-based approaches that will do this. Based on these findings, we will further refine and develop our approaches in the following three areas in order to close our gap:

1. Build a holistic understanding of pupils and families, and diagnose specific needs
 - Involve the BCT Attendance Officer, if needed, to identify barriers to good attendance
2. Build a culture of community and belonging for pupils
 - Consider strategies to support e.g. Breakfast Club, mentoring and special attendance awards
3. Communicate effectively with families
 - Monitor attendance weekly for PPG children. Arrange to meet with parents/carers of anyone whose attendance is below 90%
 - Issue formal letters if needed

These actions are also included within the Whole School Development Plan.

<https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance>

Planning, implementation, and evaluation

We have triangulated evidence from multiple sources including assessments, internal monitoring and external professional visits and have identified development priorities which we believe will continue to have a positive impact on raising attainment of our disadvantaged children.

-High-quality interactions in Early Years

-Ensuring learning intention and tasks are aligned

-Monitoring attainment of summer-born children