THE BUCKINGHAM SCHOOL

Pupil premium Strategy Statement – The Buckingham School 2022 – 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Buckingham School
Number of pupils in school	1172
Proportion (%) of pupil premium eligible pupils	17.2% (Yr 7-11) 15.96% (all years
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£174,443 (2021/22) £174,443 (2022/23)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrew McGinnes (Headteacher)
Pupil premium lead	Richard Peel (Deputy Headteacher)
Governor / Trustee lead	Keith Harvey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174,443
Recovery premium funding allocation this academic year	£ 24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 11,016
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	£ 209,459

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Buckingham School's stated vision is "Success for All", and this vision is entwined into this strategy. The school's improvement plan has a clear focus on improving the provision, outcomes and life chances for all students, and therefore, this pupil premium strategy is very much woven into the school improvement plan. Staff at The Buckingham School have a clear moral purpose, understanding that it is the school's role to ensure that all disadvantaged students have the best education and opportunities in order that they are fully prepared for their next steps, both in education and in life.

In recent years, the school has worked hard to develop students the "Buckingham Way"; striving to instil seven key virtues which we believe provide students with the qualities needed in order to succeed in life, and therefore are core to this strategy:

Ambition – Having long term targets, open to new opportunities and exploring pathways that help them achieve those goals

Confidence – Seeking out, and taking up challenges. Celebrating successes, learning from mistakes and believing in ourselves.

Respect – Treating others as we want to be treated, caring about others' feelings and appreciating the world around us.

Empathy – Being mindful of the impact of our actions and words. Trying to see a situation through someone else's eyes.

Resilience – Responding positively to difficult situations. Overcoming barriers, bouncing back and never giving up.

Integrity – Doing the right thing, even when nobody is watching. Choosing to be a good person and keeping your word.

Curiosity – Having a sense of enjoyment and fascination in learning about ourselves, others, and the world around us. Recognising that the questions we ask are more important than the questions we can answer.

The school has also worked hard to improve attendance and narrow gaps in attainment for our disadvantaged students, and whilst there have been successes, the school closures in recent years have hindered this journey, but there is now the renewed focus again, which is forefront to this strategy.

A key focus of this strategy for the next three years is to equip all of our students, but especially our disadvantaged students, with the language and vocabulary skills that they need

in order to fully access our broad curriculum and extra-curricular opportunities, both in and outside of school. We will strive for our disadvantaged students to make accelerated progress and achieve high attainment.

High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently require the most support. This is proven to have the greatest impact on closing the attainment gap and will also support the needs of all of our learners whether they are disadvantaged or not.

Our approach will be responsive to individual needs and common challenges faced by many pupils. We will make no assumption about their capability or needs based on the impact disadvantage may have. The approaches we adopt for individuals or groups will be evidence based, using robust assessments both inside and outside of the classroom.

To achieve this, we aim to:

1. To ensure that all PP students **participate** in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make **increasingly good progress** year on year (i.e. Achieve on average a value added Progress 8 Score within 5 years (2026))
3. To increasingly address and **remove the barriers** faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways**

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, in all subjects.

However, internal data, suggests that weak literacy can be a substantial barrier for many of our students, especially PP (Disadvantaged) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions, and working with our feeder schools based on identified need.

Finally, there is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students, especially for our LAC and Post LAC students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support

the most vulnerable students in the Hub, and attendance intervention from our Attendance Officer and Pupil Premium Champion.

The key principles of our strategy?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's values of "**Success for All",** regardless of disadvantage or need.
- That we are an **evidence based school** and that decisions and interventions are based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and careers support** is essential to meeting the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.

That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

We will strive to foster positive and empowering relationships between all pupils, parents and staff, with a clear focus on mutual respect and understanding. Our whole school approach will see **all staff** take responsibility for disadvantage pupil's outcomes and to help raise their expectations about what they are able to achieve.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students exhibit a range of social and emotional issues, which have adversely affected many pupils, (including anxiety and depression).
3	PP students' attendance is lower than their peers
4	PP students' reading ages are lower on average than their peers on entry to the school
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents' evenings) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP students compared to their peers
7	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort

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
Improve student outcomes at GCSE	Pupil Premium students achieving aspirational target grades equivalent to non-pupil premium students.
To ensure the continued provision of "quality first teaching" in all classrooms	Regular monitoring and observations recognise high quality teaching in all classrooms.
Improve attendance of PP students	Attendance for PP in line with peers by 2024
Improve PP students' attitude to learning and reduce number of FTE given to PP students so that it is in line with their peers	Reduced behavioural incidents. FTE in line with peers.

Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	All students feel challenged and confident to contribute and to ask questions.
To achieve and sustain wellbeing and the mental health for all our pupils including those who are disadvantaged or have been hardest hit by the pandemic	Deployment of our Student First inclusion team, taking a multiagency approach with our students of greatest need
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	Pupil Premium students attending enrichment opportunities, with transportation/funding barriers navigated.
Provide high quality CEIAG provision to all PP students i.e.: - Improve access to further education paths in to post 16 education. - Ensure all PP students provided with at least two meaningful encounters with a careers adviser. - Improve attendance of PP students to careers related trips and experiences. - Improve access to further education paths in to post 16 education. Ensure all PP students provided with at least two meaningful encounters with a careers adviser.	All Pupil Premium students supported by appropriate advice and options pathways to allow for progression. Students supported to attend all appropriate experiences and opportunities.
Improve the literacy of PP students by instilling the value of reading across the staff body to support students in all subjects in order to foster a love of reading and exposure to higher-level academic texts. Introducing 6th Form mentors to support students in 5 week reading interventions. Ensuring the 3 strands of reading are fully embedded, with appropriate resources and support in place. 1. Learning to read 2. Reading for purpose 3. Loving to read Exposing students to texts at regular opportunities to establish the link between reading and improved writing.	All students hearing a consistent message across the curriculum about the importance of reading and the impact on their learning Reading ages of students are increased Students are able to access the areas as a valuable learning resource for all subjects Strategies are implemented that promote student independence. Reading for purpose and progress Student's written work is informed and enhanced as they increase exposure to texts Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write

Ensuring students fully understand and consistently adopt the 6 step extended writing plan Pre-Writing: 1. Own the question 2. Plan 3. Learn from modelling Writing 1. Draft Post-Writing 2. Review, Refine, Improve Ensuring that targeted wave 3 support is accessible to students who struggle to write fluently. To embed the use of key terminology and Tier 2 and 3 subject specialist vocabulary across all subject areas Use age related expectations at Key Stage 3 to monitor pupils development in literacy, to ensure they take the next successful steps in their learning.	Students feel confident in approaching extended writing and demonstrate a willingness to attempt and review their work Students and intervention strategies are swiftly identified and implemented to support tin mainstream Students access higher level terminology, understand it and use it appropriately All curriculum areas have explicit literacy focused actions across the curriculum maps and intents
Increase PP parents' engagement with school	Attendance at parents evening for Pupil Premium is in line with their peers by 2024

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: £109,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,7

Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1, 2, 4, 6, 7
Purchase of standardised Assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	1, 2, 3, 4, 6
Walkthrus CPD model using instructional coaching methodology	"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap." Characteristics of Effective Teacher Professional Development - EEF	1, 2, 6, 7
QA led by Teaching and Learning Team, SLT and HoDs to provide developmental	"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that	1, 2, 6, 7

feedback, identify training needs and to share best practice	high quality teaching can narrow the disadvantage gap." [Characteristics of Effective Teacher Professional Development - EEF](#) DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	
CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4,have a benefit of significant improvement in learning i.e. +4 Months to learning	1, 2, 7
Appointment of a Learning Mentor ("behaviour TA") to support the work of the Inclusion Team	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Mentoring over an extended period of time (a year or more) is most effective in building lasting change to attitudes [EEF - Mentoring](#)	1, 2, 3, 5, 6, 7

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

Budgeted cost: £58,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy for all pupils who have low comprehension skills	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4, 6, 7
Providing subject specific revision and intervention sessions. E.g. In school & lunchtime sessions Providing specific revision material e.g. revision guides	Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge. In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.	1,4, 5, 6, 7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 5, 6

| Small group tuition using School-led tutoring | EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months | 1, 3, 5, 6, 7 |

Wider Strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £41,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has worked with a number of schools to produce the guidance.	3
Targeted attendance activities, including: • Review and update attendance policy • Incorporate attendance into transition planning • Work with PP parents and students to identify specific barriers to attendance Target support based on specific barriers	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	1, 2, 3, 6
Increased 1:1 career advisor Interviews	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1, 2, 3, 7
Ensure number of careers events attended	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show	1, 2, 3, 7

by Yr9-11 students is a minimum of 1 per year	that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	
Use of external counsellors to support students using a range of different techniques Individual support to students who are in crisis – Use of the Inclusion Team	The general principle of being ready to learn – mentoring and talking therapy can make long term changes to the empowerment of the learner Healthy Minds - EEF	1, 2, 3, 7
Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1, 2, 3, 7
Appointment of a behaviour TA to support the work of the Inclusion Team	As above	1, 2, 3, 7
Continued roll out of Chromebooks to all students, facilitating subsidised access to devices for Pupil Premium students	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	1, 4, 5, 6, 7
Increase Parents Evening engagement by: • Develop early online booking for PP parents Where PP parents have not attended, encourage alternative contact via Pastoral staff	Current evidence suggests that many Pupil Premium parents do not attend parents' evenings. EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	1, 2, 3, 7
Ensure that students can access full taught and extra curriculum	EEF's tool kit reports +2 months benefit from both arts and sports participation	1, 2, 3, 6, 7

Continued development of leadership of PP e.g. Appointment of pupil premium champion	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1, 2, 3, 4, 5, 6, 7
Data Manager to ensure robust tracking systems are in place	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1, 3, 4, 7
Contingency Fund for acute issues	There is a need to put aside money to support families and pupils who may find their circumstances suddenly changed due to the pandemic or other circumstances and we need to be able to respond quickly to these situations	1, 2, 3 4, 5, 6, 7

Total budgeted cost: £209,459

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 2020 to 2021 academic year.

Achieve further improved results for pupil premium students (A8, 5+ E+M)   *Achieved – Pupil premium results improved in absolute terms (eg A8) but also vs 2019 national progress norms (P8)*

Achieve a further narrowing of the attainment gap for pupil premium students

Not achieved – despite many and varied strategies the gap in the school widened, because the results of other students improved yet further compared to pupil premium students

Achieve improved attendance for pupil premium students

Some success – the school is proud of the engagement maintained with in-school and remote learning. School attendance held up well during Covid disruptions (94.7% in 2020-21) but was were significantly lower amongst pupil premium students (89.4%)

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